

Student Services & Library and Learning Resources Division Room 7

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What are you or your department currently doing to close equity gaps?

Test

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OER / ZTC

All library classes use OER or zero cost instructional materials. We also support the adoption / adaption / creation of OER / zero cost materials for other departments

We are assessing our subpopulation of EOPS student admits (like returning adult learners vs. high school matriculants) and types of Counseling appts. (online vs. Zoom-based) being offered.

CalWORKs Meet the student where they are at in terms of what they need to matriculate to the college and accessing services

CalWORKs — ANONYMOUS

Collaboration among the Library, IT, and Student Services to provide students laptops and hotspots.

Arise

Student advocacy (one:one), Pasfika Family Education Day, Arise Student Action Plan! (ASAP!) letter (student academic progress profile- after each major term)--this is in partnership with RIE (Lisa); now engaging in the Navigate pilot to review different data on student cohort in order to develop interventions (e.g., students with GPA below a particular level); KPLC-courses to engage students in the intersections of the APIDA experience through courses (SOC 36, HIST 9 & ENGL 1A + 1C sequence)

Counseling

Have been taking professional development courses to help improve equity and culturally responsive teaching and learning.

Brain-Based Teaching

In STEP, We use brain-based teaching strategies to encourage interaction and build communities that are inclusive.

Counseling-Orientation

Worked to create a stronger orientation program- more engaging

High School Outreach

Working with our high schools and provided focused attention to our underrepresented populations through small group workshops and follow-ups.

Counseling

We are offering services to first-generation, low-income, and racially based programming with Counseling integration in all areas.

Rising Scholars

Through our grant efforts we are providing textbooks and materials to scholars free of charge.

Second Chance Month (April)

FCLT Workshops & Blog

FCLT is integrating equity topics into our workshops and blog posts for faculty. For example, we are developing a Humanizing workshop series and have a blog series on Authentic Assessments. Both Instructional Designers are in ITEL this semester.

Health Services

We recently ordered "Suggestion Boxes" that are being mounted in each clinic and we have developed a simple survey student will complete that will include an equity question.

Cross-Department Collaboration

Include students from special programs in our cross-cultural or exchange programs and events (i.e. REACH, Arise, Aspire, etc.). This enriches the underserved students' educational experience and engagement.

Counseling

Continue to offer different modalities of counseling sessions to be equitable and inclusive of all.

Counselors will launch a new degreeworks exceptional tool to provide transfer in CC/CSU/UC students with information on general education courses met through their past colleges. Three day training with the last one next week to launch the tool in June

Learning Assistance Dept.

- Facilitate "Academic Literacy for Equity" professional development workshops each term
- Facilitate Inspired Teaching Conference each year
- Created equity centered tutor training modules in Canvas
- Created Canvas "plug & play" academic support services syllabus statements as a campus faculty resource
- Revising CORs to infuse equity elements in lecture topics, MOs, MEs, and sample assignments

Financial Aid

Were planning on disaggregating our data related to application, completing, appeal rates, decision rates by ethnicity to determine if there are any disproportionalities and implement intentional processes and practices to help close the gaps

Counseling

We are intentional in hiring practices, value diversity

Housing

New international students do not have the same housing connections as domestic students, so we are in the process of establishing ways to connect new (and current) international students to reliable housing resources.

Library/Research Instruction

Library – RIE study on our drop-in workshop program showed 20% higher course success rates (24% for male students of color). The study also showed those students who benefitted most were underrepresented in attendance. GPS grant helped us to: bring back customized library and research instruction sessions that faculty can schedule during class time to reach all students and develop scaffolded info lit instruction in partnership with some departments.

Counseling

Have numerous options for counseling and advising sessions. Phone, email, Zoom, quick questions both in-person, by phone, and via Zoom.

Scholarships

Being intentional in our outreach efforts to target equity groups.

Librarian Research Appointments

One-on-one research appointments with a librarian. Private and tailored to and delivered at students' point of need.

Mentoring

I continue to mentor and establish close personal relationships with my students.

ACES

Intrusive advisement appointment.

Intentional collaborations with other programs in order to expose students to more opportunities.

Continue to focus on first-gen, low-income students

Center For Black Culture & Student Success

We have extended our center hours to accommodate more students. We have partnered with programs that have a higher Black population to create directed services for Black students where they need them. We also provide food options for students, which may allow them to stay and study longer. We are encouraging selected faculty to spend time in our center to demystify the faculty office hour experience.

