Planning for Equity

Spring Planning Summit

Friday, May 13, 2022
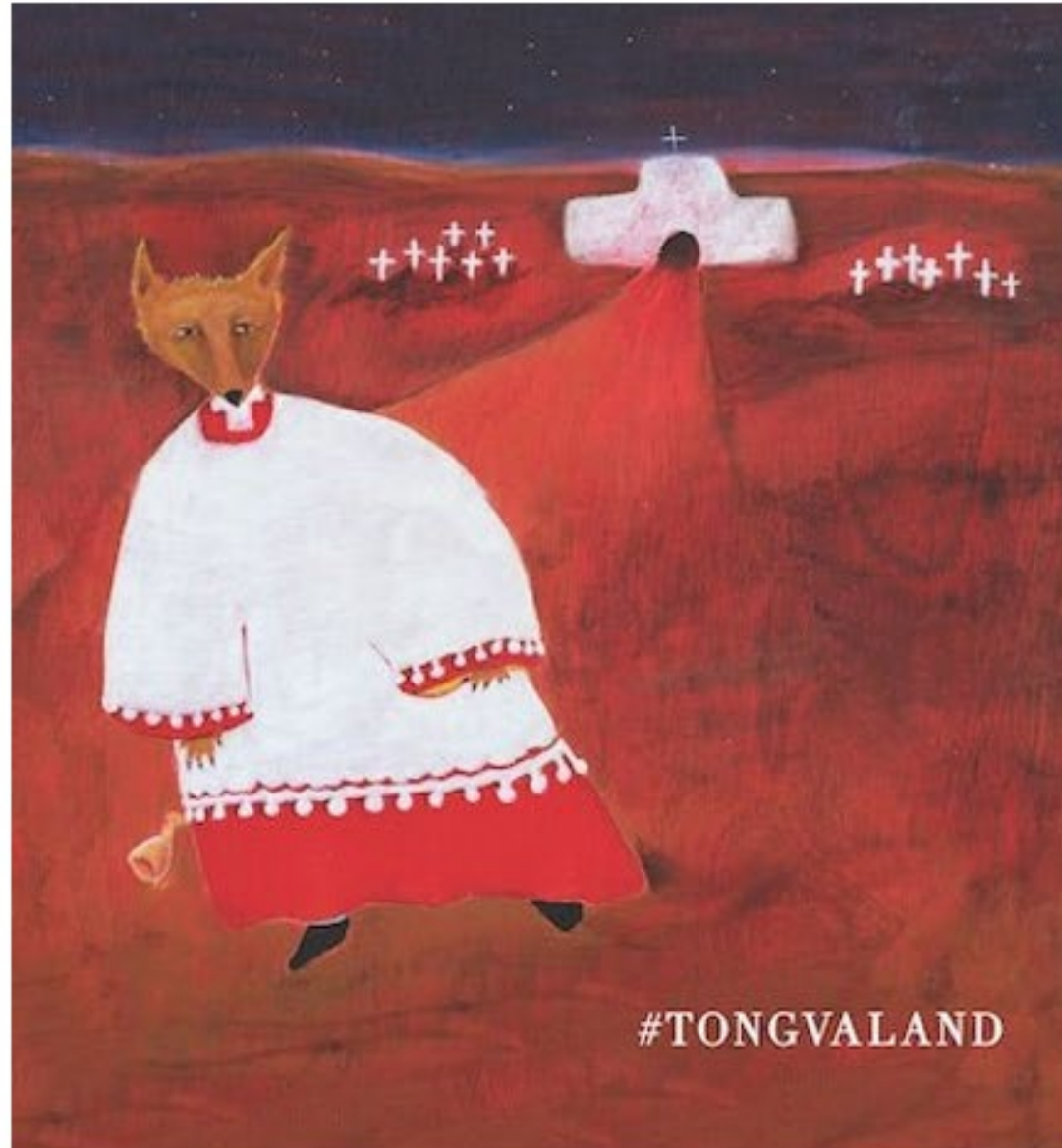
Before we begin, please enjoy viewing:

The Public Exhibition of Billboards Dedicated to Tongva Indian Peoples in the Los Angeles Metro Area

"What the City Gave Us" by River Garza

#TONGVALAND

"Miztla" by Cara Romero

"Coyote Drops the Goblet" by L. Frank Manriquez

#TONGVALAND

"Mercedes" by Cara Romero

"TONGVALAND" by Weshoyot Alvitre

Strategic Priorities

1. Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.

2. Further develop, facilitate, and maintain a physically and emotionally safe and accessible campus environment.

3. Develop and expand strategies for and communication about opportunities for students that support retention, persistence, and success.

4. Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.

5. Embed environmental, social, and economic sustainability into the work and decision-making processes of all areas of campus.

6. Ensure open and authentic communication and coordination among stakeholders to support achievement of all college goals.

