

Mesa Pathways Inquiry Team Meeting
Proactive and Integrative Student and Academic Support
Wednesday, August 28, 2:30 PM to 4:00 PM
LRC-423, LOFT

Agenda

Welcome! (15 Min)

1. Introductions

Guided Pathways, Mesa Pathways, & Our Workgroup (20 Min)

1. Guided/Mesa Pathways
2. Proactive/Integrated Support Work Group
 - a. Mission
 - b. Relationship to Mesa Pathways Committee (MPC)

2019-2020 Groundwork (35 Minute)

3. [Student Survey Data from 19-20](#)
4. [Support & Services Campus Survey](#) (to faculty/classified/administrators), Fall 2019
5. Projected Plans for 2019-2020
 - a. Services & Supports Retreat
 - i. Timeline
6. Recruiting for our Work Group: Who Should Be at the Table?

Old Business (10 min)

7. Caring Campus: Table (Trina)
8. Faculty 101 FLEX: Held Aug 14, 11-1, I4-213 (Shawn, Bri, Gabriel)
9. Electronic Syllabi (Kim)

Thoughts/Reflections/Roundtable (10 min)

10. All

Next Meeting: Wednesday, September 11, 2:30-4:00, LRC-435

Meetings: 2nd/4th Wednesdays, 2:30-4:00, LRC-432 || Aug 28; Sept 11, 25; Oct 9, 23; Nov 13; Dec 11

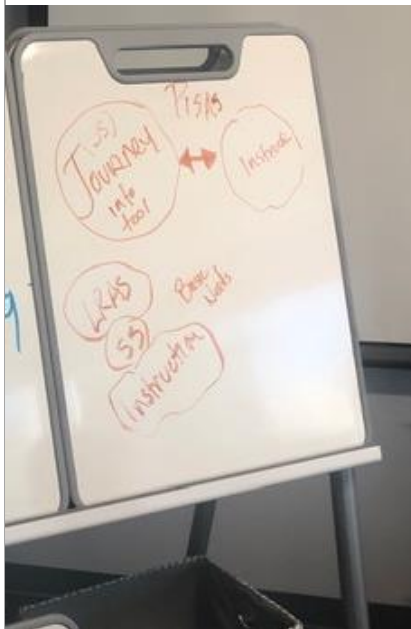
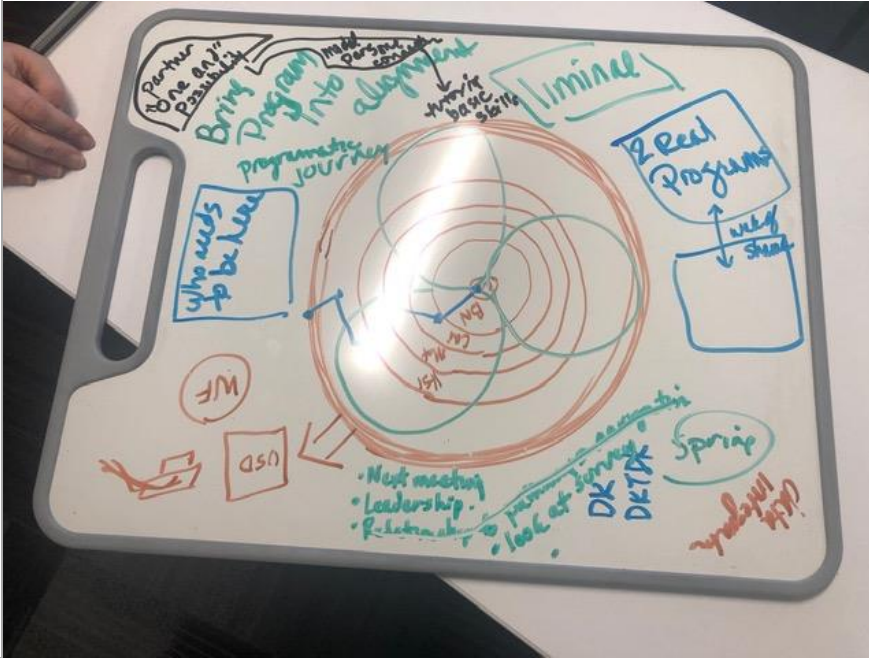
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Mission: *The mission of the Proactive and Integrated Student and Academic Support Pathways inquiry group (PIZZAS) is to be model communicators, intentionally bringing the campus community together to investigate **new** and **ongoing** innovative, 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.*

