

**Title V Grant “Creating an Equity-Minded Campus Culture to Improve Student Outcomes”
Selected Projects Update December 13, 2022**

Questions from previous Cabinet presentations:

- is there data to show that ACUE (Association of College and University Educators) successful at other colleges – yes, a PDF report attached from ACUE will be attached to notes for Cabinet
- Will there be student data on how faculty who complete ACUE are impacted by the new teaching practices learned in ACUE’s ITEL (Inclusive Teaching for Equitable Learning)? Yes. Discussed below.

The faculty certification for equity instruction project addresses both objectives 1 and 2 of the Title V grant: the number of faculty members completing grant-sponsored professional development in equity-minded pedagogy will increase ***and the rate at which students successfully complete courses taught by pilot faculty who incorporate equity-minded pedagogy will increase among pilot students.***

In Spring and Fall of 2022, a group of faculty members who completed the ACUE ITEL asynchronous, online program (10 weeks, 5 modules, 20 hours, moderated by ACUE and Mt. SAC faculty respectively):

- Spring 2022 completed: 24 faculty and staff (3 of which were faculty support staff)
- Fall 2022 completed/in progress 17 (AB 705 sub-cohort of math and English included)
- Title V Senior Research Analyst, Cathy Stute conducted research on a sample of 1,161 students* who completed courses with ITEL faculty. She received 180 student responses. The survey closed December 2nd. Survey considered specific classroom practices and those major themes and whether or not students feel a deeper level of those themes than their other classes (not ACUE-ITEL faculty taught).
 - The methodology included surveying faculty on their teaching and curricular strategies that were incorporated from ITEL. We wanted to see the alignment or mis-alignment of faculty who stated they tried a strategy and the actual impact from the student’s perspective.
 - Data showed that the most noted strategies used (above 80 percentile) were that the faculty communicated that the student’s individual perspective was valued in class and that they were allowed to share their own stories in class. Other elements measured were learning about academic goals, learning their names, faculty learned about their non-academic lives, and faculty reached out if they were struggling in class (all above the 60th percentile). Also notable was that 90% of the students reported that their faculty included both academic and social support resources as part of their courses as well as met their needs for accessibility (84%).

- Students also ranked highly (strongly agree, agree) faculty validating them, creating a sense of belonging, and sharing support networks. The lower ranked experience in the rankings was the student experience cultural affirmation (value of cultures and experiences) at approximately 65%, however, nearly 25% neither agreed nor disagreed with this statement, so the data can call for further study here.
- Compared to other classes (non-ITEL) faculty, the results mirrored closely the results of the ITTEL faculty, meaning that they largely agreed that their ITTEL faculty were creating a greater sense of belonging, validation, and overall support.
- Although the survey response rate was low, we gained some key insights through the student voices in the qualitative feedback.
- Faculty were given their course-level data by the data coaches in their division and following the research provided by Dr. Regina Stanback-Stroud on domains of culturally affirming teaching practices which are also in the ITTEL course, faculty will create action items and be provided with equity in teaching mentorship to strengthen their practices in closing equity gaps for students.
- In the final year of the grant, 2024, we will further develop the Equity by Design teaching toolkits to include online equity practices differentiated from by obviously overlapping with on ground equity in teaching practices.

*Student population survey excludes Dual Enrollment and Non-Credit

Objective 3 Update: *faculty members completing the grant-developed Equity Certification will access, understand, and use data to measure the effectiveness of new pedagogies on student outcomes.*

Data Coaching Update:

- Title V Data Coach Coordinator, SRA Cathy Stute, and Data Coach, Cara Tan presented at the California Association of Institutional Research in San Diego, “From Data Vending Reporting to Data Driven Discoursing.”
- The Data Coaches produced a newsletter in Spring 2022.
- The Data Coaches visited 7 academic departments.
- The Data Coach Coordinator is participating in the EMCC group on the Course of Record Curriculum Audit; working with the faculty workgroup for DEIA in faculty evaluations; and working with administrators and faculty on upcoming curriculum faculty retreat with Dr. Regina Stanback Stroud (RSS Consulting).

Expanding Faculty Development & Certification for equity teaching:

Continue and expand the Spring 2023 cohorts of ITEL. Staff development for closing the student equity gap will also be through ITEL “Creating a Culture of Belonging” check title, as well as the February launch of RSS Consulting – Equity Leadership Academy (Block grant). A parallel equity effort to Title V but funded through different source.

