make it past the 1st year, warm welcome/sense of belonging is important, racial disparities present within the course success rate comparing all students to 1st time students, presence of mental health

The OPP with the

COMMUNITY and BUILDING COMMUNITY is essential

Equity and action using data. Question of how to make that data relevant and what to do with/about them.

others?

the work is not done, we must continue to reach out to students, we may have to go back to the drawing

drop a class, even passing because they want to and the instructor.

Students don't just

Students struggle a Students want someone they can just about the class. Students are craving these connections and have been magnified in the online environment.

it - How do we connect with people and letting go of the assumptions that everyone knows how to do that. Let's give them concrete tools to help support.

students create

that were not built for them, we should remove them immediately. However, this creates another problem, what structure will be

the most drops,

lowest retention and

speak about systems

success rates. If we

Data on number of students depression, anxiety

Looking at

instruction

deadlines, updating

syllabi to reflect

student needs.

Athletes is a great model of support for our students. Shows how teams can work together to get services to our students.

> Long pathways in some disciplines can create problems for some students.

"Grading for Equity"

by Joe Feldman <--

resource for ideas

classroom. PLEASE

Making content

component of

equity-driven

relevant to students'

lives is an important

support for students

on how you can

make equity a

reality in your

READ IT!!!

This is a great

Work done by professors to make material more effective online had lower drop rates, which suggests that not all professors were doing similar work. How can we share this with

Students can be offended when we offer help-how can we avoid pinning it to one student, offer to the whole class.

Support teams are

instructional and

culminating through

student services to

support our students.

Bring our services to

them, and not have

programs

students seek out our

implemented to make

students, particularly

for our students of

possible to have an

sole purpose is to

see how they are

reach out to the

office/program who

current students and

doing in class, in life.

changes for our

colors. Is it also

their challenges and sometimes feel stretched in our support. We need to figure out the \*how\* to remain connected as a community to support our students.

1. What have I/we learned?

Students may not

volunteer when they

struggling-intentional

streamlined access is

What are the stories

behind the numbers

in the equity gaps?

The call campaign

to AA students, did

those speak to the

equity gaps??

Our students are

absorbing a lot of

managing so much; and we're also

outreach is helpful.

helpful

Sticking with the process and looking at how they see themselves in it.

others?

EOPS-access to

students within a

week/day allows for

students to be more

engaged and enables

them to reach their

appointments are

How do you share

ideas in a way that is

non-threatening to

meeting with

goals. Online

counseling

amazing!

them well. Especially

Systemic

change is

Individual

change is

needed too!

difference in F2F we

get to know more of

critical.

in the hands-on labs. That is where they build relationships. Also hanging out in the building with the students to get to know them. Creating the virtual space it

Many hours to ma instructional video new materials, and new ways to interact with students.

The student's that are happier with the online format seem to be the ones with lighter school loads.

8: impressed with wholistic/comprehens ive approach Mesa has implemented over the last year, student services & intentionality towards black students, the longevity of our

programming (not

one & done) best of the situation. How the approach studying and problem solving. Seeing students from a different perspective. It is clearer on how many hours that they are studying for the class.

Flexibility in students meeting deadlines for assignments. Adapting to student needs.

Despite the

circumstances we

have even grown!

jump from 17-18 to

English Math

18-19!

completion BIG

There are a lot of

and continue to

improve. This is a

it will take a group

bring everything

together.

huge undertaking and

effort to make equity

come into fruition and

different things we

need to check in on

haven't stopped we

Equity gaps increased greatly for Native American/Alaskan students.

Dr. Hands, Student Services. Very surprising about all the great work being done.

From the CTE internal outreach we have been able to find more completers.

board over & over

though they are not connect with others lot and it is magnified during the pandemic. connect with, and not Tell people how to do

format. I have also learned that there are so many things working against them at home. Seeing the in their learning spaces at home and how some are not effective spaces for learning, Helping

## 2. What have I/we done to support equity in my/our spaces?

Late start

may have

dropped.

