

AS PR Jamboard-02222022.pdf

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Your Task - 25 minutes

- Each group should claim a page on the Jamboard. Groups are getting random assortment of group forms from the Great Read - you may not see the ones you wrote up.
- Scan the forms for Equity, Challenges: student learning or programs, Best Practices/Narratives, COVID, or Institutional Needs information from the group forms.
- Use sticky notes to make notes and place them in the boxes

For example: student technology needs were mentioned in several program reviews. I would write "student technology needs were mentioned in most of the program reviews". I'd then place that sticky note in the box "Institutional Needs."

Ideas for the group work:

- Each person read for specific areas and then place sticky notes on Jamboard.
- Each person scan 1-2 forms and they place the sticky notes as appropriate.

Equity	Challenges: student learning or programs?
Best Practices/Narratives	COVID
Institutional Needs	Good Ideas/ Opportunities

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<p><b>Equity</b></p> <ul style="list-style-type: none"> <li>There is an equal representation of the student community inside ESL's writing center</li> <li>Closing Gaps between student populations is a college-wide, systemic task, not one that can be solved on a discipline level.</li> <li>We need to continue to use ZORN's data tool like the students we serve at CDE.</li> <li>The communication program has branched out to serve juveniles in detention and those who are enrolled in local high schools.</li> <li>Collaborating with Campus programs, specifically working together on retention questionnaires for students.</li> <li>Creating maps (table done) Design in departments that only connect students who aren't transferring courses in the CS program.</li> </ul>	<p><b>Challenges: student learning or programs?</b></p> <ul style="list-style-type: none"> <li>Balancing and managing new modalities</li> <li>International student enrollment decline</li> <li>Lack of specific resources needed for students to be successful in a program, like computers, programs, equipment</li> <li>Marketing of programs</li> <li>Unsure why students aren't interested in programs and services</li> <li>Inequitable access to student support services</li> <li>Trouble attracting diverse students for programs</li> <li>Lack of faculty time to develop curriculum or collaborate with colleagues</li> </ul> <p><b>Group 3</b></p>
<p><b>Best Practices/Narratives</b></p> <ul style="list-style-type: none"> <li>Collaboration between different departments and student services.</li> <li>ZTC/OER courses offered.</li> <li>Regular positive contact with students</li> </ul>	<p><b>COVID</b></p> <ul style="list-style-type: none"> <li>Enrollment impacts - generally negative</li> <li>Pivoting to offer services and student contacts online</li> </ul>
<p><b>Institutional Needs</b></p> <ul style="list-style-type: none"> <li>Need for better data on different course modalities and student outcomes</li> <li>Challenge with data in disaggregating specific impacts due to multiple overlapping initiatives, declining enrollment, and COVID</li> <li>Improved facilities and equipment across campus to support programs, adjunct pay for PD, support for programs w/ FT faculty, anti-racist strategies in the classroom</li> </ul>	<p><b>Good Ideas/ Opportunities</b></p> <ul style="list-style-type: none"> <li>Support for embedding equity and anti-racism into SLOs and in the classroom</li> <li>Support for adjunct faculty</li> </ul>

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[Great Read Jamboards, spring 2022]