Other projects:

- Title V Student Ambassadors – H.S.I. Equipo – presented in November at the first annual COLEGAS conference PDF attached of presentation highlights.
- The Ambassadors are onboarding new student leadership to plan the Spring 2023 Student-led Annual Equity Conference in March and working on a Podcast. They have also been invited to be interviewed by Dr. Gina Garcia ¿[Qué pasa, HSIs?](#) On Spotify, Apple iTunes and other podcast outlets including the Mt. SAC Podcast.

Online Equity, OER (Open Educational Resources), and the Mountie Money Management Center will be reported out at the Spring 2023 Cabinet meeting.

The ‘heart of the matter’ is quality teaching leading to high engagement and learning. ACUE for us represents an organization focused solely on the ‘heart of the matter’ – what is it that we can do to make sure a student's experience is positive, engaging, and one that opens doors for them, however they imagine them.

Ted Mitchell, ACE President



Strengthening Teaching Nationally

450+

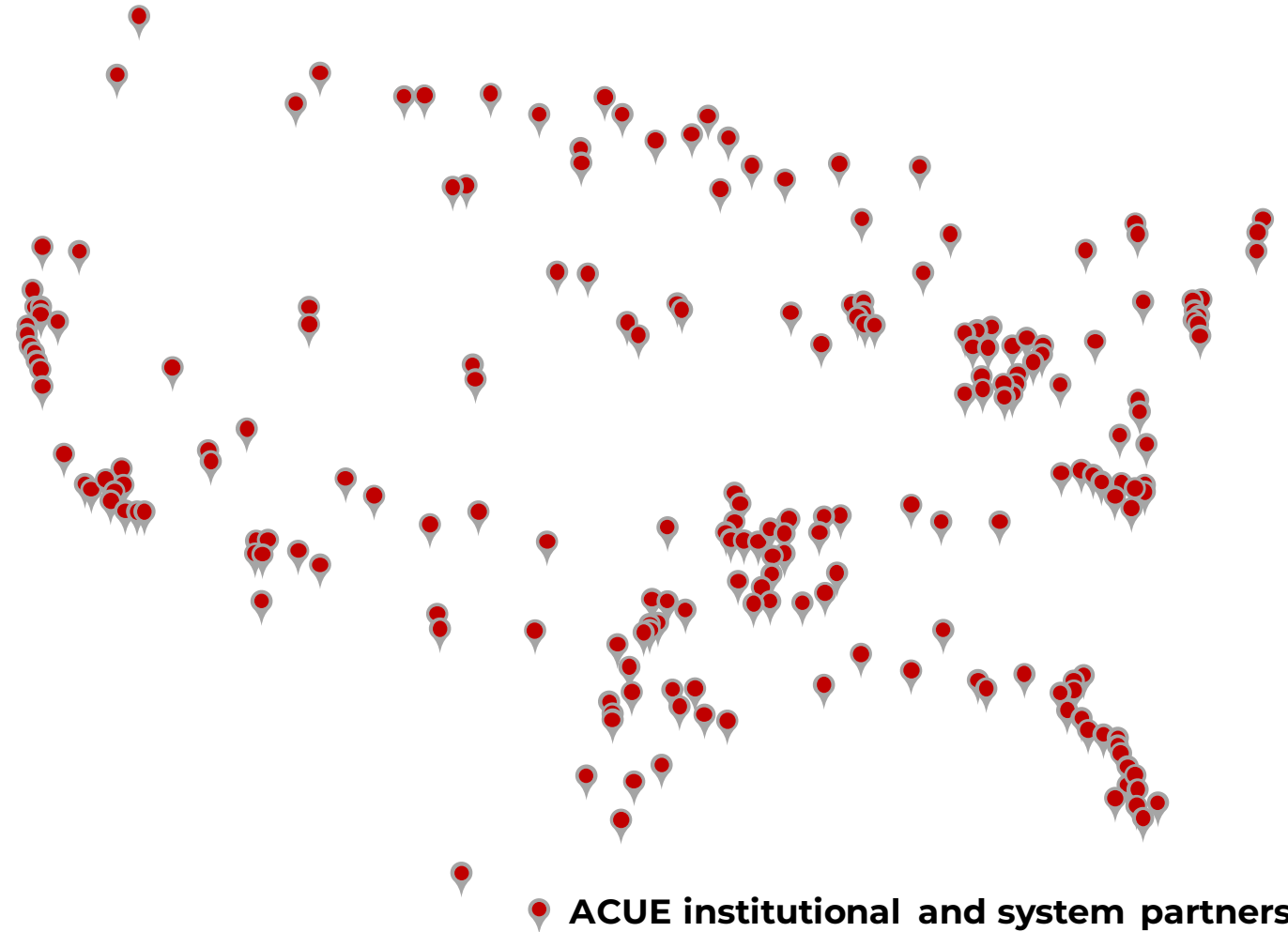
Colleges, universities, and systems

26K

Engaged Faculty

2M

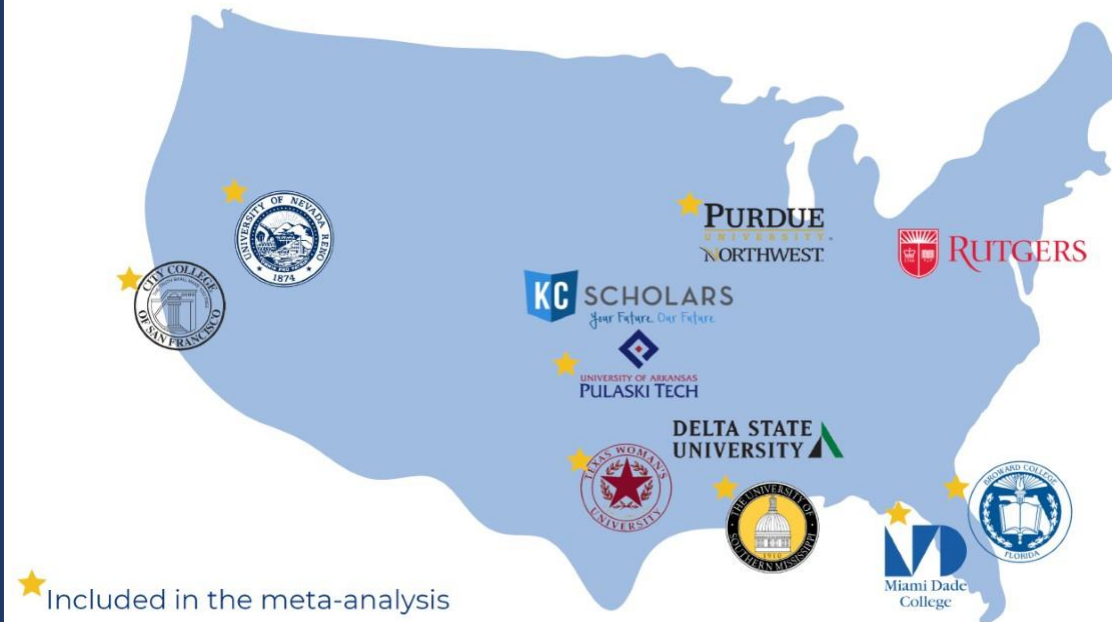
Students reached annually



2022 Meta-Analysis (8 Institutions): Positive Average Effect on Student Outcomes

Key Findings

- 1-percentage point increase in course completion rates
- 3-percentage point decrease in DFW rates
- .06-point increase in students' average course grades (on a 4.0 scale)



DATA
2015-2020

EVALUATIONS
2018-2022



Dr. Theo Pippins
ACUE



Dr. Elizabeth Tipton
Northwestern
University

City College of San Francisco,
University of Nevada Reno,
Purdue University, Pulaski Tech,
Texas Women's University,
University of Southern Mississippi,
Miami Dade College, Broward
College



“The program has already shown tremendous success in achieving equity for our students.”

—Gregory Adam Haile, President, Broward College



A comparative analysis of 98,000+ course outcomes, among students taught by ACUE Certified faculty found:

Equity achieved by income

Gap in passing rates eliminated and larger effect seen on course completion rates for Pell-eligible students

Equity achieved by race

Gap in course completion closed and gap in passing rates nearly cut nearly in half for Black students

Passing and completion rates improved

Stronger student outcomes in semesters after faculty earned ACUE credential and while earning credential

282

Additional students completed courses when taught by ACUE-credentialed faculty than would have otherwise.

