

**Mesa Pathways Work Group Meeting**  
**Proactive and Integrative Student and Academic Support (PIZZAS)**  
**Wednesday, October 23, 2:30 PM to 4 PM, LRC-432**  
**Agenda**

1. **Welcome (10 min)**
  - What's Been Happening/Come Up Since Last Time
2. **Review of [Meeting Minutes](#) (5 min)**
3. **Long Term Goals (Vision)**
  - In a perfectly integrated and proactive world, near, near to here... (10 min)
    - What's happening there?
      - Do they just have the best referral forms?
    - Is this our vision?
  - Let's "Map": Consider one example of a Mesa effort toward proactive and integrated student support that is leaning toward our vision: (15 min)
    - Who are the players?
    - What works about it?
    - What could work better?
  - Spend two minutes writing down every inter- or intra-departmental/programmatic effort you can think of that **is, strives to be, or desperately needs to be** proactive and integrated as we envision it. *We can keep a running list to help us be mindful of what's already working well or can serve as a model for other efforts.*
4. **19-20 Goals**
  - Discuss and Confirm (or hold for more discussion) (15 min)
  - § Finding our Individual Niches in the Year's Work (15 min)
5. **Student Participation Updates**
  - Equitable Student Participation in Pathways (Trina - 5 min)
  - Student Open Forum (Olivia - 5 min)
6. **Putting it All Together**
  - Considering our vision and goals, let's imagine an activity that could take Mesa one step closer to where we want to be (venue, participants, date, focus, time commitment all up to the imaginer). Keep it loose. Can be playful. Can be ridiculous. Can involve temporary tattoos. Let's build a team that can think radically outside of the box - together.
7. **Next Time: Agenda Items**
  - Next Meeting: Wednesday, November 13, 2019, 2:30-4:00, LRC-432

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**Mission:** *The mission of the Proactive and Integrated Student and Academic Support Pathways inquiry group (PIZZAS) is to be model communicators, intentionally bringing the campus community together to investigate **new** and **ongoing** innovative, promising, and equitable support practices for students. At the heart of our mission are open, shared, and continuous inquiry and learning. Our goal is to integrate support services into the fabric of students' learning experiences at Mesa, proactively meeting students where they are and supporting their educational achievement.*

**Intentional about these Intersections:**

**Work Groups:** *Brave Communication (Andy) \_\_\_ Guided Majors and Mapping (Tina) \_\_\_ Onboarding & Career Exploration (Tied to SW Pathways Navigation) \_\_\_ Equity \_\_\_ Data \_\_\_ Student Services/LRAS/Instruction \_\_\_*

Mesa Pathways Work Group Meeting  
 Proactive and Integrative Student and Academic Support (PIZZAS)  
 Wednesday, October 23, 2:30 PM to 4 PM  
 LRC-432

**Minutes**

**Attendees:** Zoe Adler, Shawn Fawcett, Trina Larson, Brian Mackus, Mark Manasse, Katie Palacios, Olivia Picolla, Kim Tran

**Big Conversations**

- Services Scan: (Work on next time (Nov 13))
- Vision: We brainstormed some ideas today.
  - How could we advance the idea of the “Helpful Services for Students” poster? How could we take its intention and further integrate services into spaces where students are or are likely to look?
  - Added reference: [Also see Can-Innovate 2019 Presentation on Student Services Hub for Canvas \(MiraCosta\)](#)

<p><b>Current Offering</b></p> <p><b>Mesa Journeys 101 “FLEX”</b></p> <p><i>Face to Face</i></p> <p>Mesa Journeys 101 is an interactive “walk in their shoes” exploration of support services using an equity lens and beginning with a typical (and complex) student biography and completion of the Mesa Journeys survey tool. Participants assess the services they need based on their biographies and then go in search of those services. The event ends with a reflection and brief presentation by services without offices.</p>	<p><b>Who: Inward Facing</b></p> <ul style="list-style-type: none"> <li>● Faculty, Classified, NANCE, Admins</li> </ul>
	<p><b>Where: In-Person</b></p> <ul style="list-style-type: none"> <li>● Student Services Depts</li> <li>● Academic Support Depts</li> <li>● Instructional Schools</li> <li>● Administrative Services</li> <li>● Self-Selected during Flex</li> </ul>
	<p><b>When:</b></p> <ul style="list-style-type: none"> <li>● 1/Sem or as Requested</li> </ul>
	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>● With Pathways Navigation</li> </ul>

IDEA: Make existing Mesa Journeys tool available at Farmers Market.

