EQUITY-MINDED TEACHING & LEARNING INSTITUTE SANTA ANA COLLEGE

SANTA ANA
**COLLEGE**

GUIDED PATHWAYS & EQUITY
LEARNING & ENGAGEMENT TEAM MEMBERS

- **L&E Members:** Maria Aguilar Beltran (Co-Chair), Stephanie Clark (Co-Chair), Jarek Janio, Amberly Chamberlain, Merari Weber, Janet Cruz-Teposte, Jose Lopez Mercedes, Maria Estrada, Arjun Nair

- **OER/ZTC Partners:** Annie Knight, Jodi Coffman

- **Other Possible Identified Partners:** Rebecca Ortiz, Betty Yimenu, Marty Romero, Steve Bautista, Jaki King, Kim Smith, Lisa McKowan-Bourguignon, Academic Senate Exec Team, CiC Committee Claire Coyne & Catherine Emley.

Most partners have participated in Skyline Equity Institute, 3CSN Equity 101 & 102 Course.

CALIFORNIA COMMUNITY COLLEGES CHANCELLORS OFFICE
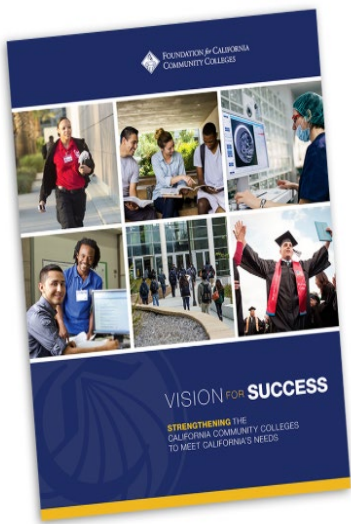
Vision for Success

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

Core Commitments

1. Focus on students' goals
2. Design and decide with the student in mind
3. Pair high expectations and high support
4. Evidence-based decisions
5. Own student performance
6. Enable innovation and action
7. Cross-system partnership

Aligning Resources & Programs to Put Students First

California Community Colleges

Tools

Guided Pathways

Goals

Our Students & Communities

POLICY CONNECTIONS

FISCAL REFORM

PROGRAM ALIGNMENT & SUPPORT

CLARIFY PATH

ENTER PATH

STAY ON PATH

ENSURE LEARNING

INCREASE CERTIFICATES & DEGREES

INCREASE TRANSFER TO CSU & UC

DECREASE UNITS TO COMPLETE

INCREASE EMPLOYMENT IN FIELD OF STUDY

CLOSE EQUITY GAPS

CLOSE REGIONAL ACHIEVEMENT GAPS

POLICY CONNECTIONS

Examples include Equitable Placement (AB705), Associate Degrees for Transfer, California Promise, and regulatory reforms.

FISCAL REFORM

Examples include Student Centered Funding Formula, Guided Pathways allocations, and Student Equity and Achievement Program.

PROGRAM ALIGNMENT & SUPPORT

Examples include Strong Workforce Program, Student Success Metrics, Vision Resource Center, investment in faculty and staff, regional support, and local board goals.

ENSURE EQUITY THROUGHOUT THE PATHWAYS

Personally, individuals practice self-awareness and equity-mindedness; making a commitment to equitable educational practices; learning to recognize & combat personal biases.

