

# **MT. SAC TITLE V GRANT: PROFESSIONAL DEVELOPMENT FOR CREATING AN EQUITY MINDED CAMPUS CULTURE**



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# OUTLINE



**ABOUT TITLE V**

**GOALS &  
OBJECTIVES**



**PROJECTS  
& PROGRESS**



**TIMELINE &  
ACCOUNTABILITY**

**QUESTION & ANSWER**

# FEDERAL TITLE V GRANT

## Purpose:

- To strengthen the institution
- This grant “enables Hispanic Serving Institutions (HSIs) to enhance academic offerings, program quality, and institutional stability.”



# MT. SAC TITLE V GRANT AWARD



**Professional Development  
for Creating an Equity-Minded Campus Culture to Improve  
Student Outcomes**



## CLARIFYING POINTS

Question	Answer
Is this grant equity related?	Yes. The entire focus of the grant is moving the needle on equity by providing foundational professional development based on researched practices that lead to improved student outcomes.
Is this a Hispanic Serving Institution grant?	Yes. This is a “Developing Hispanic Institutions” grant. It is only available to institutions with 25% or more Latinx enrollment.
Why doesn’t this money go directly to students?	This is a strengthening institution grant. The award to the College was based upon the original submission, with budget line items to achieve targeted professional development objectives. Continued annual grant funding is based upon meeting these objectives.
How does this grant directly support students?	Nineteen of the thirty-two grant projects directly support students.

# INSTITUTIONAL GOALS

1

Support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds.

2

Improve practices that integrate technology with academic excellence to create an enhanced learning environment for a diverse student body.

3

Build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes.

4

Provide staff with the knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways.

5

Enhance students' cultural awareness, personal development, and leadership skills.

6

Increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management.

7

Improve campus-wide cultural competence and cross-cultural dialogue.

# 9 MEASURABLE OBJECTIVES

1.

The number of faculty members completing grant-sponsored professional development in equity-minded pedagogy will increase by 25% from a baseline established in Fall 2019.

2.

The rate at which students successfully complete courses taught by pilot faculty who incorporate equity-minded pedagogy will increase among pilot students from an average of 69% in Fall 2018 to 79% in Fall 2024.

3.

80% of faculty members completing the grant-developed Equity Certification will access, understand, and use data to measure the effectiveness of new pedagogies on student outcomes.

4.

The number of classes using OER will increase by 25% from a baseline established in Fall 2019.

5.

The number of students using technology tools to identify appropriate campus support services will increase by 25% from a baseline of 1,025 students in Spring 2019

6.

80% of employees participating in grant-sponsored equity-based professional development will self-report increased understanding of their role in closing achievement gaps among students underrepresented in higher education.

7.

80% of students participating in grant-sponsored personal and leadership development activities will self-report an enhanced sense of identity and confidence in their ability to achieve their educational goals.

8.

A minimum of 1,000 students will have participated in grant-sponsored financial literacy activities.

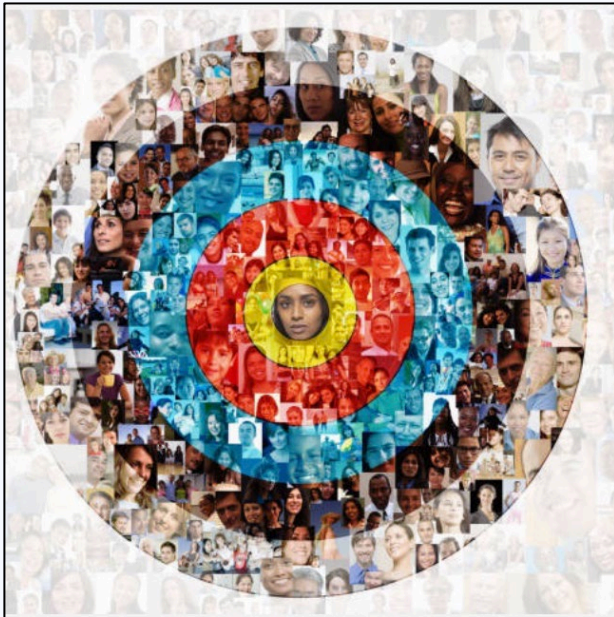
9.

