

# Holistically Serving Student Experiences: An Intervention Addressing Equity and Access

HSI Summit, University of Arizona

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# Title V supported Student Experience Team research

Fall 2020:  
Data Audit

Spring & Fall 2022:  
Video development &  
dissemination, Student and  
Faculty Surveys

Spring 2020:  
Literature  
Review

Spring & Fall 2021:  
Focus Groups & Survey\*

*53 students participated in focus groups  
>1,000 students completed surveys*

\*Survey measures adapted from Whiting, Everson, & Feinauer (2018); Hussain & Jones (2021).

# Spring & Fall 2021 Survey & Focus Groups: Four Major Findings

**Major Finding #1:**  
Tools & People That Help Students Succeed at EMCC

**Major Finding #2:**  
Barriers to Student Success at EMCC

**Major Finding #3:**  
Differential Treatment or Experiences at EMCC

**Major Finding #4:**  
Access to Resources at EMCC

[Executive Summary](#)



# #4: Access to Resources

- Scholarship Opportunities
- Tutoring
- Mental Health Services
- LMS/Software Technology



## Major Finding #4: Access to Resources at EMCC

### 1. Where students are getting information

- Students learn about campus resources primarily from instructors
- This was discussed in survey written feedback as well, that students in online courses did well if their faculty engaged with them and shared information about campus and did poorly if there was less interaction and sharing about resources available on campus

### 1. Learning about resources and help needed for online students

- Some students report not being aware of resources and/or learning about them through friends.
- In the survey, students indicated that in online classes they often experienced more confusion and issues with comprehension due to less interaction.



## Major Finding #4: Access to Resources at EMCC

### Student Perspectives:

“Whenever the **teachers put out little announcements, with different resources that are not coursework related for different meetings and stuff like that, like presentations and scholarships [it is helpful].**”

“A challenge that I've experienced is being a **full-time student that does online, I don't have experience being on campus. So I had to get my phone out, find the map for the campus because I had no idea where to park. I didn't know where the library was. I didn't know where anything was.** I get off at 6:00, so by the time I get to school at like 6:30, 7:00, there's not that many people there. So I can't necessarily ask people, hey, can you put me in the direction of the library? I need to go study for my quiz or I need to go write my essay because sometimes I cannot work from home, so it's a little bit easier just to get out and go somewhere in a new environment. But it's definitely challenging because I have gotten lost a couple times. **I've been there maybe three times, but I still get lost. It's a small campus, relatively small, but it's also very big if you never been there and never taken a tour. Actually, I don't know if they even offer tours.**”



# Spring & Fall 2022 goals

1. Survey faculty and students about High Impact Practices (HIPs)
2. Create an intervention to address previous findings that students need more information and access to resources at EMCC
  - This intervention was the creation of videos that addressed campus resources and created a HIP opportunity for students involved



# Spring & Fall 2022 goals

1. Survey faculty and students about High Impact Practices (HIPs) that they have engaged in and benefitted from

## High-Impact Practices

- + Capstone Courses and Projects
- + Collaborative Assignments and Projects
- + Common Intellectual Experiences
- + Diversity/Global Learning
- + ePortfolios
- + First-Year Seminars and Experiences
- + Internships
- + Learning Communities
- + Service Learning, Community-Based Learning
- + Undergraduate Research
- + Writing-Intensive Courses

