Interactive Case Table Results: Next Step?

Responses from each of 8 tables (table numbers below are arbitrary) are included for the question:

What are the 1-2 next steps your committee recommends to advance the goal of creating a more inclusive learning environment for STEM - and why?

Table 1: In order to use our limited resources well, we don't want to reinvent the wheel.

1. Collect data for our institution.
   - Are students really struggling?
   - For the summer program, what is the evidence that it is accomplishing its goals?
   - Is the lack of URM majors in STEM a consequence of low graduation rates at our institution?
   - Interview students: ask them why they stay and why they leave?
2. Look into to work by others.
3. What have other people done? What does the literature say? Can we locate a free or low-cost consultant?
4. Sandbox idea. Increase support for URM students, increase contact with students on peer-peer and student-faculty sides. Increase contact inside and outside of class.

Table 2:

1. Create an expectation for *all* faculty that their annual reports include a category for promoting diversity and inclusion. Communicate ways to do it. Could this be done on a pilot basis in the STEM disciplines?
2. Develop an alumni-return program for role models, mentoring, and networking.

Table 3:

1. Do data collection
2. Do information collection
3. Create a sandbox

Table 4: Do data gathering.

1. Correlation between math prep, placement scores, and success?
2. Interview focus groups of students from the summer bridge program
3. What is the time to graduation? Year to year retention?

Table 5:

1. Get real data on the summer program's success.
2. Find out about best practices.
3. What is the nature of the relationships the students form and what is the connection to STEM?
4. Look at best practices in other units of the university
5. What are the HBCUs near us doing differently?

Table 6:

1. Assess current program. Compare URM students' success to non-URM achievement.
2. Talk to URM students for qualitative information on their experiences in STEM. What do they appreciate? What's working?
3. Find out what other schools are doing – is this an institutional problem or a national problem?
4. Talk to faculty about their perceptions of the programs that exist (more qualitative info).
5. Use graduates of the summer bridge program as mentors.

Table 7:

1. Do some structured community building (cohorts, workshop approach).
2. Collect data. Interview students who have gone through the summer bridge program and the first-year courses.

Table 8:

1. Gather assessment data, both quantitative and qualitative.
2. What are the objectives of the summer bridge program? Is the program giving the students skills that will help them in STEM courses?
3. What are the best practices?