

Retention
Strategies:
Contributions from
the Enrollment
Management
Committee, SEM
Team, & LFM
Team- 1/23/2023



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Management Committee, SEM Team, & LFM Team- 1/23/2023

Black/African American Students

1. What can *you* do to support these students' persistence and success?

- Type your responses to question one here

Contact and engage students directly. Don't drop students until this happens.

Have the information about resources readily available.

Greeting students, have eye contact, be present & listen to students

Use language like "It's okay" "How are you"

More inreach/outreach to talk about financial aid

Understanding students as a whole and not just as a student so they take a reasonable number of courses to fit their lifestyle

Create a refined mentor program for students.

Invite the Umoja program reps to speak in the classroom so students know what is available to them.

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Teachers can walk their entire class to the Umoja program area (Netasoma Room)

Mandatory Tutoring for students with GPA's with

Hiring culturally representative & competent tutors

Revitalize the BSU club

Explore expanding child care services for students

Create mentorship programs that support Black/African American Students

Expand the cultivation of connections between Valley and K-12

Allocate funds specifically earmarked for reaching students Black/African American students through social media

Connecting Black/African American students with clear pathways for achieving academic or vocational goals

Create learning communities that support learning Black/African American students

Targeted follow up for services for Black/African American students after special events

Plan with more intentionality as we work towards additional services for Black/African American students. It is okay to target specific populations.

Specific programming that highlights and explores Latinx culture.

Staff can share their "first generation" story with students

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Consistent information sessions at various times for all the support programs available to students

A flyer drop box so professors can easily post events and program information on their course canvas.

A marketing campaign that clarifies what a first-generation student is

Meet with team, work to develop programs to connect with students and retain students.

Connecting with students throughout campus, talking, asking needs. Especially at events.

Bring in literature, songs, film, anything that might activate background knowledge so they feel connected to material and see themselves in the material.

Include in events, Dreamer's Resource Center (DRC), provide snacks for students. Diverse center for everyone, grab snacks and hang outs.

Invite more student voices to understand what they want/need

2. What can *we do as a* collective body/institution to support these students' persistence and success?

Allow students to codeswitch

Make African American/Black events more welcoming (monitor police presence, interaction)

Ensure that students are treated

can do this by: understanding our biases, our narratives, practicing cultural competency, how we view equity

(we need the time and space/professional development, to develop this)

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Curriculum Audit: Starting with syllabi (language use), Course curriculum audit including SLO's, individual course & assignments

Maintain spaces on campus such as the Huddle for student athletes.

Have a concerted target/strategy for various programs. STEM Center or nursing, have a targeted approach to enhance success for students. Run a list of students that are STEM majors, target a specific group and give them a welcome letter with all the resources needed to be successful.

Targeted recruitment and activities for the student population. Important for students to see themselves represented in the different departments. Feel connected.

Utilize Starfish, and have more instructors use Starfish, create cohorts.

More signage and directions on Campus.

Create more student clubs based on programs specific for Black/African American students.

Remove some automation to give students a more personalized experience

Find out what students are taking or majoring in and have events focused on that across disciplines.

Update and share out a resource sheet or handbook.

Fill the information booths to make resources more accessible to students

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Put the same level of emphasis, energy, time into activities for our Black/African American students (especially during Black History Month- Put these events where it is more 'seen' like the quad)

3. What do you need from us, the institution, to better support these students' persistence and success?

- Type your responses to question three here
- Increase access by allowing counseling and tutoring online.

Having a document with all resources readily available.

More signage and directions on Campus.

Marketing – See themselves in marketing material and advertising.

Online tutoring.

Continue Books Plus, reduce cost of books.

Offer more noncredit courses.

Update course descriptions, update hours to show outside of class hours for online courses.

Emergency meal vouchers.

Hire more Black/African American tutors!!

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Hispanic/Latinx Students

1. What can *you* do to support these students' persistence and success?

- Review our policies/documents to ensure they can be read in their preferred language
- Additional support to student clubs

Be approachable. Use the same approach as you would with others.
FYE programming (hispanic heritage month, travelling to conferences)

Gather additional student voices as to what they need giving students a sense of belonging

Increase Spanish language media presence and podcasts addressing a variety of topics including the educational experience.

Become more intentional about inclusiveness,

Create a targeted outreach program for parents to inform them of opportunities available for them and their parents delivered in a language they understand.

Increase course offerings in Spanish

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- As professionals we forget the journey. Remember our experiences early on as students and bring that to the front when we communicate with students.
- Engage them directly, communications that targets them directly. Take the individual as a person.
- Have empathy, put yourself in their shoes. What can we do right now to help students succeed?
- Meet students where they are at, walk through everything step by step. Activating background knowledge.
-

2. What can *we do as a* collective body/institution to support these students' persistence and success?

- Type your responses to question two here

A process for reporting concerns where certain individuals/groups are unable to support certain student groups

- Puente club, recruit people to bring students back up to pre-pandemic levels.
- Have a concerted target/strategy for various programs. STEM Center or nursing, have a targeted approach to enhance success for students. Run a list of students that are STEM majors, target a specific group and give them a welcome letter with all the resources needed to be successful.
- Create a Dreamer's Club to help support students and alleviate fear of disclosing status.
- Put information in Syllabi about the Dreamer's Resource Center.
- Targeted recruitment and activities for the student population. Important for students to see themselves represented in the different departments. Feel connected.