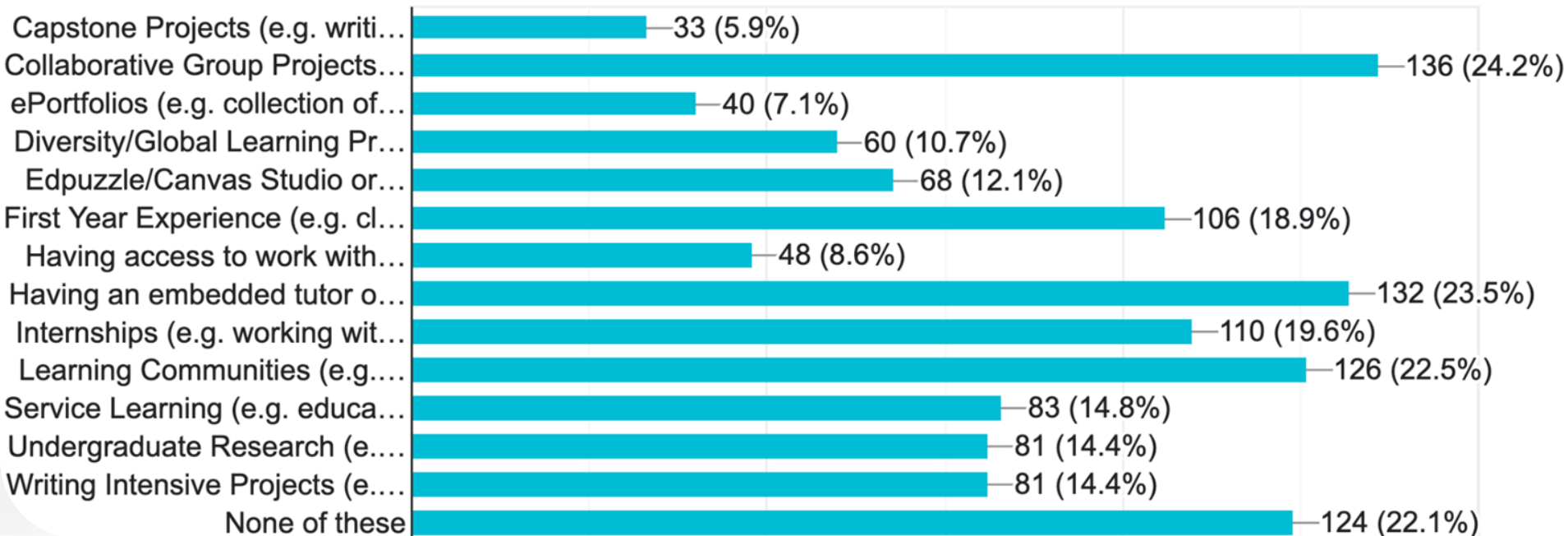




# Data we collected from students about HIPS in their classrooms

Which of these practices do you believe to be most impactful to your learning and growth in a course?