435

Additional students passed when taught by ACUE-credentialed faculty than would have otherwise.



**“There’s an actual ROI of about
\$1 million dollars we’re seeing from
keeping these students enrolled,”**

Dr. Amy Chasteen, USM Executive Vice Provost



STRONGER OUTCOMES IN FIRST-YEAR GATEWAY COURSES

1

6.4 ppt increase in passing rates

5.3 ppt decrease in DFW rates

6 ppt greater impact on DFW rates for Black students

2

Sustained improvement – **3 ppt** decrease in DFW rates – Higher GPAs

3

Higher GPAs, greater impact for success among Black students – if taught by at least one ACUE instructor

HIGHER RETENTION

First-Year student retention was **3.7 ppt higher among students taught by ACUE faculty.**

****80** additional students remained enrolled.**

Grades and Passing Rates Up, DFWs Down

Greater impacts for Black and Latino students



The Study:

Reviewed two faculty cohorts between the spring 2018 and 2019 semesters for **49,000+** non-unique enrollments.

Year 1 (2017-2018)

The positive drop in DFW grades was greater for Black students, with the probability of earning DFW grades dropping 7 percentage points.

- An additional 120 students passed courses
- 145 fewer students received DFW grades than would have otherwise

Year 2 (2018-19)

Significantly fewer students received DFW grades, average course grades improved, with a greater impact on Hispanic/Latino students

- 250 fewer students received DFW grades while faculty were completing the course
- 201 fewer students received DFW grades after faculty completed the course than would have otherwise



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“ACUE is the national leader in effective collegiate instruction. No other organization has ACUE’s proof of impact or earned as much trust and respect.”

Harry L. Williams,
President & CEO of the Thurgood
Marshall College Fund



“ACUE is a trailblazer in advancing college teaching as a professional skillset.”

Nancy Zimpher,
Chancellor Emeritus, SUNY and Director,
“Power of Systems” at the National
Association of System Heads



“At Strong Start to Finish, we had to do more to support faculty... After one meeting, I knew we needed to bring ACUE in.”

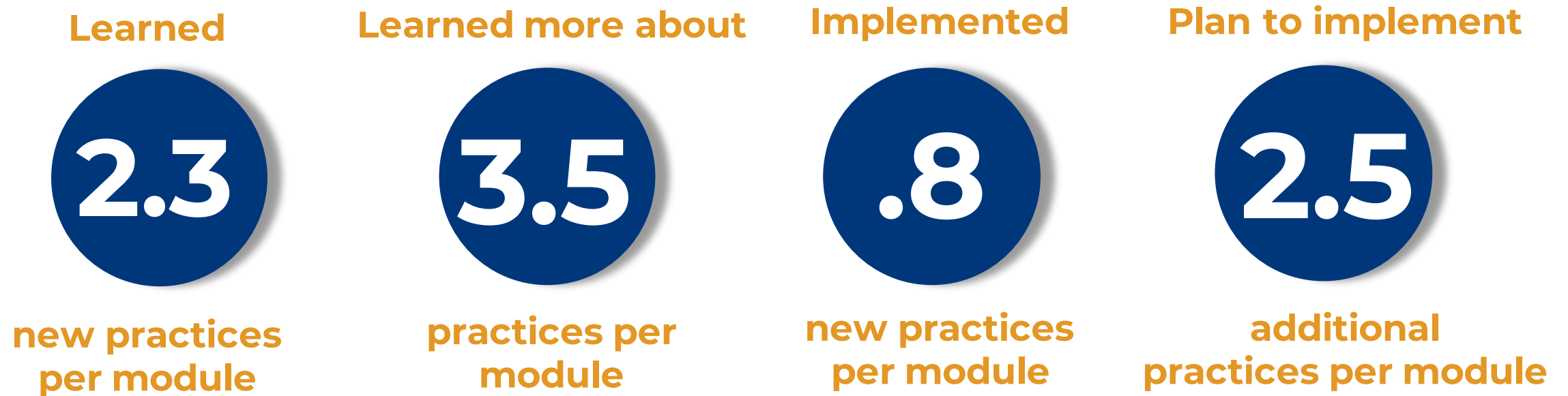
Chris M. Mullin,
Strategy Director, Lumina Foundation