<p><b>Adding an e-Version</b></p>	<p><b>Who: Student Facing</b></p> <ul style="list-style-type: none"> <li>● Students</li> </ul>
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<p style="text-align: center;"><b>e-Mesa Journeys 101</b> <i>Canvas Module</i></p> <p>PIZZAS proposes creating a Canvas-ready module as an option for faculty to include in their instructional shells. The module would recreate the “Helpful Services for Students” with text, images, and video.</p> <p><b>Production Timeline:</b></p> <p><b>2019-2020:</b> Develop Module w/Text &amp; Images <b>2020-2021:</b> Populate with Dept/Services Videos</p>	<ul style="list-style-type: none"> <li>Also Faculty, Classified, NANCE, Admins</li> </ul>
	<p><b>Where: In-Person</b></p> <ul style="list-style-type: none"> <li>In Canvas</li> </ul>
	<p><b>When:</b></p> <ul style="list-style-type: none"> <li>1/Sem or as Requested</li> </ul>
	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>With Instructional Designer Katie</li> <li>With Pathways Navigation</li> <li>With Student Services &amp; Acad. Supp</li> </ul>

<p style="text-align: center;"><b>Adding a Syllabus Version</b></p> <p style="text-align: center;"><b>Syllabus Mesa Journeys 101</b> <i>Sample Course Syllabus Content</i></p> <p>Adding a final dimension to this model, PIZZAS proposes creating content for instructors to include in their syllabi.</p> <p><b>Production Timeline:</b></p> <p><b>2019-2020:</b> _____ <b>2020-2021:</b> _____</p>	<p><b>Who: Student Facing</b></p> <ul style="list-style-type: none"> <li>Students</li> </ul>
	<p><b>Where:</b></p> <ul style="list-style-type: none"> <li>Paper copies of syllabus</li> <li>Canvas</li> <li>Professor web pages</li> </ul>
	<p><b>When</b></p> <ul style="list-style-type: none"> <li>Start of class</li> <li>Just in time</li> </ul>
	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>With Instructional Designer Katie</li> <li>With Pathways Navigation</li> <li>With Student Services &amp; Acad. Supp</li> </ul>

IDEA: Create videos & visuals for students to watch when waiting in service areas.

**Revisiting PIZZAS 2019-2020 Goals (Draft)**

- We reviewed our current goals and added the ideas in blue

Inward Facing	Student Facing
<p>Focused on the interconnections between student services, academic services, and instruction.</p> <p><b>Goals</b></p> <ol style="list-style-type: none"> <li>1. Engage diverse campus community to create a vision of student support</li> <li>2. Purposefully connect our work to equity, data, other MPC groups, mindfulness, intentions, and inquiry</li> </ol> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Create inventory/scan of unintended duplication and gaps in services</li> <li>● Distribute an internal survey</li> <li>● Hold a support services retreat in spring or summer</li> <li>● Hold “Faculty 101” events to help familiarize all campus constituents, especially online and part-time faculty, with student experience and programs/services/supports. <ul style="list-style-type: none"> <li>● Further develop this to include an e-version (Canvas) and syllabus version</li> </ul> </li> </ul>	<p>Focused on creating conditions for diverse student voices (active, inactive, self-motivated, not self-motivated, past, present, future) to participate in this Mesa Pathways work in varied and innovative ways.</p> <p><b>Goals</b></p> <ol style="list-style-type: none"> <li>3. Empower student voices to guide pathways work to stay on path</li> </ol> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Create a diverse Mesa Pathways Student Advocacy or Ambassador program for pay and/or college credit. <ul style="list-style-type: none"> <li>○ Create job descriptions so students have what they need to participate.</li> </ul> </li> <li>● Hold an all-day student forum with pizza.</li> <li>● Gather student feedback through peer-to-peer interactions.</li> <li>● Pair students with a success teams which may include alumni (grow peer nav pgrm?)</li> <li>● Use Canvas surveys</li> <li>● Offer Zoom work group meetings</li> </ul>

IDEA: Develop ASK MESA kiosks for “emergency” and other just-in-time information. Could Include:

- Mesa Journeys
- Search
- Hot Line
- Crisis

### Student Participation Updates

- Equitable Student Participation in Pathways
  - Will present at next MPC meeting.
- Student Open Forum
  - Olivia will send Trina email with details.