Distance Learning

Providing professional development to infuse equity minded practices into online teaching.

Student Services

Each SS program and departments have worked on developing equity goals by identifying an issue/concern, recommendation/change, who is disproportionately impacted and coming up with a outcome measurement.

Intl. Center

Ensure that the ISC remains a center in which students can visit for a multitude of purposes to provide a home away from home feel to aid in their sense of belonging, especially being international students.

Bridge

Continues to outreach and target low-income, first gen students at specific high schools for Summer Bridge and have high rates of success and persistence.

Knowledge is Power Learning Communities (KPLC)

KPLC is just getting started...It is a partnership with HSS Division, Arise, Umoja/Aspire, and El Centro to offer History and Sociology courses in a learning community to promote community, identity, and a sense of belonging in an academic environment.

Revising or Developing Practices through equity lens

Example - revising acceptable IDs to allow for more flexibility.

What challenges have you encountered in your efforts to close equity gaps?

High School Outreach

Our high school partners/counselors have shared that students have lost motivation and want to get through high school as quickly as possible. College plans havent been a big priority over the past two years.

Incomplete data

IPEDs method for counting students of multiple ethnicities presents an inaccurate understanding

Matching short-term degrees or certificate educational programs to meet the diverse needs of our returning adult learners who have been out of education for at least 10-20 years.

Counseling/Student Services

We dont have our own data coach

Counseling

Lack of sensitivity to our students who are seeking support, advise, and counseling during these challenging times.

CalWORKs

Student's lack of confidence and misunderstanding processes with outside partners (county)

often don't have our own accurate data on our different populations we serve.

Health Services

We have to work harder and more creatively to engage students who are resistant to come into the clinic for services (too threatening/too sterile an environment)

Burnout

Arise

Student environmental demands/situational context, especially during the Pandemic. Many students are still reeling from its impact, including fears about safety (health and anti-Asian hate/violence). When we closed students had to reprioritize their obligations and also did not feel confident in the virtual learning environment and wanted to wait until we re-opened; for student athletes, there was a bottleneck in recruitment.

So much of our work has been silo-ed -- we work within our own departments instead of across departments. We need to have more collaborative efforts.

Learning Assistance

Two hours of Outcomes funding per year is not enough to work with part-time instructors on equity data. We need more funding for our part-time faculty to engage in equity work.

Housing

With respect to housing for new international students, the lack of on-campus housing and student living communities poses a challenge. Such communities are more conducive to student living needs (i.e. individual lease options, etc.).

Data Collection and Assessment

Library - It can be difficult to gather reliable data and correlate it to specific outcomes.

Large student/counseling ratio

It is hard to reach students who need services. Students have to come to us and many don't. We try different modes of outreach but it is not consistent

ID myths

Instructional Design (ID) is not a well understood field. Many professors think that FCLT is just Canvas help, but our expertise is in pedagogy and course design. We are building our awareness of equity. We work with technology to support the pedagogy, course design, and equity.

Housing and basic need is still a big issue. Not all resources that state they are available is easy for students to access.

Human Resources and Data Collection

It has been difficult to get people hired. It has been difficult to get consistent data each semester.

Student Challenges

Students have so many different challenges outside of school-work, home, basic needs, etc.

Lack of understanding and admitting our implicit biases

Too much on our plates

Many of us are involved with many programs and initiatives on campus and we experience burnout at work.

Not having information readily available about students' participation in other special programs, athletics, etc. in order to better assess needs and assets of students with disabilities.

Short Staffing

Some areas are short staffed and need more support. That can make it hard to implement effective change.

There are so many efforts

There are so many great efforts and work being done. Challenges include communication to have better collaboration with all of the efforts. Need a place to discuss this great work across campus and support one another.

What additional steps are needed to close equity gaps?

Become aware of additional equity gaps.

Sharing data like what was shared here. We often don't have this kind of data at all levels. We need the data to address the disparities.

Equity-Minded Hiring and Retention Practices

Create a supportive and empowering anti-racist culture that is race conscious and culturally affirming.

A hard look at many of our policies, procedures and practices...how to stay "legal" but be helpful, supportive, responsive and increase students' sense of being supported and respected

Support Professional Development & time for Reflection

Counselors will launch a new degreeworks exceptional tool to provide transfer in CC/CSU/UC students with information on general education courses met through their past colleges. Three day training with the last one next week to launch the tool in June

Admissions & Records

Providing support to SS programs in helping to maximize awareness of the program staff related to concerns around student completion of degrees and certificates.