MT. SAC
Mt. San Antonio College

Agenda

Welcome
- 9:00 am – 9:15 am

Keynote Speaker and Q&A
- 9:15 am – 10:30 am

Break
- 10:30 am – 10:45 am

Breakout Activity
- 10:45 am – 11:30 am

Share out
- 11:30 am – 11:50 am

Closing session
- 11:50 am – 12:00 pm

Optional debrief
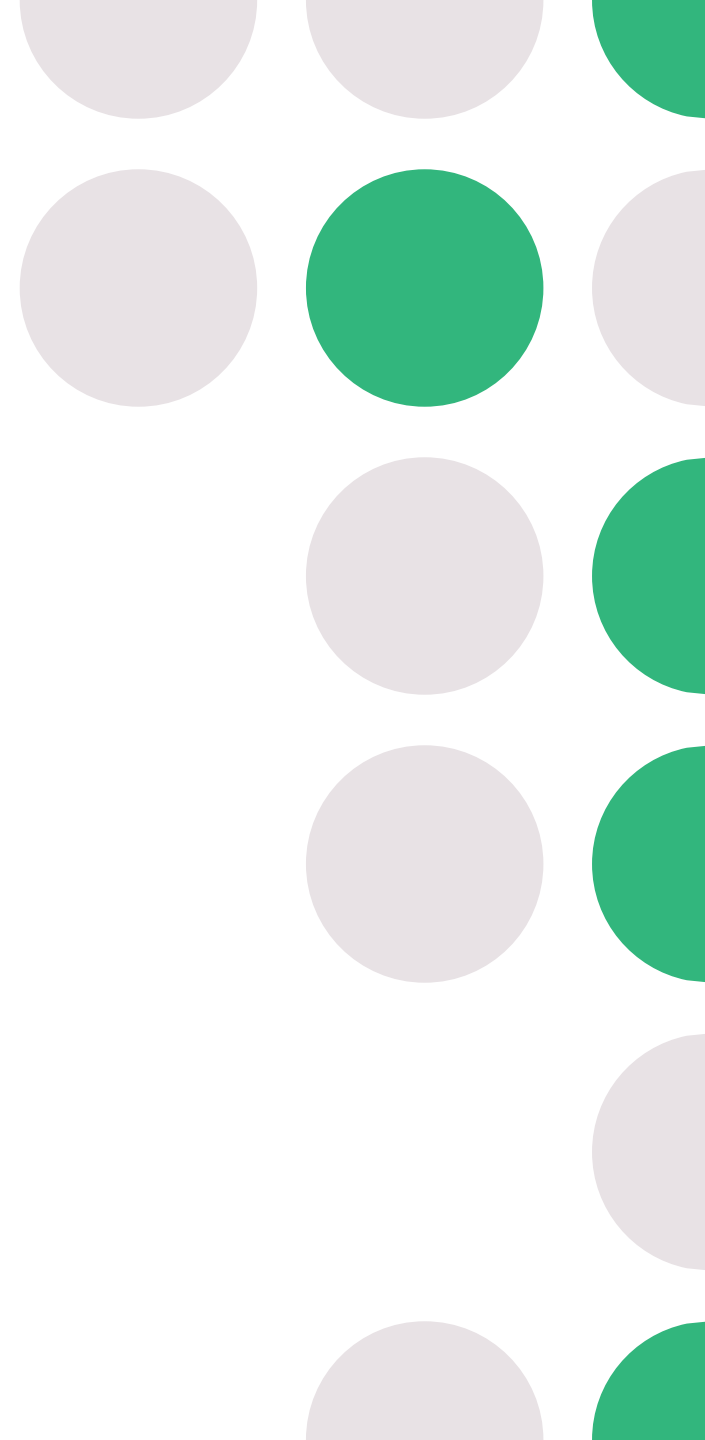- 12:00 pm

DR. FRANK HARRIS III

SAN DIEGO STATE UNIVERSITY

Dr. Frank Harris III is a professor of postsecondary education and Co-Director of the Community College Equity Assessment Lab (CCEAL) at San Diego State University. He is best known for his expertise in racial [in]equity in postsecondary education and has made important contributions to knowledge about college student development and the social construction of gender and race in college contexts. His work prioritizes populations that have been historically underrepresented and underserved in education. Harris's scholarship has been published in leading journals for higher education and student affairs