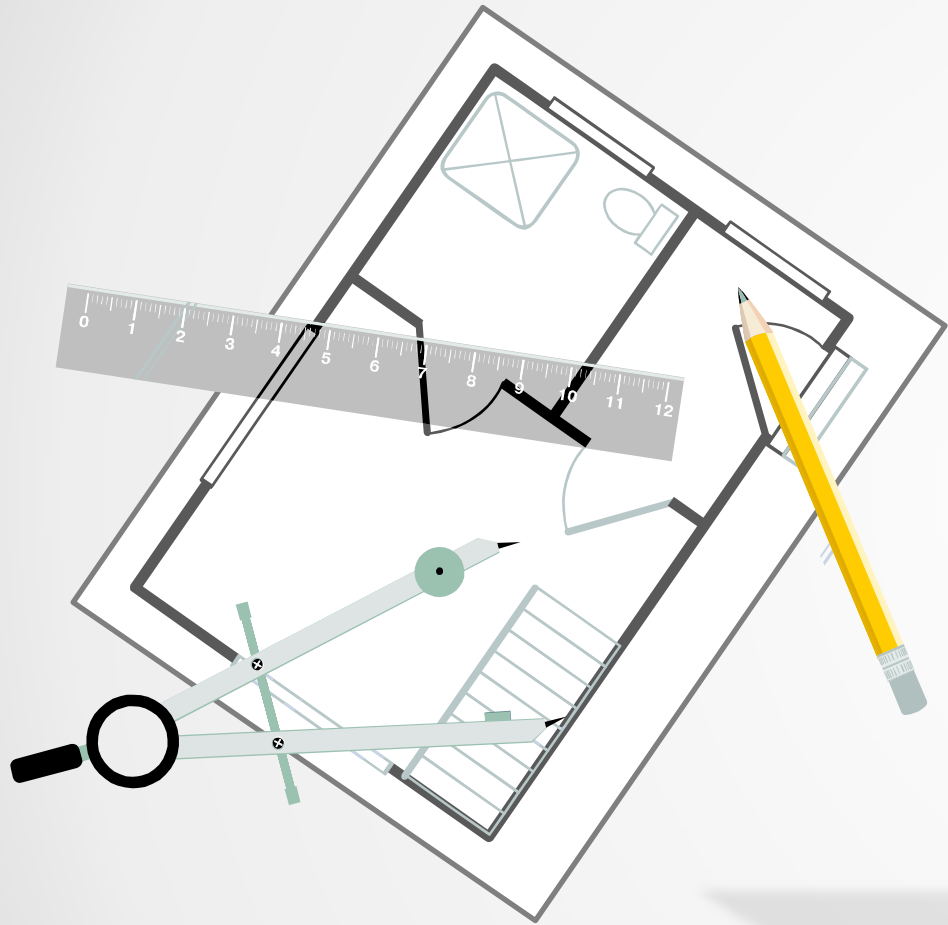




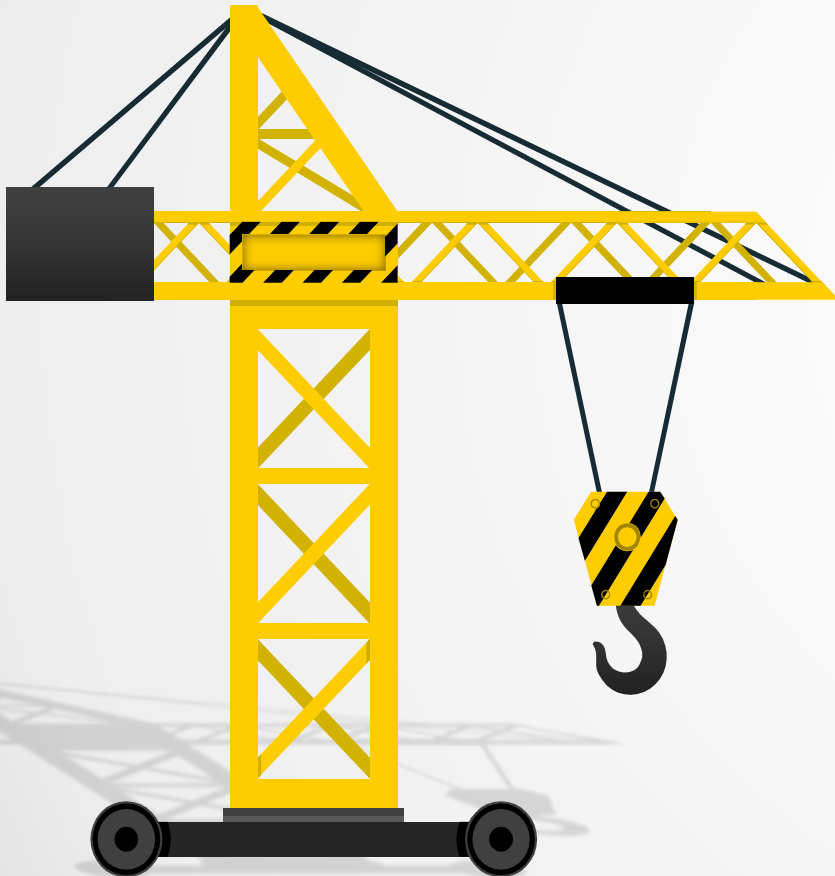
Constructing Mesa Pathways

Purpose of Today's Exercise



This exercise is designed to encourage our campus community to begin thinking of Mesa Pathways in terms of **concrete** and **tangible** elements that can be implemented campus-wide that ensure student success.