Come together

I think we need time to come together and talk about these issues in our areas. We then need to identify themes and work toward establishing practical solutions to address these issues.

High School Outreach

Early connection to students in 10th and 11th grade to help "plant the seeds" of college by providing campus visits, now that the

health climate allows flexibility.

More Universal Design Support

More info on best practices to better serve all marginalized students in our classes, especially in regards to policies and strategies.

Counseling

Provide training on kind and empathetic Counseling practices. Get back to fundamentals such as listening, caring, and understanding your students (who you are serving).

More Basic Resource Support

Many students are still facing outside needs that result in dropping courses or difficulty in completing assignments.

Assessment (Admissions & Records)

Working to fully implement statewide regulation attempting to immediately allow access to transfer level coursework in English and math.

Work with student to ensure we have their input in what they need. Are we actually aware of the equity gaps or is it our perception

Move institutional towards Equity and Equity-Mindedness by...

- Being systemically aware
- Being racially conscious and affirming
- Institutional responsibility and accountability

Learning Assistance

Equity work needs to be visible and celebrated across campus. Some instructors excel at integrating equity into their coursework (i.e. Dr. Meyer), and this work should be recognized and shared - especially in STEM fields.

Identifying equity gaps beyond students' time at Mt. SAC, e.g., at the university, graduate programs, employment opportunities and advancement

continue training for all staff and student workers on equity and the service of care.

Financial Aid

Since the majority of our work is eligibility based - we need to work on removing our deficit-minded approach when assisting students.

More intentional, formal planning

Assume personal responsibility and accountability

Arise

We are re-assessing/learning what is most concerning to students now as they re-engage on campus. Students are still sharing/discussing mental health concerns, accessing therapy, financial needs . . . these basic and personal dilemmas are important to address as it can impact their participation and engagement. One thing we are re-implementing is talking circles (e.g., SEAA Space - Southeast Asian/Asian Space)

I think our college needs to continue to strengthen our marketing to demonstrate encouragement/support for our diverse student populations.

Data about impact of pandemic grading policies

Do we know if more flexibility in NP and extended W deadlines impacted retention or GPS in a positive way?

Housing

- Establish a vetted, reliable off-campus housing list
- Meet with local housing vendor to explore the possibilities of special leases for students
- Establish better connection with Cal Poly Pomona and their University Village Apartments.

Data Dashboard

From the ASAC data slide on the powerpoint - I'm interested in exploring if we provide A-numbers gathered through eSARS or

other methods - if they could be added to that dashboard. Or if there are other ways we can record and analyze data in a streamlined way.

Housing

Students need safe affordable housing and good jobs that value education

More on-campus jobs for marginalized students including students with disabilities/ Deaf and Hard of Hearing students

Students with disabilities especially need opportunities to build work experience and skills. Many students with disabilities are also students of color. Deaf and Hard of Hearing students especially need opportunities to build work experience on campus. We should model best practices for accommodating employees like these potential student workers, i.e. video phones.

More accountability

We have people who consistently discriminate, marginalize, and hurt students in their experiences. Yet, these people are never held accountable. This reinforces bad behavior. Creates a bad campus culture.

Better understanding and accountability around intersectionality

Some students face multiple areas of marginalization we should look at how to address multiple issues at once and focus on those most marginalized.

Great points! – ANONYMOUS

Faculty/Staff Training/Workshops

Create programming for staff/faculty that addresses some of the things international students face and how staff and faculty can have a tailored approach when providing assistance.

Workshops

Stereotype Threat & Imposter Syndrome workshops for students to understand how those can affect their learning. Workshops for faculty and staff to help us understand how to support students through these issues.

ACES

More and more students are coming in with mental health needs that are going unmet.

Rising Scholars

Having more fiscal support from various stakeholders.

Diverse Hiring

I love Dr. Harris's idea to support students in becoming faculty members themselves. Encourage them to work in academic support roles to prepare them for teaching roles, but also address their imposter syndrome, fixed mindset, and stereotype threat that stops them from applying for those positions to begin with.

ID awareness

Help professors, staff, and managers understand what Instructional Design is and what Instructional Designers do so that

more faculty reach out to our us for help with making their courses more equitable.

Institutionalization of shorter-term initiatives

GPS as an example- institutionalization of the Mapping Coordinator

yes! — ANONYMOUS

Students on Hiring Committees?

I've learned so much from sitting on hiring committees. Can students serve on committees? Or maybe even mock hiring committees as part of preparing them for interviews and applying for jobs.