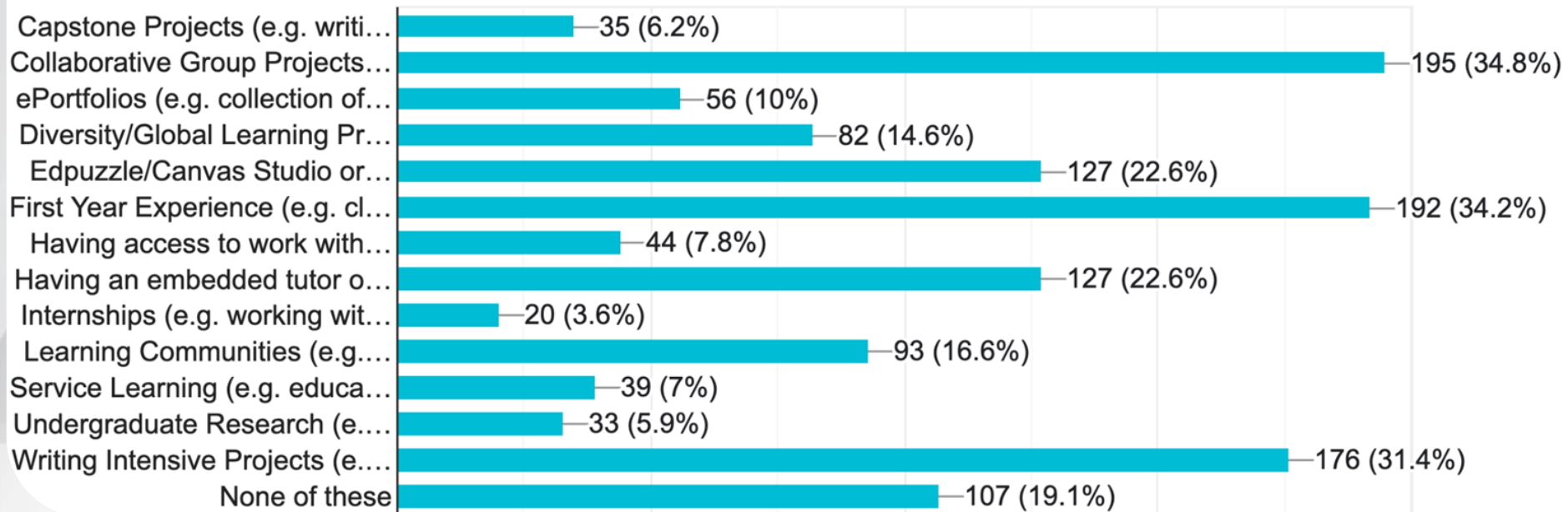
561 responses



# Data we collected from students about HIPS in their classrooms

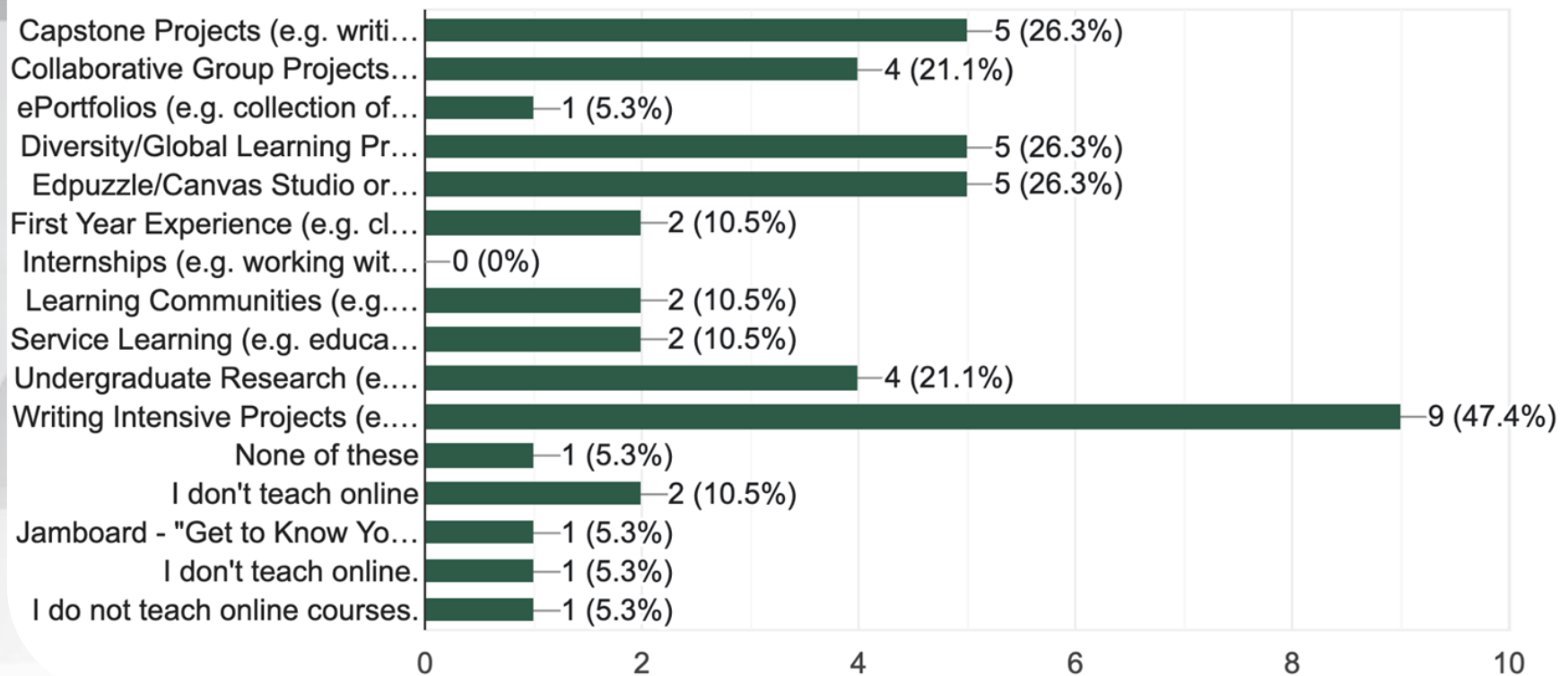
Which of these practices have you experienced at EMCC?