Work Groups



Which of the Four Pillars most “speaks to you”?

- Which is most related to your “job” on campus?
- Which are you most passionate about?
- Which concerns you most?
- Which interests you most?

Four Pillars of Guided Pathways

Clarify
the Path



Create Clear
Curricular
Pathways to
Employment
and Further
Education

Enter
the Path



Help Students
Choose and
Enter Their
Pathway

Stay on
the Path



Help Students
Stay on
Their Path

Ensure
Learning



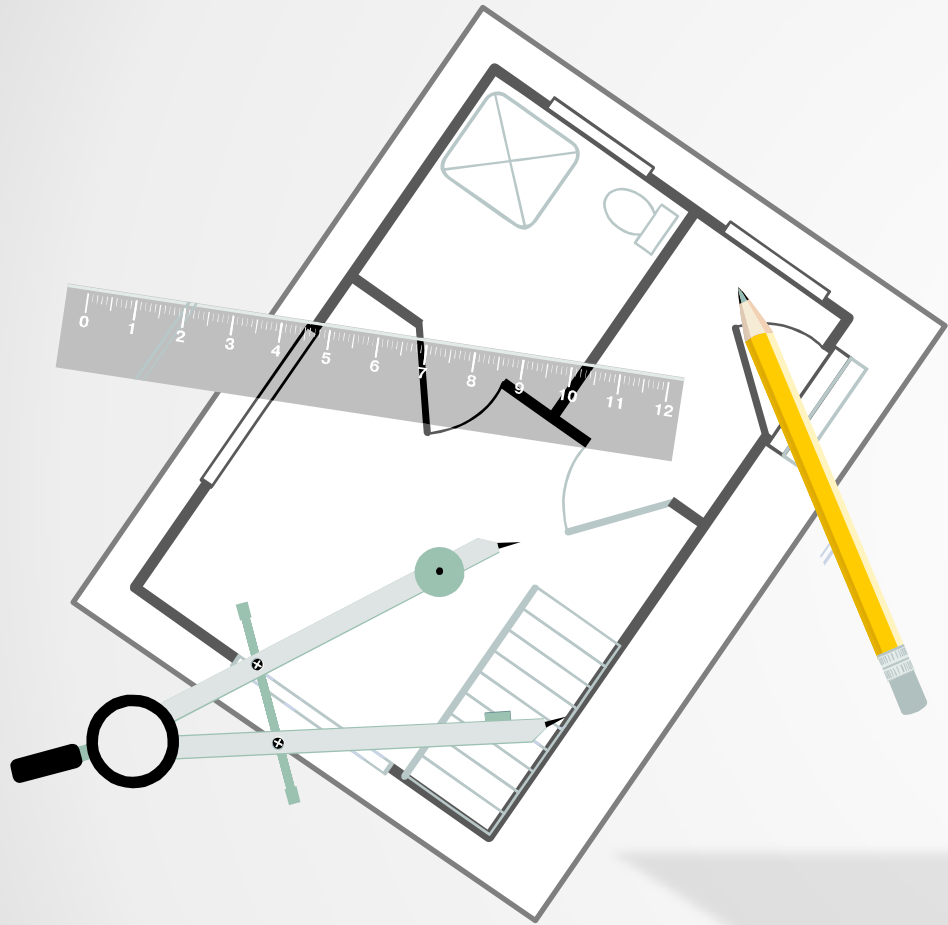
Follow Through, and
Ensure that Better
Practices are
Providing Improved
Student Results.

Problem-Posing Prompt



1. Choose a table that corresponds to your chosen pillar
2. As a group read and discuss the student scenarios on the handouts
 - A. How similar are these scenarios to your own experiences?
 - B. What other possible scenarios could be considered?
3. Identify the challenges faced by these students and the tools they may need to overcome them.
 - A. Do these tools already exist and are they accessible?
 - B. What tools don't exist but should?
4. Discuss and develop new tools that can/should be implemented on campus to help these students.
 - A. Tools that give students accessibility to data and information
 - B. Tools to enhance/support current tools.
 - C. Tools to help students enroll in courses and achieve their academic goals at Mesa.

Sharing Out



It's the academic year 2028-29 and Mesa College has completed its implementation of Mesa Pathways. Choose one of the student scenarios from the handout and develop a brief anecdote/narrative of them utilizing one of the tools your group developed. Your narrative should identify the following:

1. How did the student become aware of this new tool?
2. How did the student access this new tool?
3. What process did the student take to utilize the tool?