Assure learning

activities and

materials reflect

diversity-videos, etc

courses in an

effort to reach

students who

HSI STEM Core accelerates students through a Math Pathway to complete calculus in one year. **BIPOC students have** shown great success with this pilot program. Could be a good model for other high unit programs. Efforts in the LOFT to assemble affinity groups and -----dother profe learning ro these goal Workshops have been created for targeted groups however all are welcome

Listening: serving as a support to our students.

up directly with

embedded tutors to

students. This is a

great way to provide environment for ing

students to see they exactly what they

need. Cive them

need. Give them

to show they care

to snow the student.

BFCT organize hot

spot counseling for

session) increasing

students (30 min

access,

create assignments

cultural sensitivity.

restorative justice,

and highlighting

ethnic diversity

Learned to ask

better, more

nuanced

research

auestions.

that promote

Hired Urban Restoration Center to provide off campus counseling for Black students important also very by Black therapists to ensure confidentiality.

CTE in-reach for completion

> CEER Progra integrate framework of Pathways to give guidance on developing curriculum to improve student success.

**Providing** opportunities to for learning. We have to do the work first.

Admissions:

reaching out

to black

students

SS Call Action

Working it in to the eval process.

Efforts are well as c ways of topic c systemic IL racist practices ie as a standing agenda item

Streamlining of processes (forms

We work to pay attention to the groups that are in to them.

for students with system in place to track.

Making sure panels are diverse GEO Science all women

Being willing to be vulnerable and lean into learning new approaches & techniques

Ask students what barriers exist that is preventing their enrollment and retention, and then put in WORK on removing those barriers.

> Engage conversations with students about why. Encouraging using personal experiences within their projects and assignments.

Deber prog students to program to u ann to become bilingual teachers (next step is to recruit black students to become K-12 teachers)

Using

**Finding** lower cost text equitable course design: books.

partnering with

Chicano/a & Black

Studies to go into the

classroom to directly

reach students with

the services. Doing

direct black student

outreach. Educating

students about what

Counseling actually is

takes the village. And

and how it helps. It

Use diverse models for classroom

instruction-ubiquitous

students-inclusive

Look at the amazing work of our Faculty Inquiry Groups (FIGs) So much awesome collaboration around

https://sites.google.co m/view/design2align/s hare-outs?authuser=0

We schedule employees to attend professional learning opportunities that will empower them to bridge equity gaps.

equity analysis on scholarships to compare general student population/applicant pool/recipient poolsee the disparities, where is there room for improvement, most scholarships are not needs-based :(

> Intentional and targeted support.

More OER for instruction

time during

department

meetings to

strategize best

practices in equity

to address the gaps

Outreach to our black students. welcoming them to campus and encouraging them to meet with a counselor.

> UPlifting student voices, inolving them in the work. APIA Toen Hall-student led

Working on BIPOC and Black student retention by focusing on the links between physical and mental health. Rise Up program through

Try to

Financial Aid: all

district to create

personally emailed

ALL students that

identify as black.

Created 'check-ins'

guery and then

students treated the

same. Inquired with

humanize the

data. Make it

easy to read.

and relevant.

Student Health Services.

need and reach out

Laptop rentals

## 3. What am I/we thinking about doing to continue to support equity and success in my/our space?

Establish a culture of when we are calling in when it comes to equity. Making themselves vulnerable and having these conversations.

CHP incorporate equity into program review so that we prioritize equity in hiring priority

Reviewing data of who accesses our services and see if it mirrors the student population so that we can create resources that support them.

Having dedicated employees to doing outreach to check in on different or all student populations, as so many of our students need to know that we care.

campus.

Finding ways to have been left behind.

make contact with students that may

Keep asking Sharing and conversations the question, across all "how does this constituencies. support Spreading the work of the committees equity"? to the broader

Looking at ways to bring students' voices along with faculty voices

Efforts in counseling have been setup so they are sustainable and will continue to move forward.

> continue using clips and photos that represent all groups- as many as I can find in my PP slides

Creating

online) to

connection

build

spaces (both

in-person and

More information for students.

learned that keeping our students engaged during the first year, from an academic, mental health. counseling, and student service support perspective, is really important. Thus, special consideration should

Consistent and increased information across the campus to students

Looking at development of stackable certificates-

> Humanities and Arts and Languages school meetings on DEI. How to better support BIPOC faculty? So that it can create further benefits for the students. Working to implement change for the benefit of students

Continue creating space for faculty to learn from and innovate with each other.