561 responses



# Data we collected from faculty about HIPS in their classrooms - Online

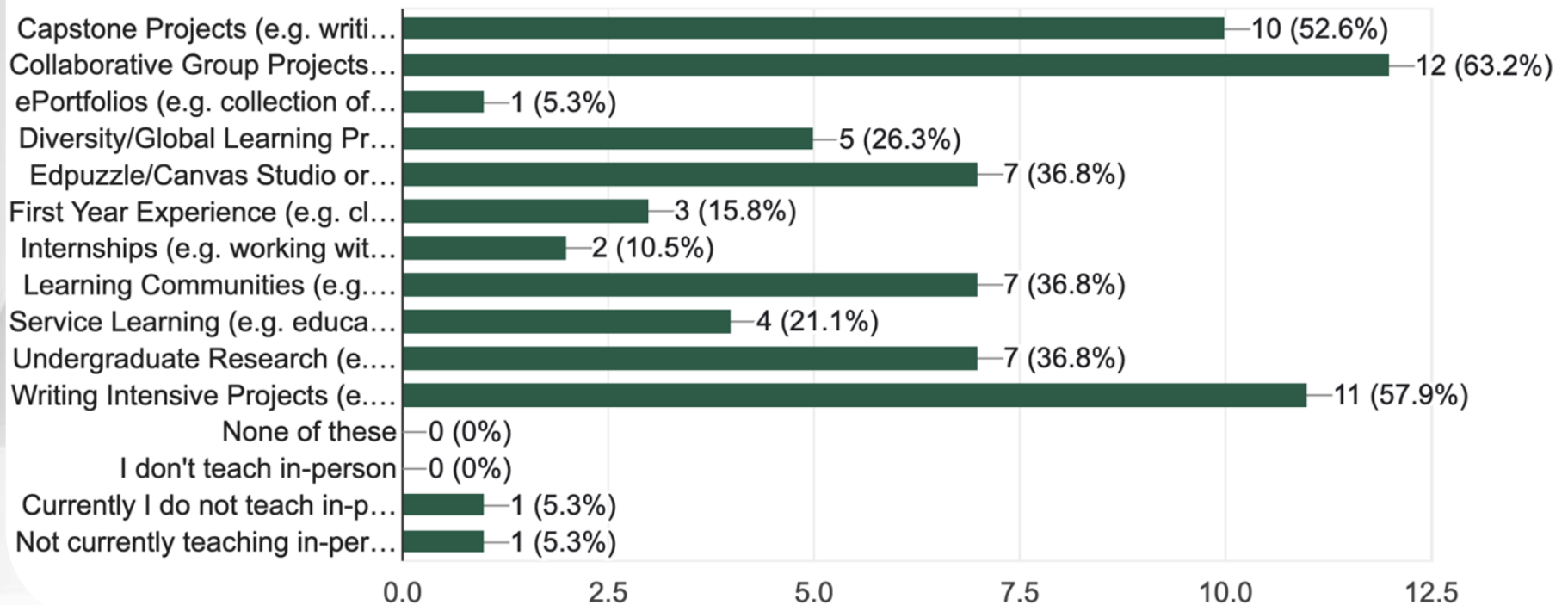
Do you engage in any of the following practices in your ONLINE courses? Please check all that apply  
19 responses



# Data we collected from faculty about HIPS in their classrooms - In-person

Do you engage in any of the following practices in your IN-PERSON courses? Please check all that apply

19 responses



# Goal 2, Create an intervention to address previous findings that students need more information and access to resources at EMCC

## High-Impact Practices

- + Capstone Courses and Projects
- + Collaborative Assignments and Projects
- + Common Intellectual Experiences
- + Diversity/Global Learning
- + ePortfolios
- + First-Year Seminars and Experiences
- + Internships
- + Learning Communities
- + Service Learning, Community-Based Learning
- + Undergraduate Research
- + Writing-Intensive Courses



# High Impact Practices: Service and Community-Based Learning



Students helped create and design videos through service-learning opportunities that help to provide students with info/resources about the college

[High-Impact Practices | AAC&U \(aacu.org\)](https://www.aacu.org/)



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*I am part of the pride.*

# Our generated list of topics...

**Mental Health**

**Burn out**

**Motivation**

**Time Management**

**Study Habits/Strategies**

**Note taking**

**Academic anxiety**

**General Welcome**

**Website Student Tab**

**Virtual Tour**

**General college readiness**

**Preparing for tutoring session**

**College Police**

**Clubs/sports/co-curricular**

**Career Advising**

**Multicultural Resource Center**



# Our Process...

- 1. Asked our students
- 1. Co-created with our students
- 1. Featured our amazing students
- 1. Developed a feedback loop





# Our Process...

1. Applied for funding
1. Collaborated with faculty colleagues, Student Affairs, Academic Affairs, Marketing, and others
1. Worked with external vendors
1. Continued our engagement and interaction with students



# Project Outcomes

1. **Collaborate with campus stakeholders to develop a culturally engaging campus environment** where students feel their cultural backgrounds and identities are reflected and supported.

2. **Develop videos and how-to guides that help students navigate EMCC** and have more personalized communication that leads to greater sense of belonging, academic performance, and student success outcomes.

3. **Assess campus practices designed to maximize the success of our diverse student populations** to determine which interventions contribute to increases in persistence and completion at EMCC.



# Example video

Students helped to create these videos

Here's one of 16 videos



Academic belonging  
Belonging



Campus-Community Belonging



Social

Questions? Feel free to email our team at  
[research@estrellamountain.edu](mailto:research@estrellamountain.edu)



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