

Mesa Pathways Work Group Meeting
Proactive and Integrative Student and Academic Support (PIZZAS)
Wednesday, October 9, 2:30 PM to 4 PM
LRC-432

Agenda

Welcome and Introductions!

Introducing and Building PIZZAS

1. Current Mission Statement
2. [Membership](#)
3. Our relationship to the Mesa Pathways Committee (MPC) and to other work groups
 - a. [MPC Structure](#)
 - b. Ongoing Connections to Onboarding and Career Exploration
 - i. Cross-Meet Opportunities (OCE: 2nd/4th Mondays, 4-5, AVANZA)
4. Major Project Ideas
 - a. [Survey](#)
 - b. Retreat
 - i. Exemplar of Services Integration: Tutoring and Basic Needs
5. [19-20 Plan \(Early Draft\)](#)
6. [PIZZAS Parking Lot](#)
7. Discussion

Old Business

- 1.

New Business

- 1.

Roundtable or Other

- 1.

Next Meeting: Wednesday, October 23, 2019, 2:30-4:00, LRC-432

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 ___*

[Meeting Agendas & Minutes](#)

[Membership](#)

[Parking Lot](#)

Mesa Pathways Work Group Meeting
Proactive and Integrative Student and Academic Support (PIZZAS)
Wednesday, October 9, 2:30 PM to 4 PM
LRC-432

Minutes

Attendees: Kayla McKinley, Markus Berrien, Zoe Adler, Mark Manasse, Kim Tran, Johanna Aleman, Leticia Diaz, Katie Palacios, Sade Burrell, Shawn Fawcett, Olivia Picolla, Cam (stopped by before last day of short term class)

Introducing and Building PIZZAS

1. Current Mission Statement
 - a. How do we see our departments reflected in the mission statement?
 - i. Pulling SS & Instruction together; having hotspots where students are.
 - ii. The desire to bring existing partnerships to light
 - iii. The interconnection of Career and WBL; also questions - how do we fit together?
 - iv. EOPS demonstrates seamless service to students internally between the several programs they offer.
 - v. We want to be able to identify challenges students have before they reach our campus through partnerships with HS and through other means. We might, for example, learn to connect former/foster youth to work-based learning first as a result.
 - vi. Being proactive: to meet the needs of students when/where they need it as a natural part of what we do. We want to fix our systems not our students.
 - vii. We see opportunities for partnerships with students by visiting AS and other meetings.
 - b. Comments: It is meant to be somewhat general and encompassing, but could we simplify?
 2. [Membership](#)
 - a. We have some missing pieces (IR, ENGL faculty) and will continue to reach out.
 - b. We are interested in developing the student voice.
 3. Relationship to Mesa Pathways Committee (MPC) and to other Work Groups
 - a. Informational item
 4. Major Project Ideas
 - a. [Survey](#)
 - b. Retreat
 5. [19-20 Plan \(Early Draft\)](#)
 6. [PIZZAS Parking Lot](#)
 - a. We want to save valuable ideas that arise at the table but that might be outside the scope of our current work in an electronic parking lot (Google Doc or Padlet). For now, we'll use the Google Doc linked to, below.
-

7. Discussion

- a. What is the overall purpose of this group?
- b. One outcome of our work might be to create a seamless experience between student services, academic support, and instruction.
- c. We want to connect with students, online faculty, and part-time faculty in innovative ways. Through Zoom meetings, for example.
- d. We need a strong student voice.
- e. We seem to agree that our focus is two-fold:

Internally Facing

Focused on the interconnections between student services, academic services, and instruction.

Activities

- Distribute an internal survey
- Hold a support services retreat in spring or summer
- Hold “Faculty 101” events to help familiarize all campus constituents, especially online and part-time faculty, with student experience and programs/services/supports.

Student Facing

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.

Activities

- Create a diverse Mesa Pathways Student Advocacy or Ambassador program for pay and/or college credit.
 - Create job descriptions so students have what they need to participate.
- Hold an all-day student forum with pizza.
- Gather student feedback through peer-to-peer interactions.
- Pair students with alumni
- Use Canvas surveys
- Offer Zoom work group meetings