70% of students who complete financial literacy activities will score at least 70% on a financial literacy post-assessment.





# 32 PROJECTS



**ALIGNED TO THE GOALS &  
OBJECTIVES**



**STUDENT-OUTCOMES  
FOCUSED \***



**FUNDING APPROVED BY  
FEDERAL PROGRAM OFFICER**



<u>Goal 1</u>	<u>Goal 2:</u>	<u>Goal 3</u>	<u>Goal 4</u>	<u>Goal 5</u>	<u>Goal 6:</u>	<u>Goal 7:</u>
Support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds.	Improve practices that integrate technology with academic excellence to create an enhanced learning environment for a diverse student body.	Build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes.	Provide staff with the knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways.	Enhance students' cultural awareness, personal development, and leadership skills.	Increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management.	Improve campus-wide cultural competence and cross-cultural dialogue.
Equity Certification (for Faculty)	Open Educational Resources (OER) *	Data Coaches	Professional Development for Staff and Management	Cultural Awareness *	Consumer Resource Center (CRC) *	Guest Speaker Focused on Topics of Cultural Competence *
Community of Practice for Equity	Professional Development for Faculty	Annual Conference "The Power of Our Data"	Expanded Onboarding for Tutors *	Personal Development Workshops & CORA Equity Certifications for students*	Financial Literacy Workshops *	One Book, One Campus *
Professional Development in Brain-Based Teaching & Learning	Professional Development for Online Staff on Using Technology Tools		Onboarding Process for Student Workers *	Leadership Development *& CORA Equity Certifications for students*	Online Module on Financial Literacy *	Student Led Conference Focuses on Equity Issues *
Universal Design for Learning (UDL)	Promote Student Use of Online Support Services*		Equity Workshops for Student Workers *	Online Resources for Student Professional Development *	Consumer Resource Fair*	Equity in Program Review & Integrated Planning
Instructional Designer for Online Learning				Student Membership on the Title V Steering Committee *	Peer Mentors for Financial Literacy Outreach *	Focus Groups Needs Assessment *
Podcasts (The Magic Mountie Podcast)					Educator Workshops on Financial Literacy	
Annual Campus Summit on Equity						

# PROJECT BUDGETS



- **Budget line items are tied to project objectives**
- **Submitted and approved at the time of grant application**
- **Activity cost planning with Faculty Coordinators to determine project needs & align expenditures to project objectives**
- **Examples of allowable costs to support projects: conference attendance for students, faculty, and staff, development of online textbooks, on campus & virtual events, speakers, supplies, and staff to support projects**
- **Final Year 1 budget expenditures will be available in January's APR and will be shared with Title V Steering Committee & President's Cabinet**

# PEOPLE-POWERED



**Dr. Mica Stewart**

**Equity Certification &  
Professional Development  
Coordinator**



**Diana Felix**

**Student Development  
Coordinator**



**Lisa Amos**

**Financial Literacy  
Coordinator**



**Dr. Tiffany Kuo**

**Data Coach Coordinator**

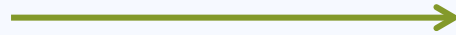
## DATA COACHES

- Dan Garcia
- Chris Jackson
- Cara Tan
- Mike Hood
- Loni Nguyen
- Ned Weidner



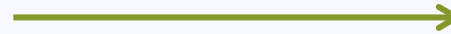
# YEAR 1 HIGHLIGHTS

- **246 Equity Certificates Earned by Employees (CORA)**



Objective **1**

- **269 Classified Professionals attended a virtual Keynote Address by Dr. Frank Harris III “Supporting Underserved Students in the Midst of A Pandemic: Recognizing the Critical Role of Classified Professionals”**



Objective **6**

- **31 Faculty Enrolled in the Effective Teaching Practices Course (ACUE: American Council of Education)**



Objective **1**

**PROJECT EXAMPLE YEAR 1:  
EQUITY IN EDUCATION CERTIFICATION  
(CORA)**

CERTIFICATE COMPLETED	FACULTY	CLASSIFIED	MANAGERS	TOTALS
Racial Microaggressions	46	40	21	107
Unconscious Bias	87	35	17	139