IDEA: Get student feedback by placing white boards & post-its with questions.

### Other PIZZAS Connections

- The instructional mapping form asks faculty to consider when on the student path they think they should connect with services, specifically, financial aid, counseling, work-based learning, transfer, tutoring, clubs, equity programs, food/housing, learning communities, other.
  - Should we be a part of these discussions/considerations? When would be a good time for PIZZAS to interface with instructional programs working on mapping?
- Bridget’s office distributes a graduation survey with lots of info we might be able to use.

- Should we look at last year's?
- Office is asking for input. Do we have any?

## Next Time

- Considering our vision and goals, let's imagine what proactive and integrated services might look like in an ideal/near ideal world.
  - Mark and Katie may have an activity to help us visualize these flows or our structures of supports.
- Start scanning for existing services/partnerships that are working.

PIZZAS October 23, 2019 Meeting References

From [October 9, 2019 Minutes](#); Text in >blue> from [Logic Model](#)

PIZZAS 2019-2020 (Draft)

<b>Inward Facing</b>	<b>Student Facing</b>
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**From:** Trina Larson

**Sent:** Thursday, October 10, 2019 2:51 PM

**To:** Isabel O'Connor; Michelle Toni Parsons; Howard Eskew; Tina Recalde; Cynthia Rico; Charlie Lieu; Manuel Velez; Jennifer Kearns; Andrew MacNeill; Jeannette Leon; Claudia Estrada-Howell; Hai Hoang; Larry Maxey; Leslie Shimazaki; Ashanti Hands; Taylor Carpenter; Mark Manasse; Trina Larson; Terry Kohlenberg; Shawn Fawcett; Lorenze Legaspi; Lynn Lasko; Luisa Faló; Veronica Gerace; Sade Burrell; Taylor Carpenter; Robyn Bolden; Victoria Miller

**Cc:** Carla Grossini-Concha

**Subject:** Student Involvement in Pathways

Hi Field Experts and MPC,

The Mesa Pathways Committee has approved the formation of a short-term ad hoc team to investigate possibilities for **equitable student involvement in Math Pathways**. We'd like to

move quickly to have, perhaps, a **menu of options in place for the spring semester** because meaningful student involvement is an urgent need for Pathways. Come, be optimistic with us!

The goal is to create a **proposal for a Mesa Pathways “Ambassador” Team comprising a truly diverse body of students who are incentivized through pay, college credit, and/or through honors contracts to participate in Pathways work in meaningful, mentored, and ongoing ways.** There are a number of pieces to this puzzle and I think the best way to approach this is one technical question/issue/need at a time, rather than pulling everyone around a single table (seems like a lot of questions will be in the weeds).

Would the folks, below, be willing to attend a small-group Q&A with me and the Pathways leaders who can attend? I’ll start looking for times on the Outlook scheduler with high hopes.

### Proposed Meetings

<b>Topic</b>	<b>Expert People (<i>to include you, say the word!</i>)</b>	<b>Why Me?!?! When</b>
Work Based Learning Opportunities & Issues (2 meetings, if okay...)	Tina Recalde, Shawn Fawcett, Trina Larson	Weeks of Oct 14 & 28
Complying with the Legislative Intent & Paying Students as NANCEs: Policy, Process, and Pathways Budget	Lorenze Legaspi, Lynn Lasko/Luisa Faló, Howard Eskew, Trina Larson	Week of Oct 21
Honors Contracts: Feasibility and Process	Veronica Gerace, Trina Larson	Week of Oct 21
Program Development & Outreach	Toni Parsons, Shawn Fawcett, Sade Burrell, Mark Manasse, Claudia Estrada-Howell, Taylor Carpenter, Robyn Bolden, Vicki Miller, Trina Larson	Week of Oct 28 and Nov 4, if necessary?
Organizational Placement	Isabel O’Connor, Toni Parsons, Howard Eskew, Ashanti Hands, Larry Maxey, Trina Larson	Week of Nov 4
Marketing Options	Jennifer Kearns, Toni Parsons, Howard Eskew, Trina Larson	Week of Nov 18 or Dec 4

Am I missing anything/anyone? No omission is intentional. J

Thank you so much!  
Trina

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**Mesa Pathways Committee Proposal: Equitable Student Participation (Larson) – APPROVED BY MPC 9/25/19**

**Proposal:** To encourage equitable student participation which is central to Mesa Pathways work, form a short-term ad hoc team to consider strategies for compensating/incentivizing students to participate in MP activities in sustainable ways that respects their roles as expert consultants.