research and practice and he is regularly consulted by colleges and universities across the country for his expertise on student equity, student success, and institutional transformation. Before joining the faculty at San Diego State, Harris worked as a student affairs educator and college
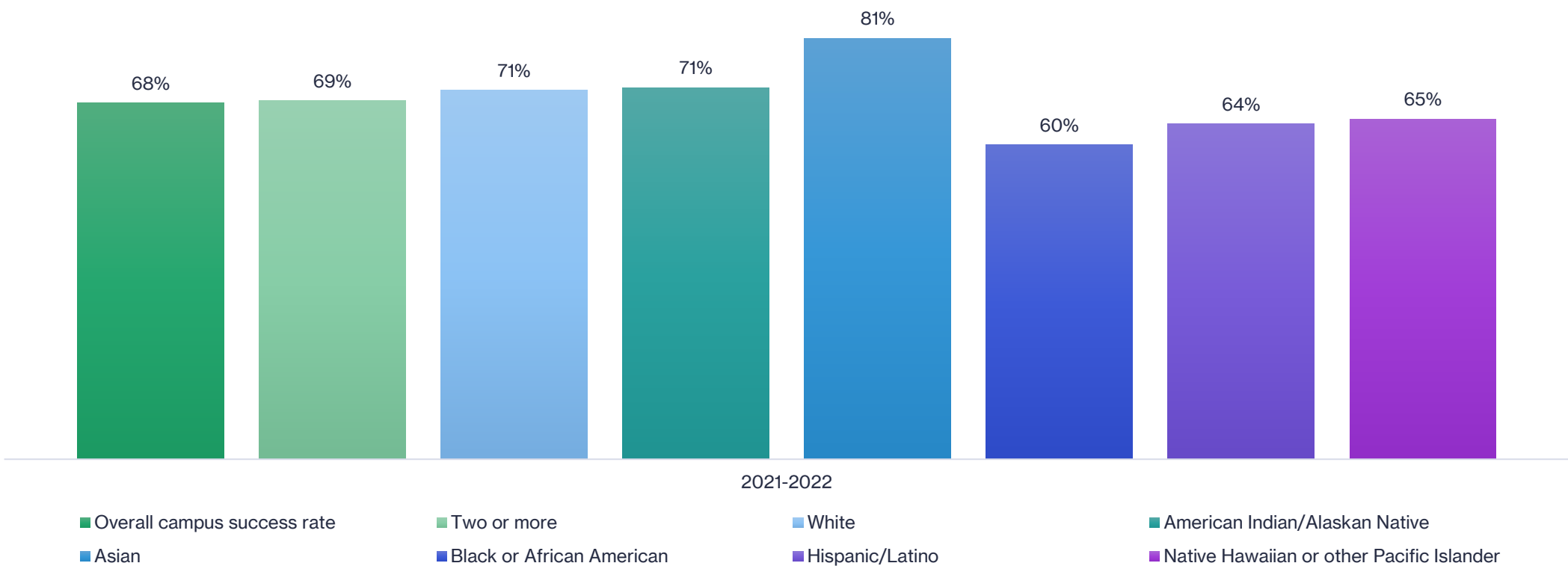
Breakout Activity

- Breakout rooms by division

- Review of division-level course success data

- Discussion of three prompts (Padlet)

- Plan to report out

Data review

2021-2022 Course Success Rates by Ethnicity

68%   69%   71%   71%   81%   60%   64%   65%

2021-2022

- ■ Overall campus success rate
- ■ Asian
- ■ Two or more
- ■ Black or African American
- ■ White
- ■ Hispanic/Latino
- ■ American Indian/Alaskan Native
- ■ Native Hawaiian or other Pacific Islander

Prompts for Breakout Rooms

- What are you or your department currently doing to close equity gaps?

- What challenges have you encountered in your efforts to close equity gaps?