# FACULTY DEMOGRAPHICS IN CORA

## Center for Organizational Responsibility & Advancement (CORA)

### CORA FACULTY PARTICIPANT DEMOGRAPHICS

Gender	Fall 2019	Winter 2020	Summer 2020	Total Count	Percentage
Female	16	24	64	104	78%
Male	5	6	18	29	22%
<b>Grand Total</b>	<b>21</b>	<b>30</b>	<b>82</b>	<b>133</b>	<b>100%</b>
Over 40 Years*	Fall 2019	Winter 2020	Summer 2020	Total Count	Percentage
No	9	13	29	51	38%
Yes	12	17	53	82	62%
<b>Grand Total</b>	<b>21</b>	<b>30</b>	<b>82</b>	<b>133</b>	<b>100%</b>
* Age of participant as of the first orientation session of the module					
Ethnicity	Fall 2019	Winter 2020	Summer 2020	Total Count	Percentage
Asian		5	13	18	15%
Hispanic / Latino	9	10	15	34	29%
White	8	10	39	57	48%
Other*	1		9	10	8%
<b>Grand Total</b>	<b>18</b>	<b>25</b>	<b>76</b>	<b>119</b>	<b>100%</b>
*Ethnicities with fewer than 5 participants					

Source: Mt. SAC Data Warehouse extracted 10/5/2020,  
Prepared by Cathy Stute, Senior Research Analyst, Title V, RIE [cstute@mtsac.edu](mailto:cstute@mtsac.edu)



# CORA SUMMER COHORT HIGHLIGHTS

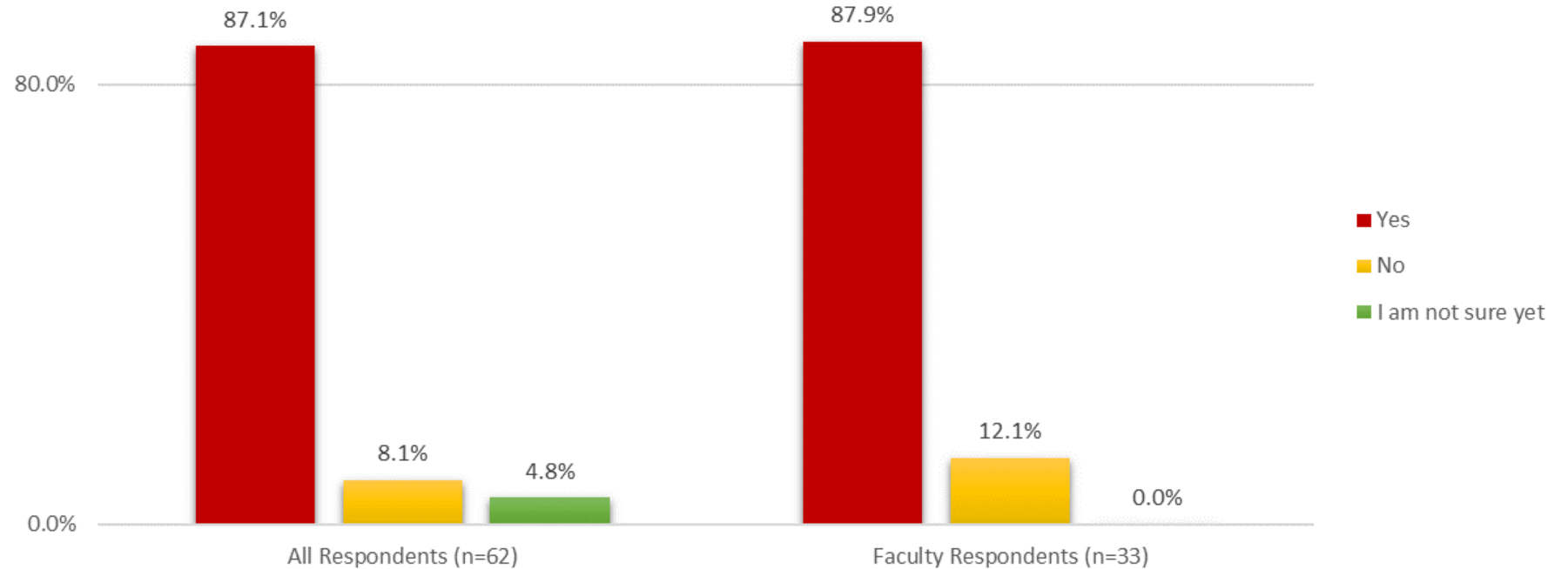
## TITLE V GOAL 4:

Provide staff with the knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways.

