

1. What have I/we learned?

Despite the circumstances we haven't stopped we have even grown! English Math completion BIG jump from 17-18 to 18-19!

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

"Grading for Equity" by Joe Feldman <--- This is a great resource for ideas on how you can make equity a reality in your classroom. PLEASE READ IT!!!

Support teams are culminating through instructional and student services to support our students. Bring our services to them, and not have students seek out our programs

Students may not volunteer when they are struggling-intentional outreach is helpful. streamlined access is helpful

EOPS- access to meeting with students within a week/day allows for students to be more engaged and enables them to reach their goals. Online counseling appointments are amazing!

Systemic change is critical. Individual change is needed too!

the most drops, lowest retention and success rates. If we speak about systems that were not built for them, we should remove them immediately. However, this creates another problem, what structure will be

Looking at instruction deadlines, updating syllabi to reflect student needs.

Data on number of students depression, anxiety

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

Making content relevant to students' lives is an important component of equity-driven support for students

implemented to make changes for our students, particularly for our students of colors. Is it also possible to have an office/program who sole purpose is to reach out to the current students and see how they are doing in class. in life.

What are the stories behind the numbers in the equity gaps? The call campaign to AA students, did those speak to the equity gaps??

How do you share ideas in a way that is non-threatening to others?

difference in F2F we get to know more of them well. Especially 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 make instructional video new materials, and new ways to interact with students.

8: impressed with wholistic/comprehensive approach Mesa has implemented over the last year, student services & intentionality towards black students, the longevity of our programming (not one & done)

There are a lot of different things we need to check in on and continue to improve. This is a huge undertaking and it will take a group effort to make equity come into fruition and bring everything together.

COMMUNITY and BUILDING COMMUNITY is essential

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

Our students are managing so much; and we're also absorbing a lot of 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.

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

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

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.

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

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 others?

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

Students struggle a lot and it is magnified during the pandemic. Students want someone they can connect with, and not just about the class. Students are craving these connections and have been magnified in the online environment.

Tell people how to do 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.

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 students create

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.

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

Students don't just drop a class, even though they are not passing because they want to connect with others and the instructor.

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

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.

Listening; serving as a support to our students.

DSPS has followed up directly with students to see exactly what they need. Give them the personal touch to show they care about the student.

Late start courses in an effort to reach students who may have dropped.

Try to humanize the data. Make it easy to read, and relevant.

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 and how it helps. It takes the village. And

Making sure panels are diverse GEO Science all women

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

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

We have used embedded tutors to help our first year students. This is a great way to provide an inclusive learning environment for everyone. Student "kits" were also very important.

BFCT organize hot spot counseling for students (30 min session) increasing access,

Assure learning activities and materials reflect diversity-videos, etc

Efforts in the LOFT to assemble affinity groups and provide other professional learning for these goals

CTE in-reach for completion

Admissions: reaching out to black students

create assignments that promote cultural sensitivity, restorative justice, and highlighting ethnic diversity

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

Financial Aid: all students treated the same. Inquired with district to create query and then personally emailed ALL students that identify as black. Created 'check-ins'

Use diverse models for classroom instruction-ubiquitous to all students-inclusive examples.

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

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

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

Learned to ask better, more nuanced research questions.

Uplifting student voices, involving 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 Student Health Services.

Finding lower cost text books.

Using OER

Look at the amazing work of our Faculty Inquiry Groups (FIGs) - So much awesome collaboration around equitable course design: <https://sites.google.com/view/design2align/share-outs?authuser=0>

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

Workshops have been created for targeted groups however all are welcome

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

time during department meetings to strategize best practices in equity to address the gaps

opp - within quality finding increased attention and follow-up. Resource shifting address in

Streamlining of processes (forms and petitions) for faculty, chairs, deans and student services offices.

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

We work to pay attention to the groups that are in need and reach out to them.

Laptop rentals for students with system in place to track.

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

Intentional and targeted support.

More OER for instruction

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

SS Call to Action

Working it in to the eval process.

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.

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

Creating spaces (both in-person and online) to build connection

More information for students.

Consistent and increased information across the campus to students

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

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

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.

Finding ways to make contact with students that may have been left behind.

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

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

Looking at development of stackable certificates-

Online forms submission, Petitions- JIRA and others

Laptop rentals for students.

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

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.

Sharing and conversations across all constituencies. Spreading the work of the committees to the broader campus.

Keep asking the question, "how does this support equity"?

Making it difficult to students to quit.

building/sustaining cooperative & collaboration between programs/departments

Hiring diverse pops

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

continue to offer online services- some 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?

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

Marketing to more students so more students know about all of the services we offer

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

How do we dismantle the structural barriers that still exist?

'walk the walk'

Attend Gina's FLEX Presentation - An Inspiration Series - "Fridays with Gina" :)

we need to find a way to MANDATE faculty to attend at least ONE per semester, an event or training that promotes cultural sensitivity, restorative justice, or equity-minded training/activities. It's always the same 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.

