Desafió y ÉXITO: Piloting DEI Programming at a Community College

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About GateWay Community College

4,108 (SP22)

Ethnicity

- Hispanic: 48%
- White: 28%
- Black: 12%
- Two or More: 4%
- Asian: 4%
- Am. Indian: 3%
- Not Specified: 2%
- Hawaiian: 0%

Student Intent

- 52% Enter/Advance in Job Market
- 29% Transfer to University
- 7% Undeclared
- 5% High School Student
- 5% Personal Interest
- 3% University Student
## About GateWay Community College

### Academic Load
- Full-time: 22%
- Part-time: 78%

### Averages
- Age: 27
- Credit Hours: 7.9
- Class Size: 15.6

### Prior Education
- 40% Some College or Univ., No Degree
- 30% No College or University
- 11% Associate’s Degree
- 7% Bachelor’s Degree
- 7% Undeclared
- 5% Some College while in High School
- 1% Master’s Degree or higher

### Gender
- 66% Female
- 33% Male
- 1% Undeclared

### Residency
- 90% Maricopa County Resident
- 3% Out-of-County
- 7% Out-of-State

### First Generation
- 68% First Generation
- 32% Not First Gen
Pre-ÉXITO narrative

October 2004: GW receives HSI designation

- Student Success: Starting Strong and Staying on Track #P031S090050
- Stay on TrAC (Transfer, Articulation, and Completion) #P031S150098

Since 2004 - GateWay has used Title V funding to:

- Strengthen developmental education courses
- Develop POWER Math Camps, improving students’ math preparation experience
- Implement the Early Alert program
- Develop a Service Learning Program
- Increase our data capacity and data-driven culture
What does it mean to be an HSI?
What is GateWay doing to stand out for its Latinx students?
ÉXITO #P031S90167

Equitable Xperience Infused Through Out (ÉXITO) GateWay: a holistic approach to foster student well-being and academic attainment.

Total Award amount: $2,967,840

Grant Period: 5 years starting October 1, 2019 - September 30, 2024
Vision: develop a **proactive**, student-ready culture that sets the stage for student success from the College’s first contact with a student, through graduation and beyond.
How are we going to accomplish this?

Goal 1: Increase student success and completion by enhancing the students’ academic experience and creating an environment of well-being

1.1 Center for Diversity, Equity & Inclusion (build HSI identity & recognize our diverse student body)

Goal 2: Strengthen our institution’s ability to meet students where they are by creating a student-ready culture.

Goal 3: Expand the College’s financial resources to address emerging needs and continue to support ongoing student success efforts.
<table>
<thead>
<tr>
<th>Remove Barriers</th>
<th>Make supports &amp; resources equitable to close the success gap</th>
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<td>Enhance communication with students &amp; the community thereby demystifying higher education</td>
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<td>Offer contextualized financial literacy information</td>
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<td>Enhance Support Services &amp; Systems</td>
<td>Use data to inform interventions for at-risk students</td>
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<td>Provide early &amp; personalized interventions for at-risk students</td>
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<td>Provide additional resources to support employees and students</td>
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<td>Provide students with enhanced experiential learning opportunities</td>
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<td>Cultivate Positive Mindset</td>
<td>Prepare students for success beyond classrooms and careers</td>
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<td>Enhance courses to infuse positive education</td>
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<td>Develop a culture of well-being that focuses on supporting the whole student &amp; employee</td>
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<tr>
<td>Enhance Diversity &amp; Culture</td>
<td>Strengthen GateWay’s Hispanic identity</td>
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<td>Develop opportunities to recognize and celebrate diversity</td>
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<td>Provide employee development to cultivate cultural competency at all levels of the institution</td>
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Our Aha! moment

Being an HSI is an opportunity for:

**Reflection** - recognize the barriers that I / we put in place that make it more challenging for students to persist and complete.

