Equity in Teaching Institute

Fall 2018
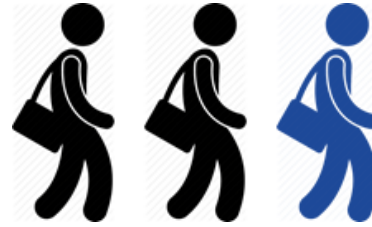
Who Are Our Students?

1 in 3 are **Latinx**

9,586
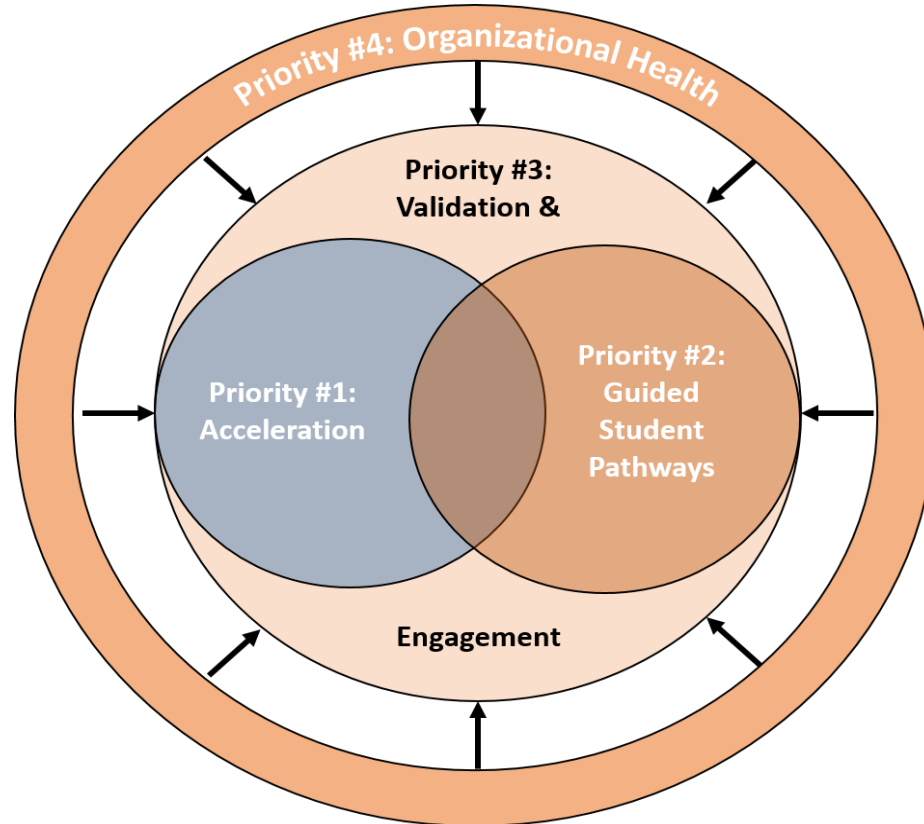
Students Enrolled
(Fall 2017)

Average Age:

27

55%

are Female

Advancing Our Strategic Goals

OUR **EQUITY** LENS

Success for one is success for all. Cuyamaca College honors that we are privileged to be part of a diverse academic community committed to fostering and advocating equity mindedness, inclusivity, civility, and social justice. While we recognize that every one of us has biases, prejudice is learned and can be unlearned, and we reject all forms of discrimination against any member of our community. We actively work to eliminate any achievement gaps among different student groups and to promote a campus culture of healthy diversity.

OUR **EQUITY** FRAMEWORK

Framework: informed by our **Equity** **Lens**

- Equity Mindedness
- Inclusivity
- Civility
- Social Justice
- Unlearning Prejudice

Five Point Model: driven by our **Equity** **Framework**

1. Professional Development for faculty and staff
2. Curriculum and Student Support Services Delivery
3. Student Engagement and Validation
4. Research
5. Evaluation

Our Integrated Plan Goals

Entry

▪ Improve equity in student **math, English and ESL placements**

▪ **Increase "throughput"** (the percentage of entering students who successfully complete transfer-level courses in their first year of college)
  - Math
  - English

▪ Improve the college-wide **course success rate**

Our Integrated Plan Goals

| Progress | → | Completion |
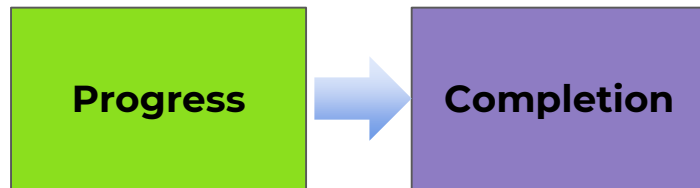
- Increase the percentage of students who **complete at least 15 units in their first year**