- What additional steps are needed to close equity gaps?
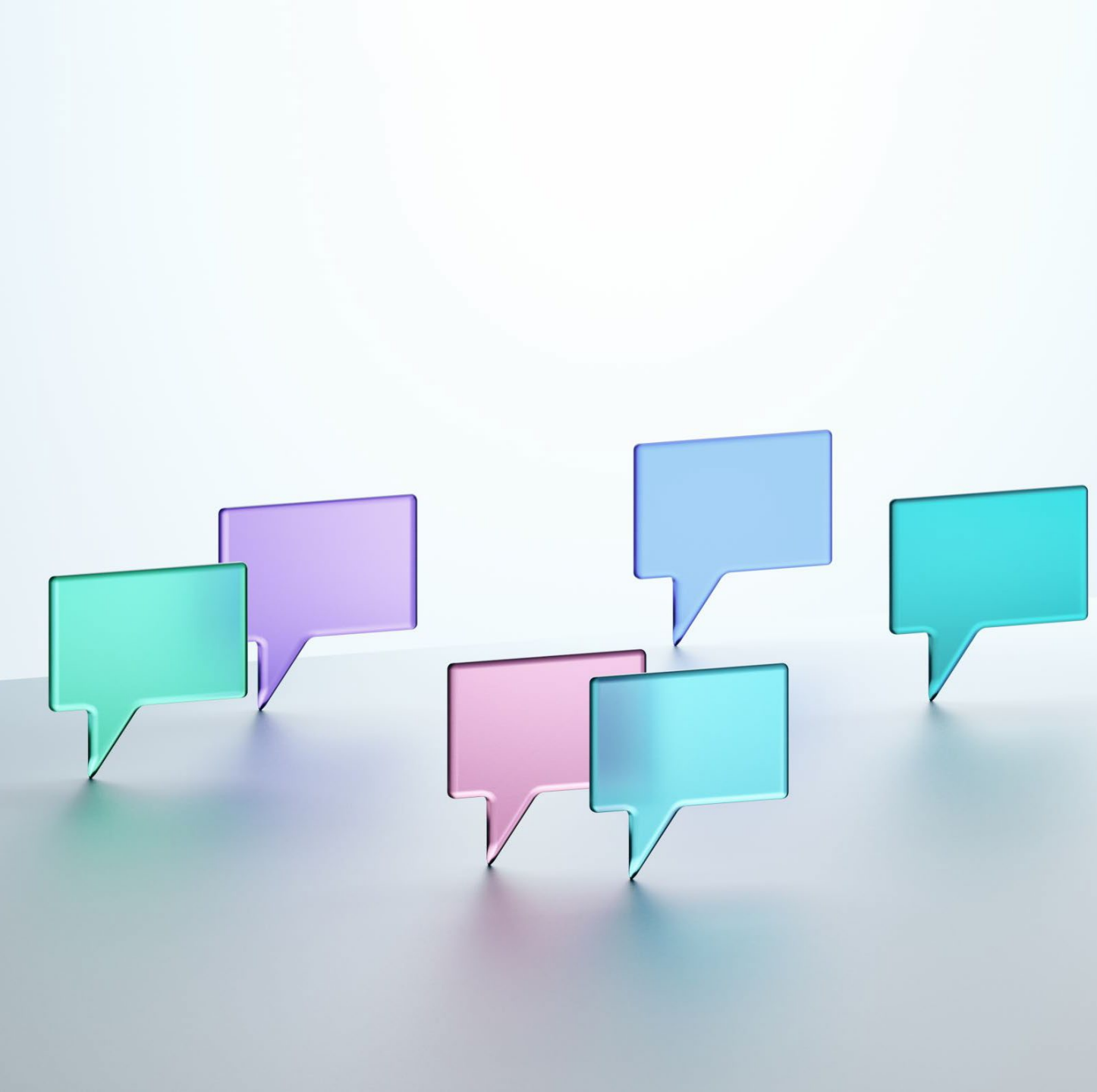
Wrap up

Fall 2021 Academic & Student Services Master Planning Summit

Looking at the Guided Pathways Pillars through an Equity Lens

Friday, November 19, 2021

9am-12:00pm Virtual

Agenda

- **9:00 – 9:10 am**   **Welcome - Dr. Scroggins**
- **9:10 – 9:30 am**   **Overview of the Day, Kahoot Data Quiz, Review of Summit Goals, and Agenda**
- **9:20 – 9:40 am**   **Opening GP Data Presentation**
- **9:40 – 10:00 am**   **Team Coco Community of Collaboration (Coco)**
- **10:00 – 10:20 am**   **Voices: Mt. SAC Faculty and Students Share Success Stories**
- **10:20 – 10:30 am**   **Stretch Break**
- **10:30 – 11:00 am**   **Breakout sessions GP Pillars through an Equity Lens**
- **11:00 – 11:20 am**   **Small Group Report Outs**
- **11:20 – 11:45**   **Guided Pathways and Equity: Celebrations**
- **11:45 - Noon**   **Wrap up and Dismiss – Kelly, Audrey, and Madelyn**

