Ideas for Supporting Students in Lower Prep Courses:

- Destigmatize completing prep courses by explaining pathways to graduation and discussing ways in which the courses can help to promote their success. This helps demonstrate to students that they are not in an impossible situation and can still graduate with their intended degree.
- Offer students an option to move to a lower-level math course halfway through term if they are facing challenges in higher-level courses to provide them with the foundational knowledge they need to be successful.
- Offer robust and comprehensive tutoring services.
- Provide students with opportunity to retake placement exams over summer after studying modules related to the exams.
- Offer supplemental instruction through support classes.
- Provide online summer prep courses that prepare students to start in higher level courses in the fall.
- Create handouts include information about success strategies and campus resources.
- Design recitation sections that are major-specific to better meet the needs of students in those majors and to help students connect with their peers.

Ideas for Ensuring the STEM Pipeline is Diverse and Inclusive:

- Encourage students to get involved in lab work/research early on to enable them to connect with peers and create mentorships.
- Create test optional admissions policies.
- Develop committees that include individuals from community colleges and four-year institutions in order to assess gaps and make improvements.
- Foster transfer partnerships (articulation agreements) between community colleges and four-year institutions. Example of a transfer partnership:
  - University of Washington
- Offer outreach activities to K-12 schools to foster interest in younger students. Outreach idea to consider:
  - Simon Fraser University K-12 Resources
- Seek external funding through grants/foundations to develop resources that foster diversity and inclusion. Grants/foundations to consider:
  - Louis Stokes Alliance for Minority Participation
- Create specialized programs focused on retention, connection, and graduation of historically underserved students in STEM. Offer events and specialized advising through such programs.
**Ideas for Support Students in STEM Who Do Not Meet Requirements:**
- Connect students to Career Counseling to explore alternative pathways.
- Refer students to Counseling Center to process pivoting their dreams and to create a plan for explaining this pivot to family/friends.
- Collaborate with faculty to develop alternative majors related to STEM that have less rigorous curricular requirements.
- Remain open and honest with students about their current standing within their major.
- Provide students with an opportunity to explore their experiences and encourage a realistic assessment of their current standing. Based on this exploration and assessment, suggest alternative majors that may provide better fit.
- Create space for students to reflect on the reasons they decided to pursue a STEM major. Based on response, assist students in identifying alternative pathways that address/consider those reasons.
- Offer a required for-credit course that provides students with an opportunity to explore various career paths.

**Ideas to Help Advisors Advocate and Care for Themselves:**
- Connect with colleagues at your institution and through NACADA.
- Take time off to recharge.
- Model work/life balance to colleagues (especially if you are in a supervisory role).
- Implement professional development opportunities and advisor retreats on topics related to self-care.
- Offer positive reinforcement to yourself and your colleagues in the form of acknowledging quality support provided to students and by taking time off.
- Foster professional growth and development by attending trainings, conference, NACADA events, etc. Participate in programs like Mental Health First Aid.
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- Encourage students to reach out and share good news. During student meetings, ask the student about what is going well or how they have been successful.
- Collect data on challenges (not just anecdotes) and bring that forward to higher leve administration. Build relationships with faculty and discuss concerns.
- Discuss issues/concerns with supervisors and directors to raise up student voices.
- Make data driven decisions that help reduce workload.

**Breakout Room Ideas:**
- Create student communities or cohorts to lean on for peer academic support.
• Provide resources to students that encourage meeting new people, getting involved on campus, and finding support.
• Diversify resources and student opportunities through grants (ex: great funding for peer mentor programs to see students achieving within STEM majors).
• Learn about technology-loaner laptop programs at your institution and assist students in navigating process.
• Foster more peer-to-peer communication by creating programs to help students build connections.
• Offer free practice review sessions and/or placement testing sessions for students who are struggling.
• Develop peer-led tutoring programs.
• Collaborate with faculty and administration to develop summer programs where students arrive early for math and science prep prior to starting in the fall term.
• Connect with math faculty/administration and encourage them to develop relationships with local high schools so they can review curriculum to help ensure students are better prepared for college-level math. Through developing such relationships, math faculty will be better able to identify appropriate math placement based on readiness and testing scores.
• Utilize surveys to learn more about students’ learning styles prior to arrival on campus. Use results to match students with instructions that will best meet their learning needs.
• Develop first year advising center to help build consistency among services and resources offered. Students could then move into academic major department for advising after completing their first year.
• Create bridge programs to help students coming to college from HS. Such programs can connect students to take prerequisites at community college.
• Outreach for mid-term interventions with support services.
• Offer ways to educate students on how to use services.
• Increase in virtual tutoring options to limit roadblocks.