Online forms submission. Petitions- JIRA and others

Reminders to not put the burden of effort on those affected most.

**EOPS-Continue** providing online/zoom counseling appointments for students after return to the campus

Laptop rentals for students.

Making it difficult to students to quit.

building/sustaining cooperative & collaboration between programs/department

Hiring diverse pops

Be relentless, more flexibility, room for equity, look at hiring practices

continue to offer online servicessome students cannot visit during "DMV" hours, but can take a few minutes to take a phone call or zoom meetings

sharing this information with all campus leaders (esp student leaders) to understand the "why" of all the programs

## 4. What is the work I/we still need to do?

'walk

the

walk'

now to reach

students, encourage

them to complete

their academics.

Social media, and

alternative ways of

communication, seem

to be an effective way

out. Also, following up

to get the "message"

conversations with

with our

offering virtual

c. to students has

that we were not

finding before so

continuing that

support will be

helpful, need to

institutionalize this.

captured students

services/workshops/et

Learn how to be intrusive. how to make it hard for students to not quit.

> Inviting people into challenging, difficult, courageous convos.

Culturally Relevant

pedagogy and sensitivity to equity gaps and data needs to be incorporated into pedagogy and should potentially be a component of the evaluation process.

dismantle the structural barriers that still exist?

Randomly survey students and check which services students know about (Canvas, Mesa Commons, etc)

Continue to emped We need to dashboards find a way to reach the part time students

Use the great work with African American Students to share information with more students

being PRO active no just RE active.

Marketing to more

students so more

students know

about all of the

services we offer

we need to support AA faculty

How do we

MUST

(especially equity) in all the work we do. They shouldn't just be looked at when we are doing program review. Connections between this data and everything that is done needs to be

streamline curriculum process

> work from this group. Maybe focus on this group and other groups monthly and intentionally. Kapwa: I exist because you exist. Sense of community and connection with each other. Raise

awareness on equity

Need to rethink curriculum in my discipline to make it more culturally responsive and diverse. Too many dead white guys.

Tech support and marketing/outreach of tech support available for students. How do we get even better matching students up who need technology with the free tech available?

normalize having tough conversations

need to ensure that

and classroom

demonstrate that

and we want to hear

Attend Gina's FLEX

Presentation - An

Inspiration Series -

"Fridays with Gina" :)

Hiring practice focused on equity. Applicant pool diversification.

> boundaries of higher from the historical basing on whiteness in education. Create space where it is okay to ask and challenge.

workshops and event activities are reaching black students, and this may involve more intrusive and direct outreach to specific communities. Want to groups are welcome

Continue to push the education. Move away

> Be ok with "calling people in"

Need to convince all

staff and faculty to

that black students

and BIPOC students

buy into the idea

need special

attention.

we need to find a way

to MANDATE faculty

per semester, an

promotes cultural

equity-minded

always the same

iustice. or

to attend at least ONE

event or training that

sensitivity, restorative

training/activities. It's

faculty in the training

slander/discriminate against students. Saying HORRENDOUS things about a student(s) and not being immediately made accountable for their actions, doesn't send the right message to students. An example should've

Consolidation of service links/connections that faculty/staff for easy access. (e.g. a website or canvas shell where information can live for all programs). Service repository.

Require Equity trainings (Anti-Racism, Cultural competency, LGBTQ+ Safe Zone, etc.) of all employees when they start and for those who have been here a while.

what do courses look like coming back to

on-campus courses?

what support do faculty and staff need?

How do we support faculty and students as we return back to campus?

Early alert tools. Making Mesa Journeys an ntegrated part of student enrollment/applicatio n process.