Inviting people into challenging, difficult, courageous convos.

We need to find a way to reach the part time students

Continue to embed dashboards (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

MUST streamline curriculum process

offering virtual services/workshops/etc. to students has captured students that we were not finding before so continuing that support will be helpful. need to institutionalize this.

normalize having tough conversations

Hiring practice focused on equity. Applicant pool diversification.

Need to convince all staff and faculty to buy into the idea that black students and BIPOC students need special attention.

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.

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

how to reach students, encourage them to complete their academics. Social media, and alternative ways of communication, seem to be an effective way to get the "message" out. Also, following up with our conversations with

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

being PRO active no just RE active.

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.

we need to support AA faculty

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?

need to ensure that workshops and event and classroom activities are reaching black students, and this may involve more intrusive and direct outreach to specific communities. Want to demonstrate that groups are welcome and we want to hear

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

Be ok with "calling people in"

Make CRUISE "Orientation" required for all students

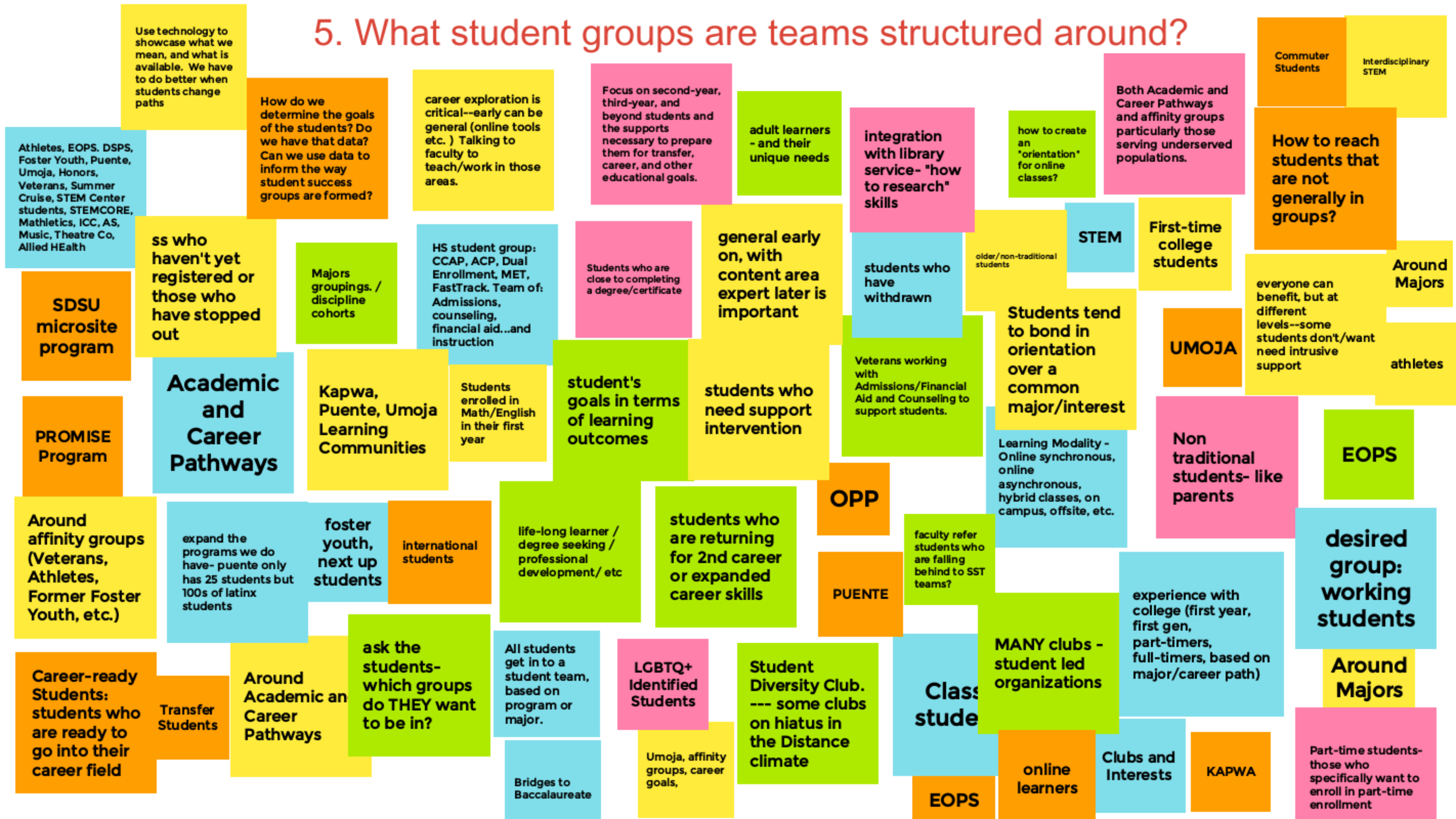
what support do faculty and staff need?