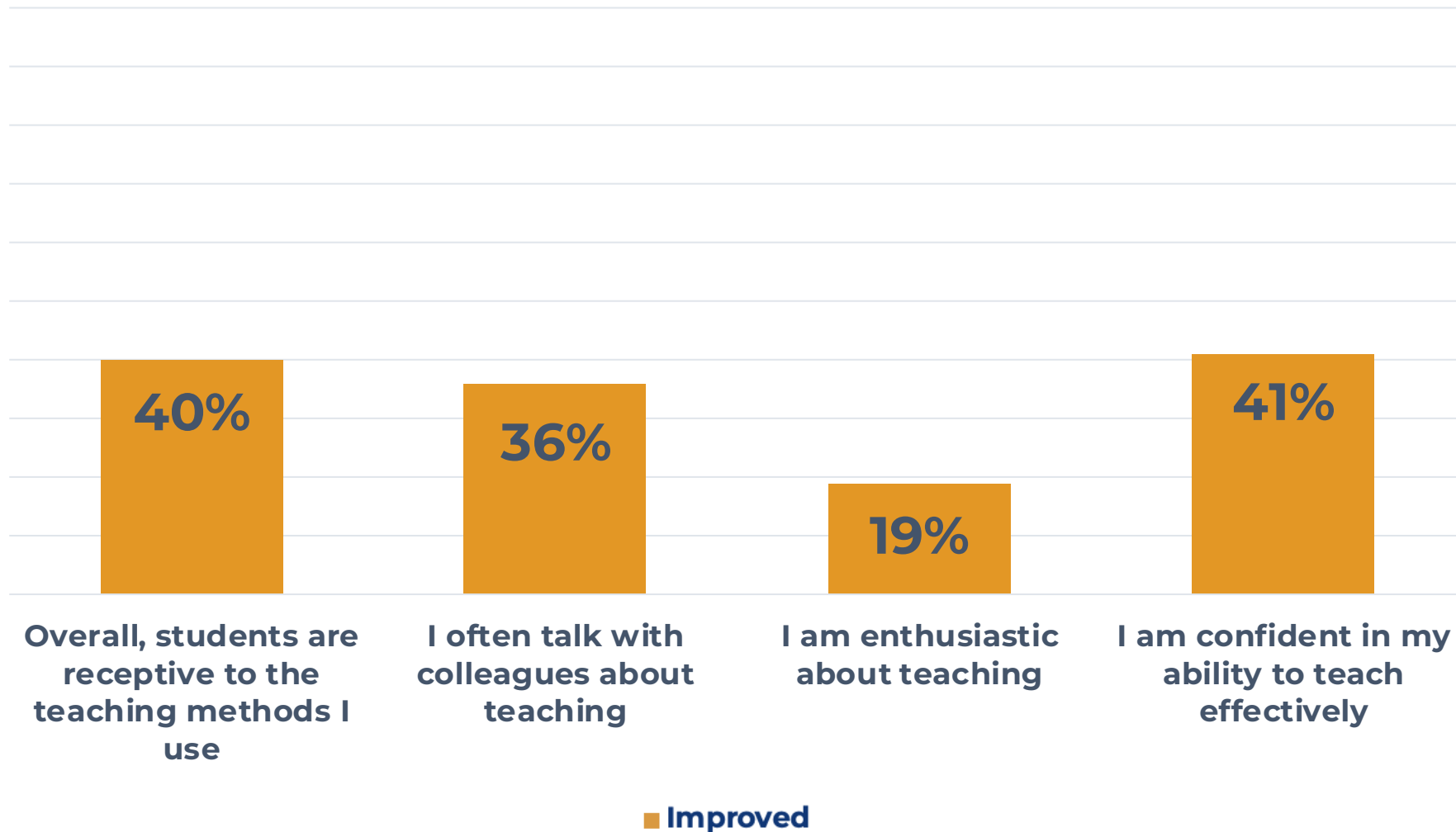
“ACUE’s compelling impact data tell a story about what’s possible nationwide.”

Yolanda Watson Spiva,
President, Complete College America

Faculty learn and implement evidence-based practices



Faculty well-being



N=1,694

H.S.I. Equipo at COLEGAS Conference, a chapter of the National Community College Hispanic Council

November 2022



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