Make CRUISE "Orientation" required for all students

5. What student groups are teams structured around? Use technology to showcase what we mean, and what is Commuter Interdisciplinary available. We have Students STEM to do better when **Both Academic and** students change Focus on second-year, career exploration is How do we third-year, and Career Pathways paths critical--early can be determine the goals beyond students and and affinity groups general (online tools of the students? Do the supports adult learners how to create particularly those integration How to reach we have that data? etc.) Talking to necessary to prepare - and their serving underserved Athletes, EOPS, DSPS, with library them for transfer. "orientation" faculty to Can we use data to unique needs populations. students that Foster Youth, Puente, career, and other for online teach/work in those inform the way service- "how Umoja, Honors, educational goals. are not classes? student success areas. to research" Veterans, Summer groups are formed? generally in Cruise, STEM Center skills students, STEMCORE, groups? Mathletics, ICC, AS, First-time Music, Theatre Co. general early **STEM** ss who college Allied HEalth HS student group: on, with haven't vet older/non-traditional CCAP, ACP, Dual students Around students who Students who are Majors Enrollment, MET. content area registered or close to completing Majors have everyone can groupings. / FastTrack, Team of: a degree/certificate expert later is those who withdrawn benefit, but at discipline Admissions, **SDSU** important Students tend different have stopped cohorts counseling, microsite levels--some financial aid...and to bond in out students don't/want instruction **UMOJA** program orientation need intrusive Veterans working athletes support over a with Academic student's Admissions/Financial Students common Kapwa, students who enrolled in goals in terms Aid and Counseling to major/interest and need support Puente, Umoja support students. Math/English of learning in their first intervention Learning Career **PROMISE** outcomes Non vear Learning Modality -Communities **EOPS** Program Online synchronous, traditional **Pathways** online students-like asynchronous, OPP parents hybrid classes, on campus, offsite, etc. students who Around foster life-long learner / faculty refer desired affinity groups are returning expand the youth, degree seeking / international students who programs we do for 2nd career (Veterans. students professional next up are falling group: have-puente only development/etc behind to SST or expanded Athletes. has 25 students but students teams? working 100s of latinx career skills **PUENTE** Former Foster experience with students college (first year, Youth, etc.) students first gen, MANY clubs part-timers. ask the All students full-timers, based on get in to a student led Around students-LGBTQ+ Student major/career path) Career-ready student team. Around organizations which groups Identified **Diversity Club. Majors** Class based on Academic an Students: Students do THEY want --- some clubs program or Transfer students who stude Career major. to be in? on hiatus in Students are ready to **Pathways** the Distance go into their Part-time students-Umoja, affinity Clubs and climate those who online career field **KAPWA** groups, career Interests specifically want to Bridges to goals, learners enroll in part-time **Baccalaureate EOPS** enrollment

6. What is the goal of student success teams? Create identify welcoming/safe perspective spaces, Redefining students & what about Community how students view outreach expanding share about the build accessing assistant information Getting students in all the aspects of services and community scalability of literacy Create a community Supporting through/over that student experience. resources on courses/skills? services/resources for students and equity gap of students campus and make Culturally aware more people to employees with otivating continuing them accessible for spaces. reach more along their similar goals and students-keep them through/after the students (From students. interests. Holistic focused on what their journey: we're Teams are first semester. different groups) capacity can be and data-informed, support the HYPE Visibility cross-functional and guide them through infused with equity. the weeds/forest. PEOPLE! of Inspire love of lifelong prepare students with learning through this skills to succeed in resources Providing students college - how to use Closing equity a variety of ways to the services, how to Opening up the address creating access use the library, how to opportunities, based gaps, building Create an information--know Closing research, how to take on what you(student) opening basic avenues -Jegnas supportive awareness of upfront about need, understanding students' eves an online course (first needs thinking (mentors) that the value of the relationships needs students year experience)? equity resources process. Guide the have-to be creative outside the connect to with students. possibilities... available process, pair students about how we reach gapsbox for individuals with what they need out. when they need it. solutions and resonate Looking at student intent and how they experiences Validate student's Making sure when measure success, experience. Student students have a Providing wrap coming along side stories and question, they know around support Help students Help students to ensure that provide perspectives are services: your nurturing exactly who to ask access All the identify & transformational student success is real, valued, and manage opportunities to answer their village all in one Retention spaces and resources in a way awareness of met to explore while still achieve their place! One-stop shared! question. experiences Completion that is not attaining/maintaining professional resource for our **UPWARD** overwhelming. educatio students. learning **ONWARD** itever they / be. transferrable Understand what Encourage students skills/knowledge Create students are not not to drop--ask (for the real world, scholars and getting from us, holistic, integrated, Creating Graduation why they are for upper div. develop break down the connected pieces so completion Creating a sense of struggling and give classes) community. Support orient pieces and then do identity Team students don't have connectivity/belongin tips on how to mpletio specific curated and creating a from start seme: to connect the g to campus. Letting correct course in a approach contextualized stay tl students know they pieces themselves e space, sense of class! to finish supporting have a person/persons secon experiences and conditions, human belonging, to turn to on campus. support. students with connections that empowers them to Creating their success reach their Help students connection ndividual fir finding feel dents ne. (best st Help students **Ensure that** student we have the Holistic connected to complete that first wing that Acclimating students are given components already or assignment in nurturing, passions and one another road map to the CARE students to Student at Mesa - how do we r course to keep directing to campus-checklist awareness. and the Mesa match the ut their tie them together so n in the class the SD Mesa on how to be Provide student that they most Success opportunities embedded on their Community. cess culture successful support! goal/help readily accessible to cational support (Veterans) students meet students ١way.