Personal Equity

Professional Equity
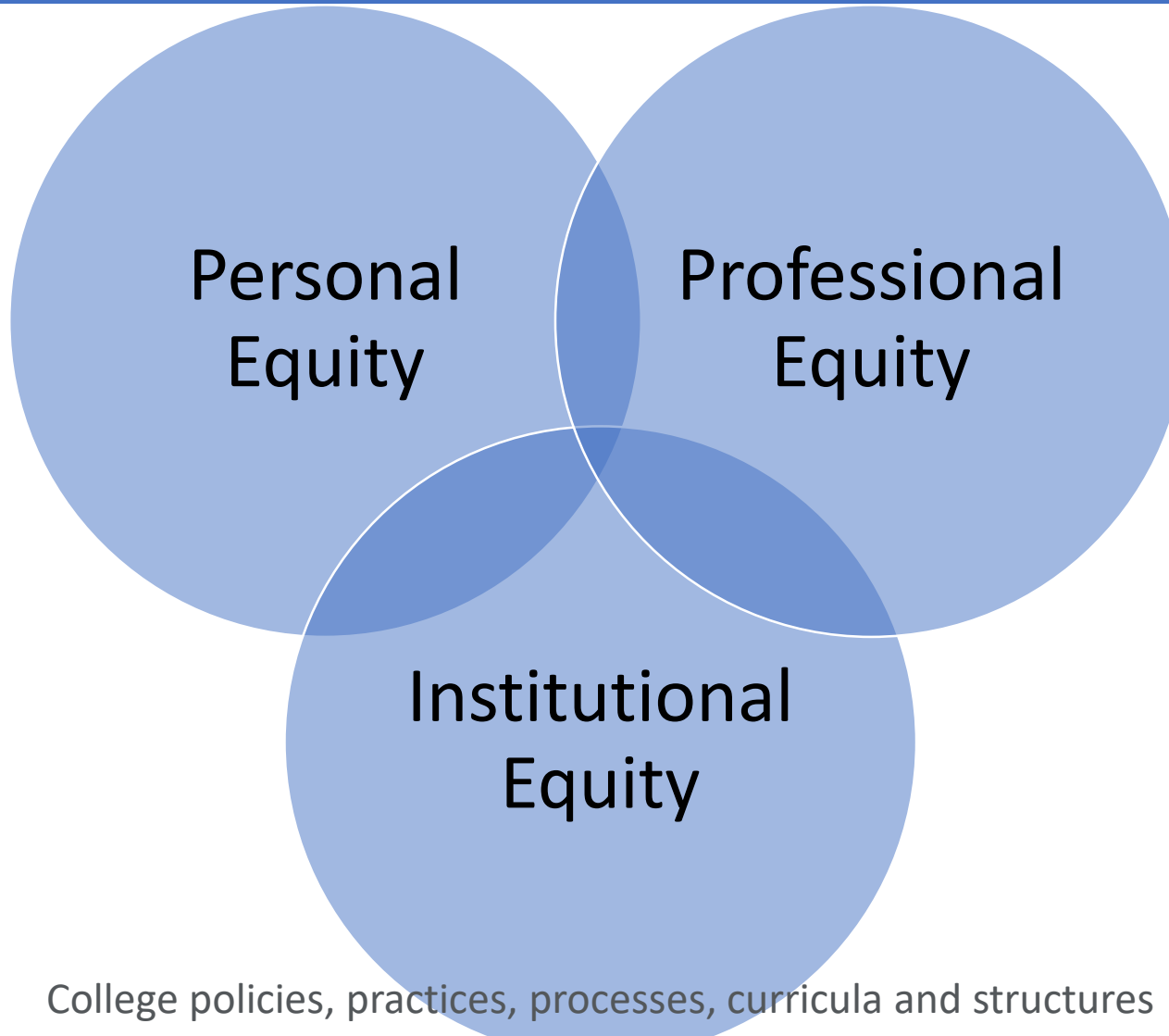
Administrators, faculty & staff utilize equity-based practices to effectively support and actualize success for disproportionately impacted and marginalized populations.

Institutional Equity

College policies, practices, processes, curricula and structures actualize success for disproportionately impacted and marginalized populations.

State Community College Chancellor's Office Diversity, Equity, & Inclusion Report

Vision for Success Commitment 2: Always design and decide with the student in mind

- **Strategy A:** Provide campus wide cultural competency and implicit bias training.
- **Strategy B:** Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.

Vision for Success Commitment 3: Pair high expectations with high support

- **Strategy B:** Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.

