Brief agenda for <mark>18 Sept 2019; 1-2 pm</mark>; <mark>SBS 405</mark>
HSI STEM Steering Committee

1. Welcome, reminder of scope, & outline for today (3-3:10)
2. Summer Immersion report (3:10-3:25)
    a. Evidence-based reforms from last year -- Kat
    b. Growth in size & participation -- Raven
    c. Initial assessment and plans for ongoing – Matt
    d. Plans for next year -- Kat
    e. Needs for planning certainty – Kat/Matt
3. ¡Convivio de Bienvenida! report (3:25-3:30) – Anh and Fernando
4. HHMI/Escala Report (3:30-3:35) -- Amy
5. Assessment update (3:35-3:40) – Matt/Steven
6. Committee composition and task forces (3:40-3:55)
    a. Review of task forces from last year
    b. **Action**: decide which to continue
    c. **Action**: consider whether some current committee members may best contribute by serving just on a task force
    d. **Action**: consider adding any new steering committee members
7. Announcements (3:55-4:00)

From HSI STEM Grant:

Therefore, our proposal addresses **Absolute Priority 1** by involving student centered services designed to improve academic success, retain students in STEM fields, and move them efficiently through degree completion. The components also address **Absolute Priority 2**, by increasing the number of Hispanic and low-income students attaining STEM degrees, and developing model transfer and articulation agreements between two-year HSIs and HSU in STEM fields.

From HHMI Grant:

The HHMI Inclusive Excellence Grant complements HSI STEM by funding activities designed to build institutional capacity to effectively engage all students in the sciences throughout their undergraduate years, especially those who come to college via nontraditional pathways and from historically underrepresented groups. Through this initiative, HHMI supports colleges and universities in implementing activities that will lead to deep and sustained change in the institution's capacity for inclusion.

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Announcements (3:55-4:00)

Place-Based Learning Communities

Expanded Tutoring Services

New Pathways for Transfer Students

Reformed Math Instruction

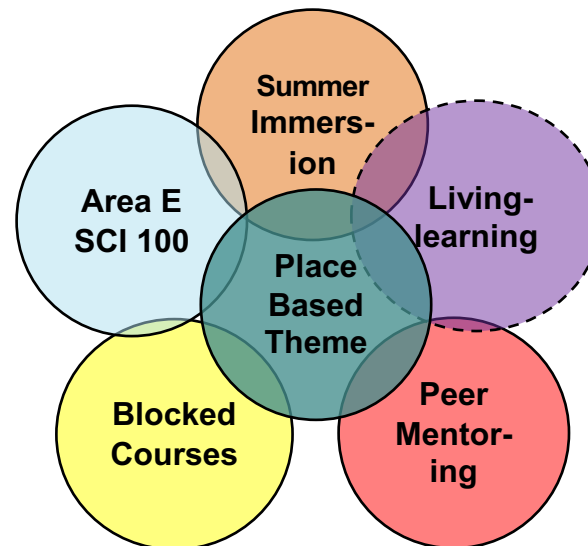Belonging, Community, & Engagement → Skills & Attitudes → Academic achievement → Retention & Graduation

Summer Immers-ion

Living-learning

Area E SCI 100

Place Based Theme

Blocked Courses

Peer Mentor-ing

Rather than imply students should "fit in", our programs must acknowledge how historically underrepresented students possess aspirational, linguistic, familial, social, and resistance capital, and affirm those as a source of strength for our universities.

Rendón

A sense of "mattering"

After 3 cohorts of KC…Latinx students:

- Stronger sense of community (composite Mapworks survey score; 5.49 vs. 5.31)
- More units earned in 1st year (27.8 vs. 24.3)
- Higher 1st year GPAs (2.85 vs. 2.65)
- Higher rates of Gateway course completion (especially in Bot, Chem, and Math 113/101)
- Higher 1st year retention at HSU (81% vs. 73%) and in STEM specifically (78% vs.65%)
- Eliminated gap in STEM retention between Latinx students and their non-Latinx counterparts in KC

All results at HSU HSI STEM web page
Analysis of KC 4th cohort and other PBLCs awaiting fall census

254 students
45 faculty
31 community partners
26 student mentor employees
20 staff

Summer Immersion is about… Connections

Christine Kupelian

Nicole Rahman

Dennis Estrada

Most meaningful?

Social, experiential, and academic connections…

"The most meaningful part of summer immersion was meeting everyone with the same passions and interests. Even though we are very different and come from different backgrounds we started to bond over the many similarities we have within each other. Not only was I able to bond with my peers at summer immersion, but we are in the same classes which makes the transition into the college setting smoother." (KC)

"The most meaningful part of immersion was getting to go out to Prairie Creek and do actual field work. I felt like an actual scientist, taking down observations and getting to identify and document different plant species in the field." (AG)

Most challenging?