their goals

## 7. Who's on the team and what are they doing?

bringing in students

from different

perspectives; in

addition to our

leaders!

amazing student

Peer navigators

team. Students

listen and relate

Faculty need to be

heavily involved:

especially when it

comes to career

exploration, and

career center!

Use the website for

YouTube videos of

career opportunities

within a field. Train

team members to

get the videos out

more career

exploration.

to students

bringing industry in

to classrooms. WBL.

need to be on the

better to their peers.

People with shared experiences, first-gen staff/faculty working with first-gen students. Admin services working with students wanting to go into that field.

Being advocates and allies for students on campus.

Small (even tiny) changes that can make a BIG difference renaming intake sessions -> welcoming appointments

May not necessarily need so many people on the team, but there should be a main contact in other areas (financial aid, counseling, career services, health services, faculty, etc.) that a liaison can direct students to.

ream will empower students, connect them to resources, answer questions, encourage, celebrate successes, clarify next steps, seamless hand off to success team members when accessing expertise/POS, attend workshops, tutoring

Making sure that we are following up with students that do a full withdraw from classes. Peers need to be big part of that network.

Interdisciplinary to ensure that students are supported in a number of ways: faculty, staff, peers (peer navigators, tutors, etc.),

There needs to be one main point of contact for the student who is in regular communication with them and can serve as a resource to direct them to various services.

counselors

especially people who took a crooked students within their own

community can do a

lot to help one

another out!

Faculty, staff, Peer mentors, outside mentors. connections to the University

how can we involve

adjunct faculty

(since they are a

large portion of

outside the

classroom

social worker.

counselor, tutor/inst.

mentor, project asst

support), inst. faculty,

Folks who are

own stories.

willing to share their

assistant, student

(comm builder,

resources, admin

connection to

administrator

instructors) - get

them paid for work

how can we be informal connectors to teams-let students lead the process as well.

have a faculty member from each discipline who can serve as a liaison to provide students with information about the program (careers, the courses, what it looks like to be a major at a four year or graduate program, etc.)

Creating the

conditions

that matter!

multi pronged

approach to

connections -

It takes a

team

working

together.

would be great to

integration with "upper-division" (200 level,

> Students are helping students...showing them first hand what is possit

second-year) faculty

how do you anchor them, how do you get students to ask the members of the team for help?

second year or

Dedicated counselors to the various disciplines. We have seen improvements with the counseling

Faculty mentor career and transfer related information and bridge between students and

librarians/library

staff - can teach

college research,

how to use the

library

information literacy,

dded), Faculty, Peer

. dean, classified

and expertise -

touch points that

connects them to

just-in-time POS

student

proper early alert

technology would

also help SST focus

on students most in

need--case loads

will be large and

being able to focus

early on those that

need help is impt.

KEY!

involvement is

Navigator/ambassador

professionals, tutors -

Broad team of support

smaller group that has

higher touch/multiple

community partners & community members

with-peers

help reach out to sending emails, helpful if this is

Role for interns to students (especially during times of crisis), making phone calls, sending texts. May be another student.