Welcome

- Welcome by Dr. Scroggins

Overview of the Day

- Kelly, Audrey, Madelyn

Welcome, Kahoot Data Quiz (Patty?), Review of Summit Goals, and Agenda

Opening GP Data Presentation
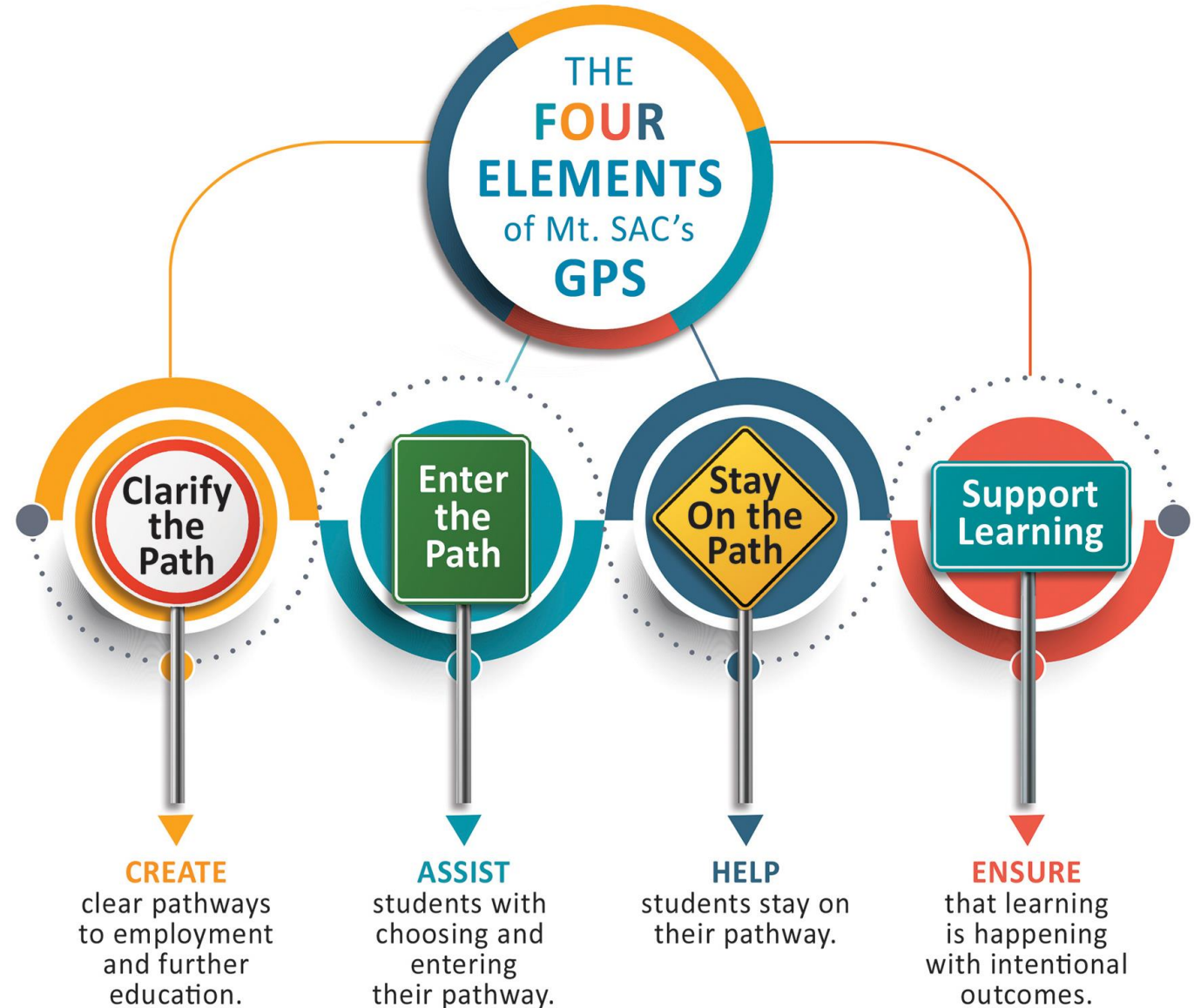
- Patty & Shannon Rider (noncredit)

Community of Collaboration- Team Coco

- Guided Pathways framework, SEAP funded

- Challenge and support model targeting rigor & empathy using DEI principles

- Focus on equity, retention, and student success

Breakout Sessions: GP Pillars through an Equity Lens

- 30 min breakout session

- Each group chooses a facilitator and a recorder/note taker.

- 8-10 people in break out room

- Discuss equity considerations from Guided Pathways Report and make recommendations for next steps.

- Use shared file for notes from breakout room

THE **FOUR** **ELEMENTS** of Mt. SAC's **GPS**

Clarify the Path

Enter the Path

Stay On the Path

Support Learning

CREATE clear pathways to employment and further education.

ASSIST students with choosing and entering their pathway.

HELP students stay on their pathway.

ENSURE that learning is happening with intentional outcomes.

Clarify the Path

Equity Considerations in Area 1:

- Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education?

- How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?

- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?

Enter the Path

Equity Considerations in Area 2:

- Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?

- For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?

- Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?

Stay on the Path

Equity Considerations in Area 3:

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?

- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?

- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?

- How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

Support Learning

Equity Considerations in Area 4:

- How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?

- As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?

- What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?

- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

Small Group Report Outs

Diversity, Equity, & Inclusion Work at Mt. SAC
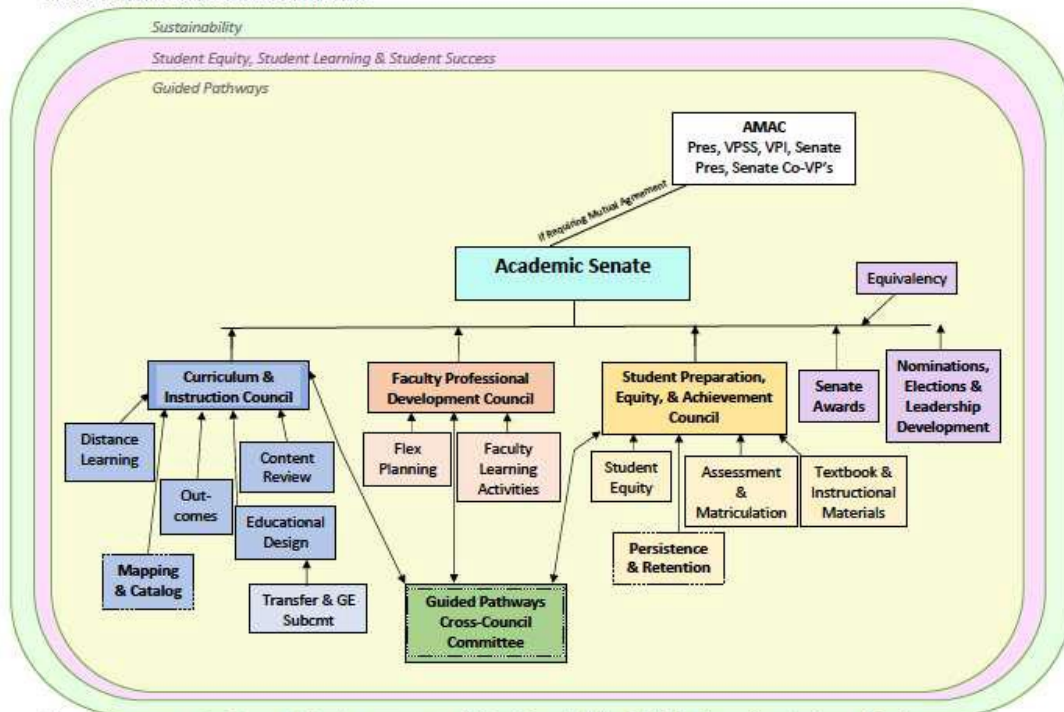
This Photo by Unknown author is licensed under CC BY-SA.

Data Coaching at Mt. SAC

What is a Data Coach?

Data Coaching is a campus initiative aimed at creating a culture of inquiry at Mt. SAC. Data coaches will be part of a cohort of faculty members who will provide direct support to their peers whereby educators work together to analyze student data, identify equity gaps, pilot new instructional strategies, and measure the impact of these new pedagogies on student outcomes. Imparting this information on a cross-section of the faculty will lead to greater instances of collaborative inquiry at Mt. SAC.

If you are interested in learning more about Data Coaching in general, this open resource *Data Coach Training for Higher Education Professionals*. Log into Canvas, on the left menu, click on "C" for Commons, search the name of the this course.

Read the Fall 2021 Data Coaching Newsletter Here!

Faculty Data Coaches 2020-2022

Coordinator: Dr. Tiffany Kuo

Data Coaches

- Dan Garcia, Welding
- Loni Nguyen, Biology
- Cara Tan, Psychology
- Ned Weidner, English & Literature
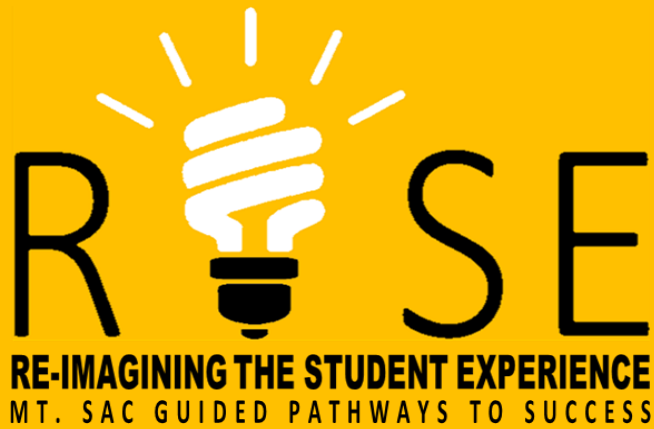- Michael Hood, Earth Sciences
- Chris Jackson, Kinesiology

Listen to the "Creating a Culture of Inquiry Podcast"

The Magic Mount
Episode

RISE
RE-IMAGINING THE STUDENT EXPERIENCE
MT. SAC GUIDED PATHWAYS TO SUCCESS

Have an idea
for something that will make students in your department/program more successful?

Guided Pathways is here to help!

RISE Project Overview

In an effort to empower faculty to make equitable, sustainable change with in their discipline by funding projects that utilize the Guided Pathways framework. The Guided Pathways to Success (GPS) Steering Committee has created RISE: Re-Imagining the Student Experience. This entails granting every department or discipline funding for up to 15 hours of non-instructional pay to propose and implement a small, one semester, project that utilizes the Guided Pathways framework to improve their program. Under the Guided Pathways framework, the Scale of Adoption Assessment (SOAA) highlights essential practices that institutions measure when assessing implementation to scale. This is not money you need to apply for! Your department just needs to collectively agree on a project that will benefit students in your program and who will carry out the work. Any faculty member, both full-time and part-time can participate. Departments are eligible to complete one RISE project per academic year.