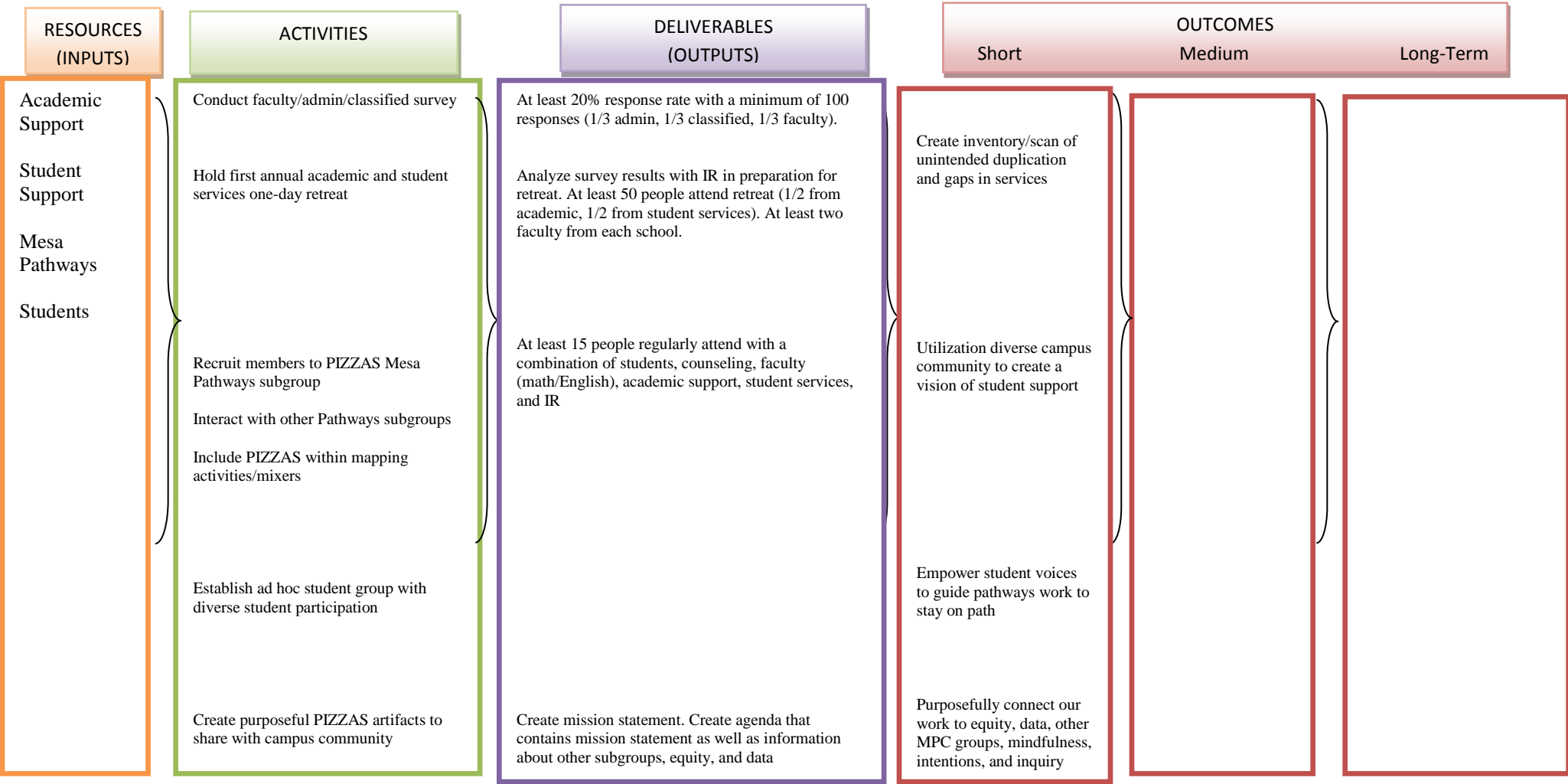
Next Meeting:

1. Survey: Condense?
2. Update on “Equitable Student Participation” project
3. Retreat: Let’s start planning!

Proactive and Integrated Student and Academic Supports (PIZZAS) 2019-2020 Logic Model

Theory of Change: TBD

Our 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.*



Assumptions:

External Factors:

Proactive and Integrated Student and Academic Supports (PIZZAS) 2019-2020 Logic Model

THE WHATs

- Inputs –the resources we use to accomplish the services and activities at our colleges. Typically this will include facilities, staff, funding, etc.
- Activities –programs, services and specific actions delivered. Within an intervention strategy (like tutoring), the activities will be more specific to the issue being addressed.
- Outputs –typically the number or percent of students/faculty/staff/tutors who complete or receive the activities. Some examples might be: 75% of tutors attended a training session or we served 5% more students in Writing Center workshops this year or 15 faculty and staff members developed and delivered a training session, etc.

THE WHYs

- Outcomes – are the benefits participants receive as a result of their participation in our programs and services. Outcomes are changes in knowledge, attitude, values, behaviors, or condition, improved situation, increase potential, etc. Some outcomes happen immediately and others take years to accomplish.
 - Short-term outcomes: During or immediately following activities
 - Mid-range outcomes: Months/year(s) after short term outcomes
 - Long-term outcomes: Years after mid-range outcomes