## TITLE V OBJECTIVE 6:

80% of employees participating in grant-sponsored equity-based professional development will self-report an increased understanding of their role in closing achievement gaps

### The CORA learning increased my understanding of equity at Mt. SAC



## FACULTY INSIGHTS: IMPLEMENTING NEW STRATEGIES AT MT. SAC

### Improve classroom interactions

*"I might ask my students to tell about themselves specially their experiences in school and society, learning styles, and any current problems affecting their studies"*

*"I plan to check in with my students more and find out why they might be struggling and help them access resources for success."*

### Change personal behavior

*"Recognizing racial microaggressions that I may commit and addressing them with the person or persons who may have been hurt as a result."*

*"Fight for higher committees with representation for people of color; be more mindful of my language and attitude toward student issues."*

### Revise curriculum

*"I will be crafting my assignments and lectures to better fit what I have learned. I have already added a culture/race component to one of my assignments that previously only addressed gender."*

*"I will increase the diversity of authors and examples I currently use and focus on promoting voices of students from historically marginalized groups."*

### Transform conversations with colleagues

*"Naming the microinsults and microinvalidations that I witness and seek ways to discuss them with coworkers in a way that will foster a more harmonious campus."*

*"I intend to deliberately bring up diversity in our meetings and review any customer experiences that touch on diversity."*

## DATA COACHING: ACHIEVING THE OBJECTIVES

### Objective 1:

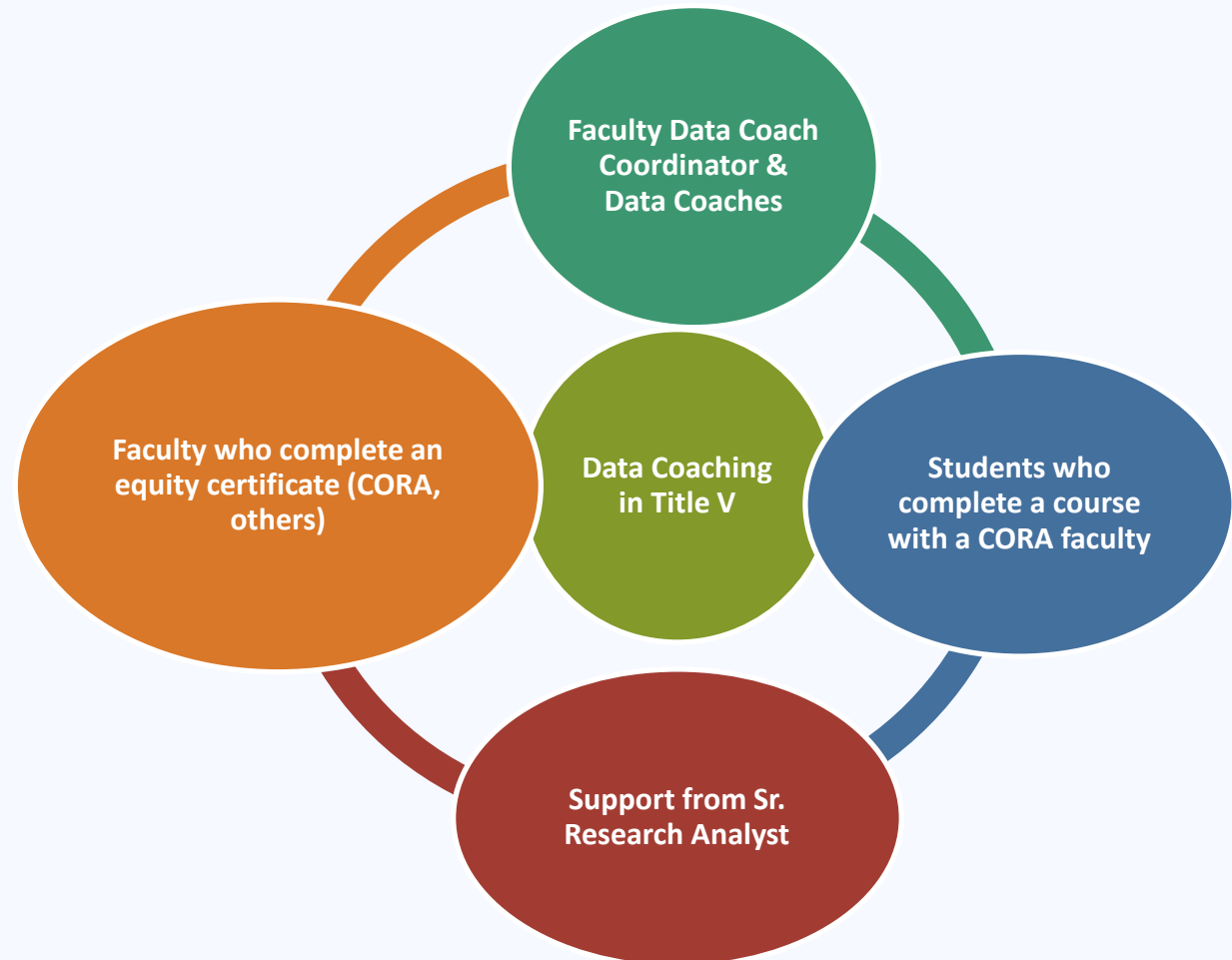
The number of faculty members completing grant-sponsored professional development in equity-minded pedagogy will increase by 5% annually.