Pace, comfort, activities, and connections…

"The most challenging thing for me during summer immersion was getting used to getting up in the morning and having a jam-packed day full of work and activities." (KC)

"Most of the immersion was based on hand on experience this means being outside which was hot and I should have brought more water." (AG)

What is a key affective* outcome for the Summer Immersion? (1–3 words)

Homework: email matt.johnson@humboldt.edu
Subject: "affective outcome"

*The affective domain describes learning objectives that emphasize a feeling, a tone, an emotion, or a degree of acceptance or rejection
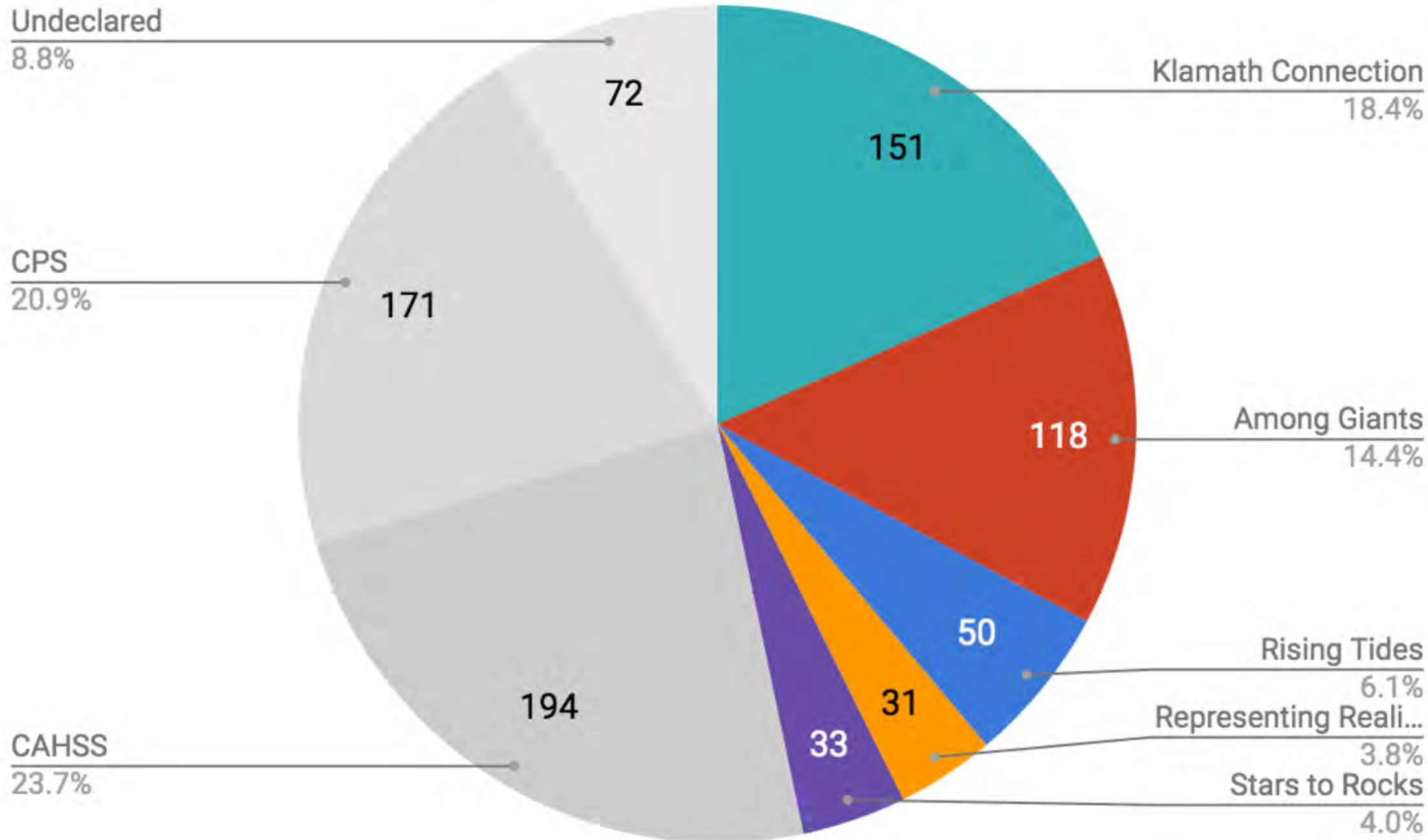
¡CONVIVIO DE BIENVENIDA!
A CONVIVIAL WELCOME

You are invited to an event that brings Humboldt State University Latinx Students and Humboldt County Latinx Community together. We will have food, games, music and more!!

Free!