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- Utilize Starfish, and have more instructors use Starfish, create cohorts.

MORE PUENTE recruitment, involvement, funding

3. What do you need from us, the institution, to better support these students' persistence and success?

- Add more bilingual stipends (& add more than 1 person per office)

- **Type your responses to question three here**
- Disaggregate Dreamer's Resource Center data from First Year Experience data.
- Offer noncredit classes, continue to market ESL classes to the community.
- Create cohorts specific groups for ESL students into different programs (i.e. Child Development)
- Create or explore systems for students who can translate assignment into their own language. Marketing – See themselves in marketing material and advertising.
- Online tutoring.
- Continue Books Plus, reduce cost of books.
- Update course descriptions, update hours to show outside of class hours for online courses.
- Emergency meal vouchers.

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- Better campus communication between students services/classified/faculty. We are doing amazing work, but not fully aware of all the things we are doing. Eliminate duplicate efforts, better serve students together.

First- Generation Students

1. What can *you* do to support these students' persistence and success?

- Type your responses to question one here
- Create a sense of belonging. Provide proper resources to support navigating our system.
- Share college expectations first week of class (orientation to college, what is a syllabus, etc.)
- Walk students to departments they are looking for when possible.
- Highlight individuals who have succeeded, that reflect our student population.
- Be more patient with students and take the time to walk them to the right departments if they need help.
- Connect students to the campus, provide more demonstrations to the students, especially on the programs that we offer. Students need to connect what they are

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interested in and see it being showcased. (i.e. nursing – see a demonstration in the nursing department, CTE, etc.).

- Open houses for the different departments. Tour the campus that day.
- Create a one-page sheet to disseminate to students about the college experience.
- Peer mentors with students that are more experienced on the college experience.
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2. What can *we do as a* collective body/institution to support these students' persistence and success?

- Summer 1-2 day 'crash course' 'retreat' on college expectations & information (could be run by students services OR faculty) (could we provide stipend for students who attend? Or provide meals? Incentivize?)
- In-person ½ or full day orientation
- How can we duplicate Valley Bound/EOPS 'touch points' during the summer?

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- Keep/Expand Wolverine Welcome
- Family Night for STEM & Umoja (expand to other programs)
- All students have EdPlan, ensure they are in courses that are right for them
- Building cultural competency (the language, acronyms, norms of college)
- Better signs directing students as to where to go (and having those info booths staffed!)
- Student mentorship program for first-gen students to other first-gen students
- Assign students to small social groups on Welcoming Day so they have friends before semester starts 😊
- A FAQ for students
- Comprehensive list of available resources

Look at the Orientation process, make more of the orientations in person to build a sense of connectedness to the college

Take time to curate the student's experience through courses like the SDEV courses.

Create summer bridge programs that begin to connect students with specific majors or vocational programs

Increase/encourage more personal interactions with

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Faculty and staff as it relates to academic majors and career advisement

Expand our Wolverine success efforts, provide tips for first time students.

Distribute the Wolverine Success Guide Use- maybe incorporate the strategies and planning from the guide into workshops? Campus events? Text announcements from student life?

3. What do you need from us, the institution, to better support these students' persistence and success?

- Type your responses to question three here

Recognizing Opportunity Gaps

Campus Life should look more inviting (have music,

- Funding and marketing for open houses.
- More signage.
- Working closer with high schools, allow them to take classes during the summer to help with the transition to college.
- Create a general orientation that highlights ways to be successful students in certain programs. Make an event out of this.
- Cohorts to take SDEV 103 specifically geared toward FYE students.
- Continue Books Plus, reduce cost of books.

Fully staff the Welcome Center

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SAS Students

1. What can <i>you</i> do to support these students' persistence and success?

- | |
|---|
| <ul style="list-style-type: none">• Type your responses to question one here• Make sure students are aware of resources. |
|---|

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- Be transparent we are here to support them to avoid them feeling uncomfortable reaching out to SAS.

-

Clearly the success of this group supports the recommendations that have been articulated for the other groups. The support/cultivation of positive experiences, providing specific interventions as support is needed and creating a comfortable environment where learning can take place

Provide further help, explanation, information, direction for this population in the classroom

2. What can *we do as a* collective body/institution to support these students' persistence and success?

- Being intentional about providing accommodations for students during events
- Reduce stigma to increase SAS access for students and be more aware that many disabilities are invisible – increase accessibility without students explicitly requesting it

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- Establish processes to obtain referrals for SAS when they haven't been diagnosed with a disability
-

Replicate SAS approaches & space: how can we provide more “one-stop shop” for other populations

- Support SAS students in the classroom, is there a way systematically that identifies that they are serviced by SAS so the instructor can fill out paperwork to receive SAS services (i.e. testing services). Can they be flagged on a roster? If students cannot be flagged, is there another way to let students know of the different services available through SAS?
- Let students know that SAS looks different at the college level then it does at the K-12.

3. What do you need from us, the institution, to better support these students' persistence and success?

- Type your responses to question three here
- Accessibility – Be sure they have the technical tools they need (e.g. the high-tech center and online assistance tools such as speech>text).

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Make the campus welcoming to physically disabled students (many doors/walkways are not ADA-friendly).
Hire student assistants/ peer faces who are knowledgeable and treated as staff (& provide work experience and leadership skills)
Use the information kiosks around the campus!