

PRESIDENT'S CABINET TALKING POINTS

August 9, 2022

We will be giving you updates on 3 projects in the grant.

Lizette will tell you a bit about the closing of our CORA Equity in Education Certificate and how I will tell you about the new project we just launched for faculty to learn teaching practices to close equity gaps for disproportionately impacted student groups.

Finally, we will share some progress on the financial literacy project in the grant, the triple MC (Mountie Money Management Center).

As you all know, this Title V grant supports 4 faculty professional development projects aimed at achieving equity for students and staff. The CORA project ran from 2019-2022

- CORA, as you might recall, is an educational equity certificate designed by Dr. Luke Wood and Frank Harris' Center for Organizational Responsibility and Action, among other projects such as MMI. The grant supported 333 employees who completed a duplicated total of 443 training modules in Racial Microaggressions and/or Unconscious Bias.
- 57% of enrollments were in Unconscious Bias and the other 43% of enrollments were in Racial Microaggressions.
- Of the total 333 total completers, 54% were faculty followed by 32% classified.
- Duplicated means – all certificates, not employees who took them. 333 is “unduplicated” meaning

EMPLOYEE CLASSIFICATION – Unduplicated – cumulative over 3 years (2019-2022)	Count	Percentage
Classified/Confidential	105	32%
Faculty	180	54%
Manager (VP, Director, Dean, Associate Deans)	45	14%
Short Term	3	1%
TOTAL	333	100%

As we look further into the employees who participated in the CORA training, we see that the majority of the employees self-identified as White (38%) followed by 30% self-identified Hispanic, Latino then 11% Asian.

CORA PARTICIPANTS ETHNICITY - Unduplicated	Count	Percentage
Asian	35	11%
Black or African American	15	5%
Hispanic, Latino	101	30%
Other	11	3%
Two or More Races	10	3%
White	127	38%
Unknown	34	10%
TOTAL	333	100%

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In Spring 2022, the Title launched ACUE-ITEL – inclusive teaching for equitable learning. Lisa will tell you where we are with this project.

ITEL:

In Spring 2022, we provided 33 seats in this program for faculty and staff. 27 employees completed the certificate. 1 manager withdrew and 2 classified staff were included who completed (97% faculty completers)

- *The focus of this certificate is to modify curriculum and teaching practices after learning about: Managing the Impact of Bias, Reducing Microaggressions in Learning Environments; Addressing Imposter Phenomenon and Stereotype Threat; Creating Inclusive Learning Environments; Designing Equity-centered Courses.* We have a plan to track impact on students measuring each intervention at 4 week intervals in the course faculty completers teach (1 course of their choosing).
- Dr. Mica Stewart, Title V Equity Certification Faculty Coordinator and I held a small end of cohort discussion group; faculty responses stated:

Q9 . If you plan to implement a new strategy at Mt. SAC, please describe:

1. Discussing and addressing stereotype threat and imposter syndrome among students in class.
2. I plan to modify my grading practices by providing more detailed rubrics and grading all submissions before posting grades.
3. Celebrate diversity and increase a sense of belonging in the classroom by exploring STEM professionals of color.
4. Reducing Microaggressions in Learning Environments.
5. Creating a more inclusive syllabus. I already implemented a strategy by creating and adding a diversity statement to my summer class syllabus.
6. Involving students in a discussion about the general lack of diversity among the historical astronomers covered in our classes.

Fall 2022 ITEL Plan

New cohort of 33 launches in September: will include focuses math/English faculty. Title V and Instruction are collaborating to ensure recent math and English faculty are included in implementation strategy discussions and research follow up. Answering the request of the Spring completers, Dr. Mica will host weekly discussions for the faculty with a focus on discipline-specific breakouts.

- Student survey will be for the approximately 1,800 students of ACUE-ITEL trained faculty who will be surveyed about their classroom experiences as compared to those in non-ACUE ITEL courses.
- Survey questions will assess themes of inclusive experiences categorized as welcoming, belonging, validation, cultural affirmation, and support networks, which we know from literature (Hurtado) are designed to retain, persist, and complete students from marginalized groups.

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Finally: we will continue to look at the success rates for disproportionately impacted groups of ITEL implemented CRN's – 3% average success rate on the other ETP from last Spring. New cohort launches is 2 weeks for one year.

Lastly, Lizette and I will give you some data on our Mountie Money Management Center – known as the TripleMC. This project, like faculty development, has two objectives in the Title V grant:

Increase the number of students participating in grant-sponsored financial literacy activities. Total number of students will be 100 by Fall 2020, 250 by Fall 2021, 450 by Fall 2022, 700 by Fall 2023, and 1,000 by Fall 2024. (Duplicates from year 1 to year 2) By end of grant we will assess unduplicated counts and growth.

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

The TripleMC held workshops both in person and virtually (including evening sessions which were attended by both students and staff). The totals were:

- They held 5 Winter workshops with attendance of 57 students and staff
- In Spring, they held 15 workshops with an attendance of 232 students and staff
- There was a total of 20 One-on-one sessions for money management counseling with Lisa Amos
- Outdoor booth and center drop ins had a total of 800 participants (duplicated)
- Open house attendance: 88 (faculty, staff, students)

TIME check – depending on minutes left – Ask if they would like to hear demographics breakdowns?

Student Ethnicity Duplicated Counts	Winter 2022 n=57	Spring 2022 n=232
Asian	21%	32%
Black or African American		6%
Hispanic, Latino	75%	52%
Other	4%	4%
White		6%
Total	100%	100%

No percentage above means small enough that were combined with “other”

Student Gender Duplicated Counts	Winter 2022 n=57	Spring 2022 n=232
Female	77%	76%
Male	21%	20%
Other	2%	4%
Total	100%	100%

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Student Age Duplicated Counts	Winter 2022 n=57	Spring 2022 n=232
Under 20	19%	12%
20 to 24	16%	19%
25 to 29	18%	14%
30 to 49	35%	41%
50 and over	12%	15%
Total	100%	100%

Looking forward Fall 2022: POD, Title V, Faculty and Staff were selected for two presentations at the October 13th conference in Claremont at the California Community College Council for Staff Development (4CSD). Their theme for 2022: The Road to Transformation: Creating and Sustaining Meaningful Professional Development for Diversity, Equity, Inclusion and Access. I will report back at next Cabinet on this conference.