SEPTEMBER 15, 2019 | FROM 12-4 PM | ARCATA REDWOOD PARK

LCAE
Latinx Center for Academic Excellence

academic & career
ADVISING CENTER

SHAA
STUDENT HOUSING ADVOCATE ALLIANCE

m•c•c
25

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To request disability related accommodations contact us at (707) 826-4590

| PBLCs | Expand & enhance tutoring | Student groups, CCAEs, etc. |
| Developmental Math reform | Streamline transfer pathways | Faculty training and HHMI |

Which to continue as HSI STEM task forces?

Steering committee

Sarah Bacio - HSI STEM Transfer Coordinator

Nievita Bueno Watts – Director, Indian Natural Resource Science & Engineering Program

Anh Bui – HSI STEM Student representative

Alex Enyedi - Provost

Katlin Goldenberg - PBLC Director

Cheryl Johnson - Executive Director, Office of Diversity, Equity, and Inclusion

Matt Johnson - Professor, Wildlife, HSI STEM Director

Margaret Lang - Professor, Environmental Resources Engineering

Steven Margell - HSI STEM Lead Evaluator

Borbala Mazzag - Professor, Mathematics

Monty Mola - Professor, Physics

Mary Oling-Sisay – Vice Provost

Dale Oliver – Dean, College of Natural Resources & Sciences

Raven Palomera – PBLC Living-Learning Community Coordinator

**Fernando Paz** - Coordinator, Latinx Center for Academic Excellence

Ana Puga – HSI STEM and HHMI Administrative Assistant

Edelmira Reynosa – Associate Director, Office of Diversity, Equity, and Inclusion

Dan Saveliff - Director, Educational Opportunity Program

Amy Sprowles - Professor, Biology, HSI STEM co-Director

Rick Zechman - Associate Dean, College of Natural Resources & Sciences
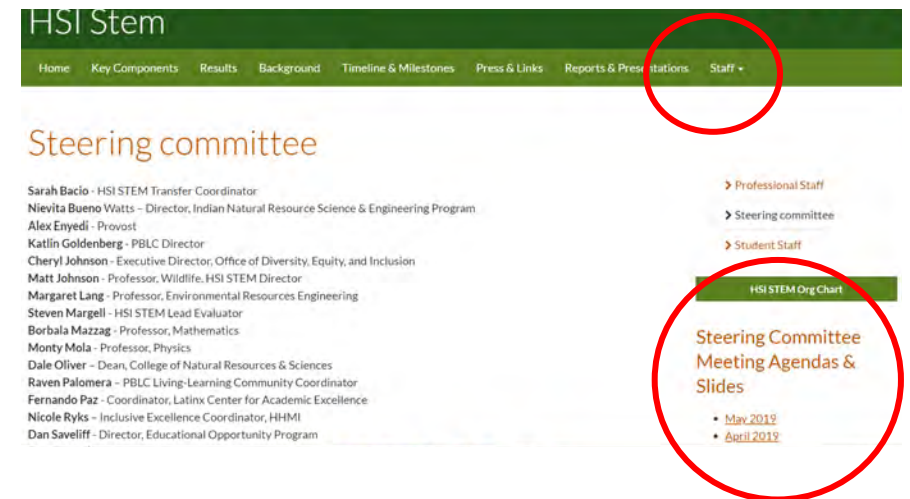
Validation refers to the intentional, proactive affirmation of students by in- and out-of-class agents (i.e., faculty, students, and academic affairs staff, family members, peers) in order to: 1) validate students as creators of knowledge and as valuable members o fhte college learning community and 2) foster personal development and social adjustment

Rendón

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"The most meaningful part of immersion was getting to go out to Prairie Creek and do actual field work. I felt like an actual scientist, taking down observations and getting to identify and document different plant species in the field." (AG)

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"I am really looking forward to making new lifelong friends. I really like to make friends wherever I go. I love being social and this is a totally environment and I'm loving it so far." (KC)

"The most meaningful part of summer immersion for me was being able to work with the scientific equipment when taking water samples. Most students would have to wait until upperclassmen classes to be able to work with equipment like the Niskin Bottles and the Secchi disks. Being able to do a rudimentary version of oceanographic field work if anything cemented my resolve to become an oceanographer and made me extremely excited for my oceanography classes this next semester" (RT)

"[I'm looking forward to] learning way too much about plants." (KC)

Most challenging?

Pace, comfort, activities, and connections…

"The most challenging thing for me during summer immersion was getting used to getting up in the morning and having a jam-packed day full of work and activities." (KC)

"Most of the immersion was based on hand on experience this means being outside which was hot and I should have brought more water." (AG)

"The most challenging thing for me during summer immersion was taking field notes. Remembering to take notes and knowing what to put down was challenging. Also to make them thorough and meaningful." (AG)

"The most challenging part of summer immersion for me was forcing myself to introduce myself to other people and encouraging myself to ask questions and ask for help when I needed it." (RT)