RISE Project Outcomes

- Increase number and disciplines of faculty involved in the work of Guided Pathways for Success.
- Improve communication and collaboration between faculty and staff across disciplines including; instruction faculty, counseling faculty, library faculty, and other student service programs.
- Utilize Guided Pathways funding to create long-term program improvement based on essential practices on the SOAA.
- Leverage faculty expertise to close equity gaps and improve student success by providing support and autonomy for faculty to identify and address unique needs of their program area.

RISE Projects
Current & Completed

Department/Program:	Project Title:	Department/Program:	Project Title:
Supply Chain Management Certificate (Business Management)	Articulating classes that can be transferred to Cal Poly Pomona	Political Science	Supporting Black Students Through Outreach
Child Development & Education	Child Development & Education Liaison Counselor Training	Sociology	Revising Sociology AA-T Promotional Packet
Communication (x2)	SPCH 1A Canvas Shell, Communication Department & Degree Promotional Video	Psychology	Psychology Department Website Revamp
Philosophy (x2)	Philosophy Student Learning Outcomes and Advertising Our Program, Philosophy Film Marketing Our Program	Sign Language and Interpreting Department	Create Student Handbook for Interpreting AS and Certificate
		American Language	Fine Tuning and writing SLOs
Real Estate (Business Administration)	Real Estate Program Success Pathway Brochure/Website	Respiratory Therapy	PLO Assessment and Revision
Paralegal (Business Administration)	Program Guide for Students	FCS/Family and Consumer Studies (CSDT)	Aligning the FCS Program for Student Success
Child Development & Education	CDE Child Development Permit Application Support	Environmental Studies (Geography and Political Science)	Environmental Studies Certificate Labor Market Inventory
Geography	GIS employment study	Social Justice Studies (Sociology and Philosophy)	Social Justice Studies Flyer, Social Justice Studies PLO Project
Music	Handbook for Individual Instruction in Applied Music for Music Majors	Geography	GIS Program Marketing
		Philosophy	PLO Assessment and Revision
		Theater	Technical Theater & Theater Arts AA-T
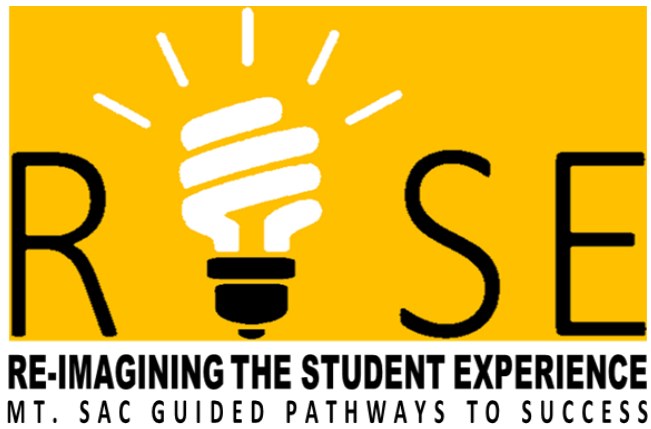
Philosophy
(Sociology and Philosophy):
Website redesign
& Program Video

Mini-grant Projects

Clarify the Path 1, Enter the Path 2, Stay on the Path 3, Ensure Learning 4 and amount budgeted:

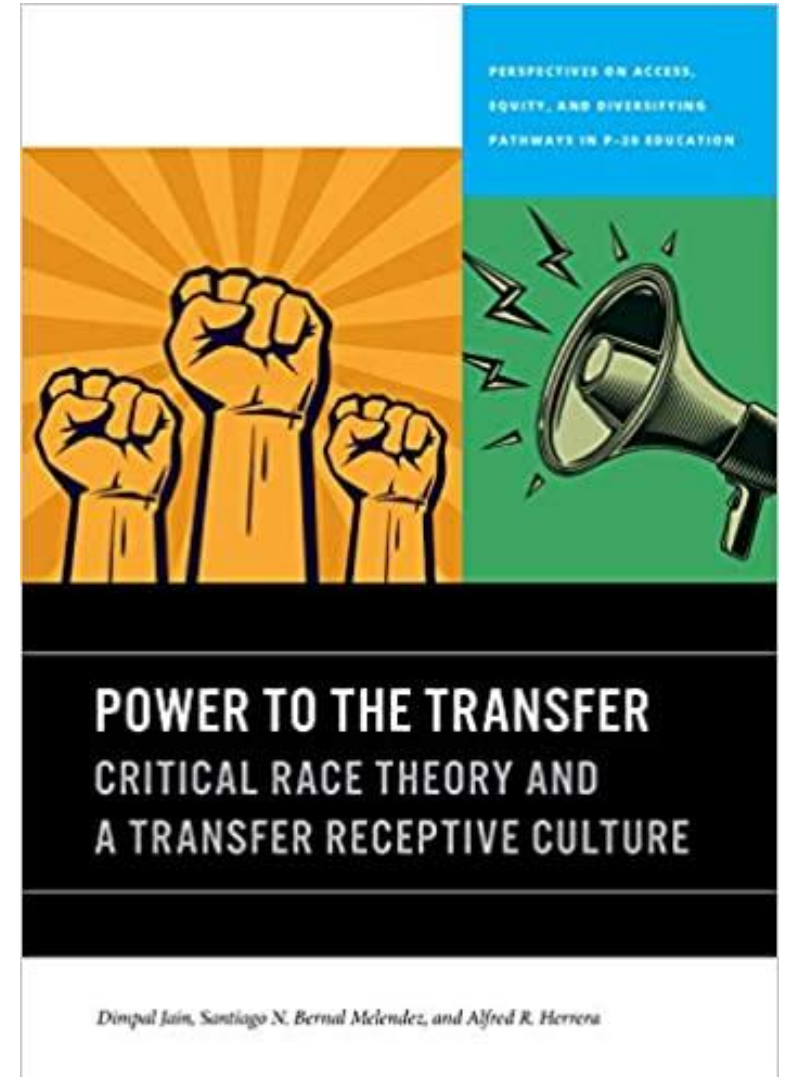|			
ADT Transfer Degree Communication Guides (1,2,3) $48,500	The Path for NNES Students at Mt. SAC (1,2,3,4) $550.	Faculty Liaisons for Assessment of Program Learning Outcomes (PLO) (4) $78,400	Developing and Applying Recording and Videotaping Skills for Vocal Ensembles (3,4) $1,120
Studio 13 Student Interns (1,2,3,4) $76,400 and	Virtual Conversation Café & Grammar Game Night for Japanese and French language students (3,4) $18,351.	Aiming for Completion: C ultivating A Transfer Send ing Culture at Mt. SAC (1,2,3,4) $39,500.	Data Literacy & Assessment Training for Teacher Preparation Institute (TPI) Students (1,2,3,4) $13,080.
Psychology Micro certificates (1,2,3,4) $22,808.	Strengthening GPs for Sociology Students (1,2,3) $5,915.	Contextualized Cross Disciplinary College Reading Pilot (3,4) $42,240.	Mountie Viewbook (1, 2)
Mechanical Engineering Pathway Development (1,2) $16,388.	Civil Engineering Pathway Development (1,2) $13,682.	Temporary Mural: Careers Requiring Anatomy (1,2,3) $1,980.	Pilot Project: Library Research Workshops On-Demand (3,4) $55,500.
Training from the Back of the Room (3,4) $25,800.	Child Development Permit Teacher Performance Expectations (1,2,3,4) $18,700.	Onboarding New Music S tudents (1,2) $9,504.	Mt. SAC Career Hub website final design (1,2,3) $3,160.
Resume and cover letters to increase job attainment for students and alumni. (2,3,4) $21,330.	ACUE (American Council of University Educators) Faculty Co-Coordinator (3,4) $10,800		

Transfer Sending Culture Mini-grants

Cultivating a *transfer sending culture* at Mt. SAC aims to:

- support the Guided Pathways to Success (GPS) model by offering professional development opportunities that increase transfer awareness among faculty, staff and administrators in order to support students' transfer journey;

- reduce informational and cultural barriers for student transfer success; and

- advocate for transfer to become integrated and prioritized on a structural level at the campus by getting faculty, staff, and administrators involved in spreading the knowledge and support regarding transfer.

Our project falls under pillars #1, #3 & #4 of the GPS model.

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PERSPECTIVES ON ACCESS, EQUITY, AND DIVERSIFYING PATHWAYS IN P-20 EDUCATION

POWER TO THE TRANSFER
CRITICAL RACE THEORY AND
A TRANSFER RECEPTIVE CULTURE

Dimpal Jain, Santiago N. Bernal Melendez, and Alfred R. Herrera

Biology Careers Mural, TILT, TPI, & PLO Mini-grants

MINI-GRANTS
MT. SAC GUIDED PATHWAYS TO SUCCESS

Project Outcomes

Each career has a QR code for info on required training, job outlook, and more

Special highlights for Mt SAC programs

As of Sept 28, 2021 there have been over 2,300 scans of QR codes

Equity:
Info is easily accessible for all who have a cell phone

Attracts students' attention as they wait in the hallway or as they pass by

Info is presented in simple English, easy to understand

Wrap up and Dismiss –

- Kelly, Audrey, and Madelyn

End of Presentation