### Objective 2:

The rate at which students successfully complete courses taught by pilot faculty who incorporate equity-minded pedagogy will increase among pilot students.

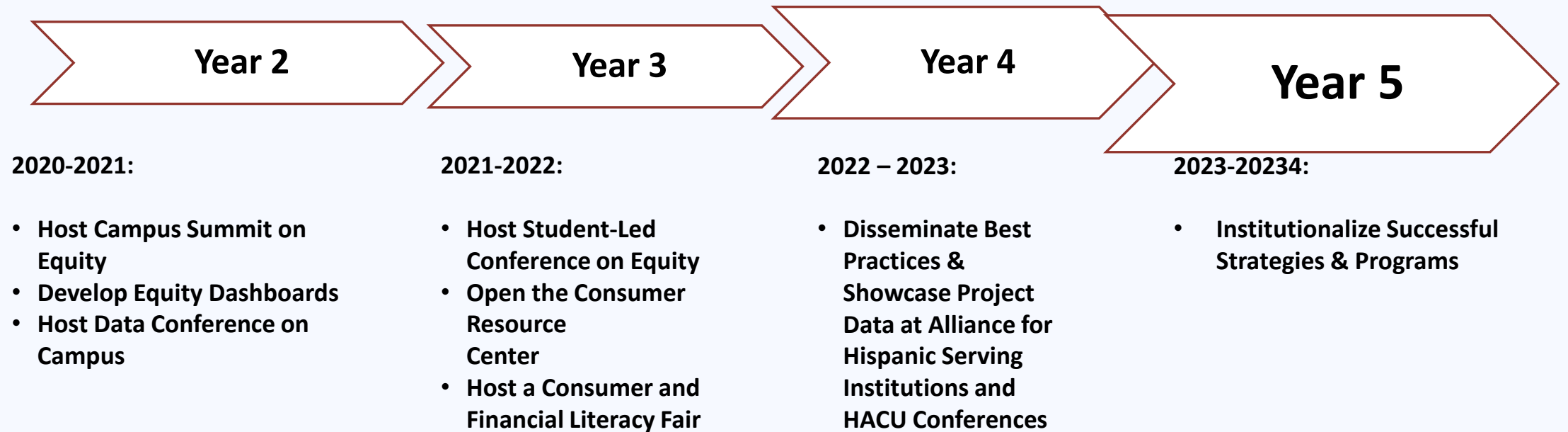
### Objective 3:

16 % faculty members completing the grant-developed Equity Certification annually will access, understand, and use data to measure the effectiveness of new pedagogies on student outcomes.





# LOOKING TO THE FUTURE



# ACCOUNTABILITY

## Internal

- Steering Committee
- Internal Reporting
- President's Cabinet
- Board Presentations



## External

- Annual Reports
- External Evaluator H.S.I. Consultant



# Q & A