Subject matter

open to

faculty/staff/leadershi

helping students feel welcomed

How can we utilize

our adjuncts in our

communicators and

teams? They are

important

connectors.

members that Mesa are unique to alumni each student

combinations

include

family &

friends

support from

of team

who

care

Everybody is on the team!

How much of these teams can be integrated in to curriculum. Particularly when it comes to career exploration

Someone on the

team dedicated to

the students in the

community.

data as it pertains to

team captain and Faculty mentors, team mates have a working closely plan to with counseling. communicate and One-on-one with when. students. Connect communication

should go both ways. Must know who students are... It is part of all of our jobs to be on teams. The teams should be made up of

Provide orientation/open people who they house for different feel an affinity groups/meta-majors.

students with internships/jobs.

Need orientation

dedicated counselor, in a perg class--like the old 1/2 unit perg classes.

> A diverse team who can provide a diverse means of support to create a path for success for student goal completion

Peer mentoring graduated/transferred students from the disciplines.

Necessary

technology for early

Teams should be

developed around

the specific needs

of the students in

the group.

alert system. Help

SST know when

students are

struggling

liaisons.

counseling.

experts as Faculty Mentors (reassigned time/dedicated)

Making personal connectionstudents feel valued

Serving on a team. advocating, being aware of and connecting ss to teams, helping to get buy-in, caring, work collaborative. supporting team members, evaluating effectiveness and im proving

Attending workshops, events, and info sessions so we can learn, raise awareness, and refer students to services = make connections for students

share information from different departments via a central location (Google Drive folder per program)

> investing and reinvesting in the student, sometimes they don't hear us, because they aren't at a point to get the info--we need to keep trying!

Pay students to be part of the success teams

Make faculty

part of regular

assignment/load.

learning for that

opportunity.

mentoring/advising

Provide professional

Tap into

other

philanthropic

support and

fundraising

opportunities.

gather student inputunderstanding the the needs of the students

help identify funding

> ocial megia as a resource for students. encourage students to follow those handles, #'s

reflection and intention

Pay attention

happening on

the campus

to what is

Be more available to

occur 9-5:00.

get more faculty hired in both instruction and support services to focus on these teams

Who will

guide the

leadership

teams, provide

and support?

students (not just class time and office Be well informed of hours). Be more resources available student centered. to students, so that Big issues that they can be shared come up for with students. students don't just

Continue t how they're different.

on the team!

do the work!

ONE! time to be

Creating

space and

involved

Supervisors and

courses - OER

Bringing others onboard! your niche skill can find a SST

8. How can I contribute to student success teams?

can connect to them. Communication will be key. A team directory. Promote team membership and participation. Allow direct reports to participate in these

teams. California

Leverage SWF

funding to

Monica

help pay for

these teams -

We all play a

information

Show a caring

spirit at every

turn.

students!

out to

role in getting

teams!

burritos for the SS

Know where the resources are located (website. people) to connect students. You don't need to know what the resources are. just where they are located.

Follow

through on

connections

to students.

Provide

the

necessary

support

JOIN

Career

exploration at

the beginning

of the class

add student

Consistent

throughout

the time here.

career exploration is

students can find a

common interests

another place

community of

students with

support

Canvas shells

services to all

mentoring

More

Increased accessibility/flexibility in Student Services

make

connections

for career

shadowing

Sharing

knowledge

ASK the

students

flexibility

from

Faculty

How do careers/interests in one area connect to other

mentor and communicating with students about the teams

Being a faculty

Be present in the moment. and are there for the

student.

to the

what they need Integrate career Increased

Lead a group of folks within your discipline to explore what this could look like for your program.

not authentic.

attend Mesa

to meet the

where they

students

are

College events

exploration in classroom! Having folks that are caring and are genuine. Students can tell when we are

> Saying "yes"

More WBL!

John C wants to be on the **OPP team** 

Dedicating part of assignment to faculty mentoring.

Carve out extra time to listen to/assist students when I interact with them.

**Every member** of the campus has a place on a SST

LEARN about our students: who they are,

Be active

managers supporting/encouragi ng engagement

be enthusiastically

accessible and

available

rewriting/redesigning

disciplines--incorporat

e in to the classroom