

## Actions We Can Take to Support Student Completion

<b>Become further informed &amp; then share that new knowledge with students</b>
<ol style="list-style-type: none"> <li>1. Become further informed about the steps and deadlines related to: financial aid, assessment/placement, registration, and education plans. Then, intentionally advise students about these steps and deadlines (e.g., On the PowerPoint slide being displayed when students enter the classroom, include an announcement such as: “The deadline to apply for financial aid is Friday. Have you submitted your application yet?”)</li> <li>2. Become further informed about counseling at PCC and how it is intended to unfold for students (i.e., how one gets an appointment with a counselor, at what points in a student’s tenure at PCC should s/he visit a counselor, and what are the expected outcomes of those different visits, etc.). Then, intentionally advise students about when and how to seek counseling.</li> <li>3. Become further informed about the transfer process and deadlines. Then, consider not having large assignments due close to these deadlines. Also consider carving out 10 min. of class time to: (a) check-in with students on how transfer applications are coming along, (b) discuss ideas for enhancing personal statements, and (c) discuss strategies for acquiring strong recommendation letters.</li> <li>4. Identify a list of extra-curricular activities (both inside and outside of PCC) that are complementary to your subject area. Then, develop strategies for communicating these opportunities to students and encouraging their participation.</li> <li>5. Become further informed about the various forms of financial aid and support programs related to health, food insecurity, transportation, and housing that exist for students. Then, intentionally share this information with students.</li> <li>6. Become further informed about the various special programs that exist for specific student groups at PCC (i.e., Latin/x students, African American/Black students, undocumented students, LGBTQ-identified students, etc.), including: (a) the types of services provided within each of these programs, (b) where information about these programs can found, and (c) the names of faculty/staff members connected with these programs. Then, intentionally share this information with students.</li> <li>7. Become further informed about equity issues and/or the experiences of students from marginalized groups. Do this either independently or with a small group of colleagues. Possible readings might include: <ul style="list-style-type: none"> <li>• “Note to Educators: Hope Required When Growing Roses in Concrete” – Jeffrey M. R. Duncan-Andrade</li> <li>• <i>Teaching Men of Color in the Community College</i> – J. Luke Wood, Frank Harris III, &amp; Khalid White</li> <li>• <i>Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline</i> – Tara J. Yosso</li> </ul> </li> </ol>
<b>Examine/adapt classroom/office practices</b>
<ol style="list-style-type: none"> <li>8. Carve out 10 min. of class time to discuss potential educational trajectories within your department/division at PCC (all available certificates and associate’s degrees), and post PCC (i.e., bachelor’s, master’s, and doctorate opportunities).</li> <li>9. Carve out 10 min. of class time to discuss career-related topics, including: (a) potential career trajectories within a given discipline/field, (b) potential work-based learning</li> </ol>

opportunities within a given discipline/field (i.e., internships, volunteer experiences, etc.)

10. Share with students your personal stories of career uncertainty and/or failure in college (and how you overcame these challenges) as a way of reassuring them that uncertainty and failure are to be expected and can actually be useful.
11. Review the documents/posters/website/etc. connected with your course or office to determine whether their language/structure/content could be altered to portray a more inviting, supportive, and encouraging tone, particularly for students of color and first-generation students.
12. Review the documents/posters/website/etc. connected with your course or office to determine places in which they could be more culturally inclusive (e.g., consider whether language used and displayed photos represent the college's current student demographics, etc.)
13. Analyze course completion rates in your courses, or service data from your department, across the past two years. Disaggregate the data by race/ethnicity, to identify if there are particular groups of students that consistently experience a lower rate of success/service. Conduct inquiry into any observed equity gaps (e.g., ask a trusted colleague to observe your classroom/office to collect data related to your interactions with students from various groups, or implement a voluntary exit survey that asks students to share about their experiences in your classroom/office).
14. In collaboration with others from your department/division, plan and facilitate a structured conversation (or series of structured conversations) about pedagogical and instructional methods that are most effective for your discipline. Incorporate relevant research/literature to inform this conversation.
15. In collaboration with others from your department/division, plan a structured conversation about the ways in which formal mentorship opportunities for students might be created or enhanced.
16. In collaboration with others from your department/division, discuss the potential benefits of using open educational resources (OER). Next, create a list of OERs for your department/division and then map each of those OERs to a specific course.
17. Once it is launched in your division, learn about and then use the early alert tool.

#### **Strategically collaborate to change structures/policies**

18. Brainstorm possible lines of action that could be taken to address an observed structural barrier to student completion, recognizing that such efforts may require: (a) collecting and analyzing data, (b) drafting/revising policies, (c) serving on committees, and (c) shepherding things through governance channels.