- Increase **persistence rates** for first-time students

- Increase the **completion rate**
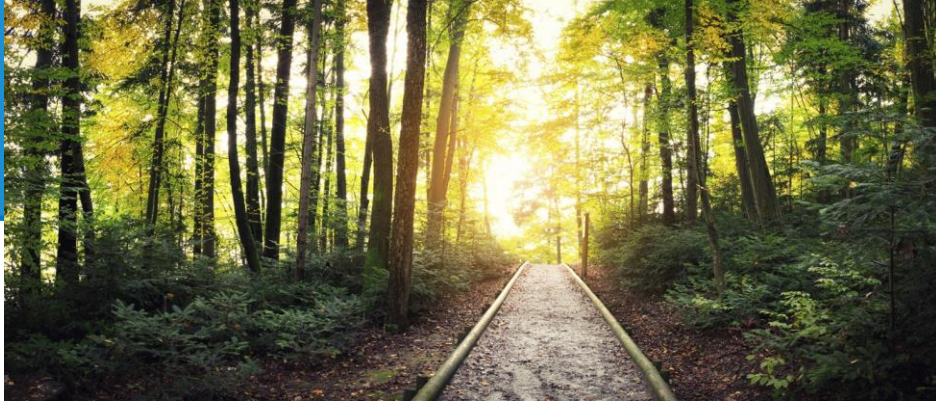
Equity = Pathways Framework

Preparing to Measure Our Progress

Envisioning our CCC Pathways baseline (2015-16) cohort...

1,295
First-Time Students

Only

1 in 3
Enroll Full Time

79%
Success Rate in College-Level Courses

Equity Gaps

69%
Persist to Second Term

Entry

Source: CalPASS Plus/Launchboard Guided Pathways Dashboard

Preparing to Measure Our Progress

Envisioning CCC our baseline (2015-16) cohort…

15% Complete Transfer-Level Math in First Year

21% Complete Transfer-Level English in First Year

9% Complete **Both** Transfer-Level Math and English in First Year

25% Earn 15+ Units in First Year

Equity Gaps

Progress

Source: CalPASS Plus/Launchboard Guided Pathways Dashboard

Student Equity and Achievement Program
(formerly SSSP, Equity & Basic Skills)

Work in Support of Pathways

- Development of culturally relevant curriculum

- Multiple measures placement/articulation/exemptions

- Revised matriculation services on campus and at feeder high schools

- Corequisite Support Courses and Acceleration

- Cultural Competency & Other Targeted Professional Development

- Student Engagement and Validation Efforts

- Student Education Planning and Graduation Campaigns

Early Results of **Promising Placement Practices**

All First-Time Students

24%

Placed into Transfer-Level Math

Pre-Multiple Measures
(Fall 2015)

100%

Eligible for Transfer-Level Math

Post-Multiple Measures
(Fall 2017)

Early Results of **Promising Placement Practices**
With an Equity Lens

African American Students

9%

Placed into Transfer-Level Math

100%

Eligible for Transfer-Level Math

Latinx Students

21%

Placed into Transfer-Level Math

100%

Eligible for Transfer-Level Math

Pre-Multiple Measures (Fall 2015)

Post-Multiple Measures (Fall 2017)

Early Results of **Promising Practices**
Corequisite Models/Acceleration

First-Time Students

84

Complete Transfer-Level **Math** within 1 Year

257

Complete Transfer-Level Math within 1 Year

147

Complete Transfer-Level English within 1 Year

201

Complete Transfer-Level English within 1 Year

Pre-Corequisite Model (Fall 2014)

Post-Corequisite Model (Fall 2016)

Equity in Teaching **Goals**

Develop pedagogical tools and implement curricular changes to eliminate equity gaps in every department

Develop equity-minded practitioners who actively work to close equity gaps

Create a supporting and validating student learning environment

Equity in Teaching **Introduction** Phase 1

1. Pre-survey on equity-mindedness and current practices

2. IESE Katie Cabral - Provide instructors with their confidential course-level data

3. Discussion: Equity, equity-mindedness, and benefits for students

4. Practitioner reflection on data:

    - Identify strengths and weaknesses of current practices

    - Develop goals to address areas of concern and build on strengths

Equity in Teaching **Development** Phase 1

Semester 1

1. Department-level and course-level data meeting

2. Growth Mindset

3. How to implement Growth Mindset in courses

4. Culturally Relevant Teaching and Learning (CRTL) Introduction

5. Culturally Relevant Teaching and Learning (CRTL) Pedagogy

6. How to implement CRTL Pedagogy in courses

7. Culturally Relevant Teaching and Learning (CRTL) Curriculum

8. How to implement CRTL Curriculum in courses

Equity in Teaching **Implementation** Phase 2

Semester 2

1. Culturally Relevant Teaching and Learning (CRTL) Pedagogy in Mathematics

2. Culturally Relevant Teaching and Learning (CRTL) Curriculum in Mathematics

3. Develop tools (pedagogical and/or curricular) aimed at closing equity gaps

4. Implement changes in one or more courses

5. Survey students during course concerning changes

6. Practitioner financially compensated for developing and implementing sharable tools

Equity in Teaching **Reflection** Phase 3

Semester 3

1. Reflect on outcomes

-Student surveys

-Retention and completion data

2. Share tools created/changes implemented in courses

-Department meetings

-Canvas department page

-Intranet faculty resources

-Present to colleagues ($55 per/hour)

Equity in Teaching **Compensation**

Concept Meetings: $55 per/hour

Attendance and participation

Implementation Meetings: $55 per/hour

Data reflections, goal setting, tool creation, plan implementation, and results evaluation

Sharing/Presentation: $55 per/hour

Present tool creation and results to colleagues