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

Early alert tools. Making Mesa Journeys an integrated part of student enrollment/application process.

what do courses look like coming back to on-campus courses?

5. What student groups are teams structured around?



6. What is the goal of student success teams?

Create welcoming/safe spaces. Redefining how students view accessing assistant in all the aspects of student experience. Culturally aware spaces.

scalability of services/resources - more people to reach more students

Supporting students along their journey: we're the HYPE PEOPLE!

Getting students through/over that equity gap of continuing through/after the first semester.

Create a community for students and employees with similar goals and interests.

share about the services and resources on campus and make them accessible for students (From different groups)

what about expanding information literacy courses/skills?

build community

Community

identify perspective students & outreach

Teams are data-informed, cross-functional and infused with equity.

Visibility of resources

...motivating students-keep them focused on what their capacity can be and guide them through the weeds/forest. Inspire love of lifelong learning through this lens.

Holistic support

prepare students with skills to succeed in college - how to use the services, how to use the library, how to take an online course (first year experience)?

Opening up the opportunities, based on what you(student) need, understanding the value of the process. Guide the process, pair students with what they need when they need it.

creating avenues - thinking outside the box for solutions

Create an awareness of resources available

Closing equity gaps, building supportive relationships with students.

Providing students a variety of ways to access information--know upfront about needs students have-to be creative about how we reach out.

opening students' eyes to possibilities...

Closing equity gaps-

Jegnas (mentors) that connect to individuals and resonate experiences

address basic needs

Validate student's experience. Student stories and perspectives are real, valued, and shared!

manage opportunities to explore while still attaining/maintaining education

Help students identify & achieve their goals, whatever they may be.

nurturing awareness of professional learning

Making sure when students have a question, they know exactly who to ask to answer their question.

Help students access All the resources in a way that is not overwhelming.

Providing wrap around support services: your village all in one place! One-stop resource for our students.

provide transformational spaces and experiences

Retention Completion UPWARD ONWARD

Looking at student intent and how they measure success, coming along side to ensure that student success is met

Create scholars and develop identity

Team approach supporting students with their success

transferrable skills/knowledge (for the real world, for upper div. classes)

Graduation completion

Creating a sense of connectivity/belonging to campus. Letting students know they have a person/persons to turn to on campus.

Creating community, creating a sense of belonging,

Support from start to finish

Being orient some: stay tl secon

Encourage students not to drop--ask why they are struggling and give tips on how to correct course in a class!

completion

holistic, integrated, connected pieces so students don't have to connect the pieces themselves

Understand what students are not getting from us, break down the pieces and then do specific curated and contextualized experiences and support.

Creating connection

Provide support!

we have the components already at Mesa - how do we tie them together so that they most readily accessible to students

match the student goal/help students meet their goals

Help students complete that first assignment in their course to keep them in the class on their educational way.

Holistic Student Success

finding student passions and directing to opportunities

Helping students that CARE about their success

nurturing, awareness, embedded support

Help students feel connected to one another and the Mesa Community.

Acclimating students to the SD Mesa culture

Ensure that students are given road map to the campus- checklist on how to be successful (Veterans)

8. How can I contribute to student success teams?

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 improving

Pay students to be part of the success teams

gather student input- understanding the the needs of the students

help identify funding

social media as a resource for students, encourage students to follow those handles, #'s

who/now students 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 burritos for the SS teams!

Career exploration at the beginning of the class

Consistent support throughout the time here.

make connections for career shadowing

Being a faculty mentor and communicating with students about the teams

attend Mesa College events to meet the students where they are

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

Make faculty mentoring/advising part of regular assignment/load. Provide professional learning for that opportunity.

Who will guide the teams, provide leadership and support?

reflection and intention

Leverage SWF funding to help pay for these teams - Monica

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.

career exploration is another place students can find a community of students with common interests

Sharing knowledge

Be present in the moment, and are there for the student.

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

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

Tap into philanthropic support and other fundraising opportunities.

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

pay attention to what is happening on the campus

Follow through on connections to students.

add student services to all Canvas shells

More mentoring

Increased flexibility from Faculty

Integrate career exploration in to the classroom!

Having folks that are caring and are genuine. Students can tell when we are not authentic.

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!

Be well informed of resources available to students, so that they can be shared with students.

Be more available to students (not just class time and office hours). Be more student centered. Big issues that come up for students don't just occur 9-5:00.

We all play a role in getting information out to students!

Show a caring spirit at every turn.

Provide the necessary support

be enthusiastically accessible and available

Increased accessibility/flexibility in Student Services

How do careers/interests in one area connect to other disciplines--incorporate in to the classroom

Saying "yes"

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

Continue to LEARN about our students: who they are, how they're different.

Be active on the team!

do the work!

Supervisors and managers supporting/encouraging engagement

rewriting/redesigning courses - OER

Bringing others onboard!

your niche skill can find a SST

More WBL!

John C wants to be on the OPP team