**Continuous improvement** - what are things I / we can do better?

**Innovation** - let’s try things I / we didn’t think were possible at GW.

**Celebration** - I / we recognize our HSI status and blend that in our day-to-day work.
Desafíos

- Pandemic = #1 complicating variable
  - Delays into Y2 (DEI Coordinator onboarded 11/2/2020)
  - Online engagement fatigue and disengagement
  - Ongoing recovery & re-socializing “IRL” activity
- Aligning programs & adjusting practice to GW/DoE standards
- Communications limitations
- Decreased in-person population to work with compared to before
- Staffing, capacity & sustainability
- Shifting needs and preferences for engagement
“… [DEI Center] will create a network of Hispanic student leaders that contribute to building experiences that strengthens social and cultural ties. The [Center] will also develop a Mentoring Program as part of the Hispanic Student Leadership Institute [...] for incoming students to help create a stronger sense of community and engagement.”
What is GANAS?

GateWay Academic Nexus Advancing Students: GANAS is the link between teachers, students, resources available to students to help them succeed.

- In developing the name – we spent a lot of time identifying the pros/cons of using a Spanish word as an acronym.
  - Pronunciation by non-speakers, possible confusion? Would we isolate students?
  - Flipside: it opens up opportunities for educating students on the significance of the acronym, meaning of new words, and pronunciation.
  - Could feel limited to Spanish-speaking students if not a common word
Goal

GANAS: The Latinx Student Leadership Institute will create a network of Latinx student leaders that contribute to building experiences that strengthen social and cultural ties.

“Providing students and their families with an example of what success looks like”

“Discuss the challenges that Latinx students face”

“Discuss the strengths that Latinx students bring”
Proposed Learning Outcomes

Guiding question: How will we know GANAS made an impact?

- Team reviewed learning outcomes from other institutions with student leadership programs
- Identified 7 learning outcomes aligned with the First Year Experience SLOs and GateWay’s 5C’s
  - GANAS Learning Outcome 1: Students will gain knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups.
  - Aligned to: FYE SLOs: Diversity of Perspectives, FYE SLOs: Meaningful Connections (cross-cultural connection)
Framework

- A year-long program broken into two phases:
  - **Fall Semester**: Learning
  - **Spring Semester**: Action and Implementation

- Students meet about twice per month (6-8 GANAS meetings per semester)

- Facilitated by DEI Center Coordinator (Zach Romo)
Fall Semester: Learning and Exploration

**Self-reflection/Personality Inventory**
- Self-directed Search
- StrengthsQuest

**Career Preparation**
- Taking the personal narrative and infusing it into professional communication

**Financial Literacy**
- Idea: having a GW staff available to navigate difficult conversations that may come up if/when a personal value is challenged

**Connection to Community**
- Civic engagement: what this can look like and how to be engaged

**Mentoring Program**
- Mock Interviews to pair students/mentor
- Opportunities to learn about mentors through GANAS programming

**Challenging the Culture**
- How to balance competing demands and expectations
- How we navigate stereotypes as professionals
- Navigating feelings of “selling out” or leaving the community behind
Spring Semester: Action and Implementation

Mentoring Program
- Survey to pair students and Mentors
- Check-ins with participants
- Surveys after mentoring 1:1 sessions
- Key: students build the skills to communicate challenges with the mentors

Community Engagement (Activism)
- Neighborhood engagement such as cleanups in collaboration with community partners
- Civic engagement within the student’s community: where can students support?

GANAS Graduation
- An opportunity to highlight students growth and formalize their participation
Éxitos - GANAS: GateWay’s Latinx/a/o Leadership Institute

● GANAS FL21 pilot
  ○ 11 students started, and 8 completed full program
  ○ Fields of interest:
    ■ 5 - Nursing/Allied Health
    ■ 3 - STEM (Science, Technology, Engineering, Math)
    ■ 1 - Education/Communication
    ■ 1 - Automotive
    ■ 1 - Construction Management
| I have more knowledge of Hispanic/Latinx/a/o culture in the region. | I better understand my personal values and how they connect to my desired career. |
| I learned information and strategies to help me succeed in my desired career. | I have thought critically about how I can use my strengths to lead in modern workplaces and team settings. |
| I can describe how my life experiences and strengths shape my leadership style. | I can communicate more effectively with others to build and manage relationships. |
| I explored my role as a leader in the greater Phoenix/Arizona community. | I feel more confident in my ability to succeed in my desired career. |
|  | I feel more confident in my overall ability to lead. |
Éxitos - GANAS: GateWay’s Latinx/a/o Leadership Institute

How satisfied are you with your mentorship experience?
8 responses

- 50% Very satisfied
- 37.5% Satisfied
- 12.5% Neutral
- 0% Unsatisfied
- 0% Very Unsatisfied

“I had an amazing mentor that not only helped me to reach my future goals but help me make new goals farther on in life to better myself and my community.”