**Objective:** To create a menu of options for a broad range of students to participate in the creation of student-centered pathways, perhaps to include these options: paid NANCE positions, paid internships, and honors contracts.

**Proposed Products & Timeline**

Sept 25	An overview of student participation options and a proposal to MPC to form a short-term ad hoc inquiry group.
Nov 13	Present findings, proposals, Q&A
Dec 11	Draft promotional materials MPC vote & tweaks to promotional materials
Jan 8	Submit final promotional materials to the MP Leadership Team
FLEX Week	Disseminate materials to faculty & service areas; promote positions
<i>In the meantime, pilot some hires as early mentors for students coming in next semester.</i>	

**Purpose of Ad Hoc Team**

- To inquire into the nuts and bolts: what’s possible, where innovation is needed, potential needs.
- To propose options for marketing and hiring processes, possible reporting structures, educational experiences for students
- To create promotional materials (job announcement, with details, including financial aid and VA implications).

**Possible Composition of Ad Hoc Team Do**

**Volunteers or Recruitment To-**



- MPLT member(s) Toni (program dev) and Howard (budget)
- MPC members with interest Put call out
- Administrative Services Rep: NANCE Expertise
- Work Based Learning Dean & Rep Work Exper/Internship: Tina and Shawn
- Experienced “ambassador” program lead Claudia Estrada-Howell
- Honors Coordinator Veronica Gerace
- AS Rep(s): Ask Taylor/Robyn
- Student Affairs Rep Ask Vicki M.
- Counselor Perspective Sade Burrell

### **Ad Hoc Team Meetings/Connections**

- This is meant to be a very short-term, agile group to ask questions and propose possibilities. May meet first and then largely conduct business by email. *Everyone doesn't need to be at every meeting or involved in every aspect. We can take it a question at a time.*

### **What We Know So Far:**

- We can pay students to serve as Guided Pathways advocates, ambassadors, project assistants as long as the purpose is in line with the legislative intent of Guided Pathways.
  - Other colleges do employ student teams (Palomar, Santa Monica’s Student Advisory Squad, for ex)
- Financial Aid and VA students taking Work Experience classes along with internships would have to pay for their classes. Work Experience classes count against a student’s FA SAP. Students would need to be educated about this, perhaps in a cohort orientation.

### **What Would Mesa Pathways Ambassadors/Advocates... Do?**

- They would:
  - Participate in leadership and transformed educational experiences, perhaps as an evolving cohort.
  - Inform Pathways work in a student-centered way.
- Some things they might do:
  - Support the Leadership Team or Communications by developing the website.
  - Attend MPC on an ongoing basis as paid participants, recognizing that this work is beyond the scope of ongoing campus governance – this is about institutional re-design which requires expert consultants.
  - Participate with work groups on goal-setting, project design, and implementation.
  - Liaise with student government on a regular basis so that we have a feedback loop with the AS (which meets at the same time as MPC).
  - Execute activities like on-the-spot surveying or pathways meet-and-greets.
  - Present at onboarding and orientation events, in classes, and at department meetings.

### **9/25 MPC Meeting Feedback**

- Isabel: IE also has options for student involvement or internships; will ask Bridget.
- Isabel: At Cabrillo, they had Equity Ambassadors do this work; they were paid NANCE’s tied to the Equity department, not to Guided Pathways; will ask Larry for thoughts.

- MPC Liked idea of educational experiences for students; Tina asked who will mentor or serve in faculty capacity; I suggested that we might organize WBL/WE/Internship experiences for students and that perhaps WBL faculty would serve in this capacity, using a cohort model. Or, I suggested faculty and others could hold workshop sessions to empower the cohort and support their leadership/voice.
- MPC approved proposal to form an ad hoc team to create a proposal and options for MPC.