1	<p>Who else could we “know with”?</p> <ul style="list-style-type: none"> • ACTION: Invite people to our September 11 meeting, 2:30-4, LRC 432 • ACTION: Mark, would you share your list? Via email or diplomatic pouch. We should add Nellie Dougherty to the list. 	<p>All</p> <p>Mark, if he wanna</p>
2	<p>Situating Our Work for 19-20:</p> <ul style="list-style-type: none"> • To define the space of our work as distinct from Pathways Navigation and Mesa Journeys (to avoid duplicating and frustrating efforts), we tentatively arrived at <ul style="list-style-type: none"> ○ Pathways Navigation focuses on <ul style="list-style-type: none"> ▪ 1) intake (what info do we get from and give to students); ▪ 2) differentiated orientation; and ▪ 3) career planning before ed planning. ▪ Data Source: This work is the result of an extensive student survey conducted by West Ed. ▪ Reach into Student Experience: Pathways Navigation does touch the student journey before and throughout their time at Mesa. This does seem to be at the level of information; however ○ Mesa Journeys: Mesa Journeys is a survey tool that provides students with information about programs and services which can support their journey. It helps students to clearly understand what services can support them, provides service and other information; and if email addresses are provided, directs student information to program coordinators on an “opt-in” basis. <ul style="list-style-type: none"> ▪ We think it’s important to have representation (Claudia!) from Pathways Navigation (Claudia, Claudia) and Journeys (maybe Charlie and/or Joel) on our team – or at selected meeting - so we can amplify the work of our teams. ▪ Mesa Journeys could be integrated with our workgroup if it supports their efforts and makes additional connections (if desired) with instruction easier. ▪ [New Thought] Whether Mesa Journeys is integrated with Proactive/Integrated or not, they can continue to take ownership of the phase where coordinators receive student contact data. This is probably desired since this is a technical process. ▪ [New Thought] We might understand that Proactive & Integrated begins its work where program and service “cohorts” or student groups have been formed or exist. ○ Proactive & Integrated: The work of our team is to dig into the space where the introductory-informational phase of Mesa Journeys ends and the 	

student journey within and between programs/services begins.

- 19-20 Centers on Inquiry
 - Deploy survey in fall 19.



Proactive and Integrated Student and Academic Supports (PIZZAS)

2019-2020 Meeting Time	Third Thursdays, 2:15-3:45
Membership Needs	We need to build our group: a cross-section of faculty - from instruction, counseling, library - adjuncts and contract. We need classified from instruction and SS. A rep from Strong Workforce/Mesa Journeys, depending on the structural relationship between GP and SW. We have folks from IE and Student Health which is good.

In 2018-2019, Proactive and Integrated Student and Academic Supports (PIZZAS) -

1. Established a mission statement:

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2. Drafted a Conceptual Model
3. Created, distributed, and analyzed a student survey regarding academic and student support services, which led to the creation of a support service survey to be distributed to the DL for Mesa College for classified professionals, faculty, and administrators. This survey has been approved for Mesa DL distribution by MPC.
4. Proposed a Library of Things through which students can access devices and other materials they need to succeed in their courses.
5. Through the statewide Guided Pathways Caring Campus initiative, drafted three classified commitments to enhance student engagement and belonging on campus:

Classified Commitment 1: "Interweave."

Address the persistent problem classified cite that negatively impacts students: "We don't know what other departments do or who to call to help them." Accomplish this, first, by creating a structure, not for "cross-training" but for what the Caring Campus @ Mesa team refers to as "interweaving" - practices of interdepartmental inquiry, exploration, and knowledge-sharing aimed at fostering a seamless and caring student experience. The foundation or space for this work is envisioned as a classified professionals roundtable.

Classified Commitment 2: "Smile."

Engage with students - in offices, on campus, on elevators - with compassion. Foster through professional learning/inquiry, discussion, and practice.

Classified Commitment 3: "Wear a Name Tag."

Be present and accessible to students - letting them know who we are - by wearing name tags.

6. Investigated a faculty opt-in electronic syllabi resource and other means of enhanced faculty engagement with students.
7. Drafted a Faculty 101 Flex activity.
8. Discussed how to continue to scale the cross-curricular efforts of MT2C on the floor and embedded tutoring.
9. Proposed student support or retention groups comprising cross-functional teams to support students holistically.

Also putting a pin in:

- Student-Story Based CRUISE and Onboarding Experiences (from Connecting the Dots)