“I will not only become a nurse but a nurse practitioner. To show the new generation that they can do it too.”
Éxitos - GANAS: GateWay’s Latinx/a/o Leadership Institute

What was the most valuable part of GANAS for you?

8 responses

The relationship built with my mentor

The opportunity to network with fellow latinos and it me

I loved listening to and meeting strong leaders in the community!

Learning about how To network

Being able to make new connections with people.

Meeting and learning from different leaders in the city who are also mexican or latino

Making a path for my future and seeing someone just like me my mentor pursuing it.

I really liked getting to learn so many new things to help me for my career. Also my mentor gave me a study book for the nursing exam that will help me out a lot
Éxitos - GateWay Art Gallery

Art Gallery (Grand Opening Spring 2022)

• ~ 500 sq ft within the Center for Diversity, Equity, & Inclusion
• Host art events and exhibitions centered on diversity, equity and inclusivity themes.
• Curates art show per AY that is open to the public to engage the community including families and external partners (both in the art community and out)
• Creates potential for internship opportunities with Art Studio program and Grant Activity 1.5 (Experiential Learning – Internships).
Refining the Art Gallery’s Mission, Vision, and Values

Key focus:

- Ensure DEI is a core component of any exhibit (distinguishes our gallery from more general missions/focuses of other galleries)
  - DEI connection occurs through the exhibit itself, as well as through unique & accessible opportunities for students & community to explore art
- Commitment to encourage thought-provoking art and welcome art that focuses on more than just aesthetics.
- Create a welcoming environment
Éxitos - GateWay Art Gallery
Éxitos - GateWay Art Gallery

DEVELOPING BLACK ARTISTS WORKSHOP

Antoinette Cauley

VISITING ARTIST LECTURE
Antoinette Cauley
Current Exhibit

CAHOKIA
Restoring the Balance: Rematriating Indigenous Lands

October 7, 2022 – January 31, 2023

Cahokia SocialTech + ArtSpace has partnered with Local Matriarch and GateWay Community College to showcase a collection of artworks by a group of local and regional Indigenous artists and to create capacity building programming specially crafted for emerging artists.

This project is made possible with the support of GateWay Community College and with the additional support of Cahokia’s members, ambassadors and community.

Join Us for Gallery Opening Night

Friday, Oct. 7, 2022 | 6 to 9 p.m.
GateWay Community College
Center for Diversity, Equity and Inclusion | Main Building – MA1189
108 N. 40th Street | Phoenix, AZ 85034

Reserve your free ticket here.
Pasos siguientes

- Hired an Instructional Coordinator (started 8/8/22) to support DEI Center Programming
- GANAS 2.0 launched Wednesday (10/5) with 14 students
- Restoring the Balance exhibit & future GWCC faculty and student show
- Engagement is highest when programming is embedded in their coursework or closely aligned.
- Consider if the requirements of the programming are posing barriers to students’ engagement (time of day, duration, modality)
- Continue to offer flexibility and grace to meet students where they are at (e.g. standard hybrid failsafe)
- Collaborate with similar support departments to increase reach and decrease competition for student participation
- Iterative program review and redesign for sustainability
Questions to help with HSI/DEI work on your campus:

Do I have a deficit mindset? Am I willing to adapt an **equity-mindset**?

How have I shifted the way I do work to best serve Latinx students?

What am I doing to create a welcoming environment?

What are the day-to-day experiences of the students I work with?

How have I challenged the structure / processes we’ve developed with the intent to support students?
¡Gracias!

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