DEI Report

OUR DISTRICT COMMITENT

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES RESOLUTION No. 20-10

"Take Action Against Structural Racism"

WHEREAS, the district and college teams must develop action plans that provide proactive support for faculty and staff in evaluating classroom learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols, looking comprehensively at ***inclusive curriculum that goes beyond a single course***, such as ethnic studies, and ***evaluate all courses for diversity of representation and culturally-relevant content***; and …

THEREFORE BE IT RESOLVED by the Board of Trustees of the Rancho Santiago Community College District that: Rancho Santiago Community College District commits to improving outcomes for all of its students, faculty, and staff using its position of influence and power to make a difference and a**ctively strategize and take action against structural racism.**

EQUITY PLAN 2019-2022: Focus Inward on Cultural Change Through Equity Minded Professional Development

Professional development opportunities for faculty and staff
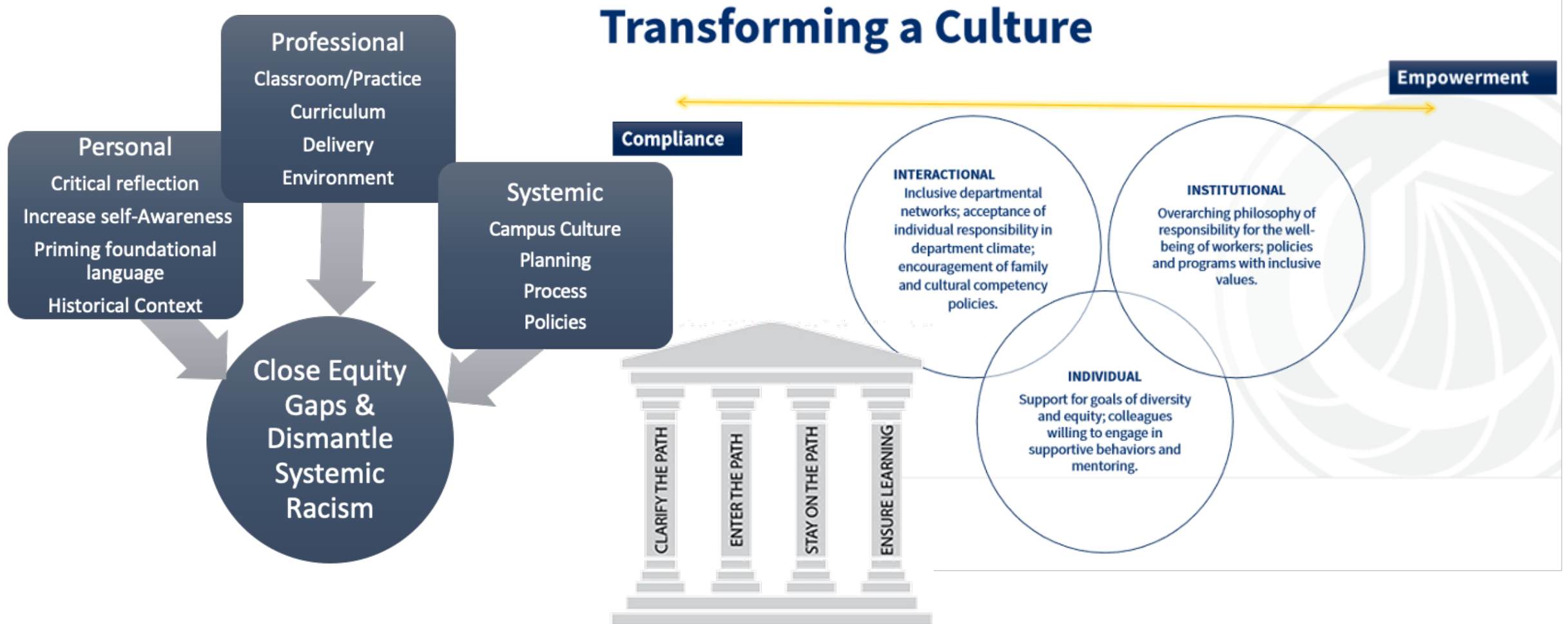
Brief Description of Activity

Santa Ana College's Professional Development Office provides opportunities for college faculty, staff and administrators to attend conferences and external and internal training sessions and events related to Guided Pathways, Equity, and effective practices.
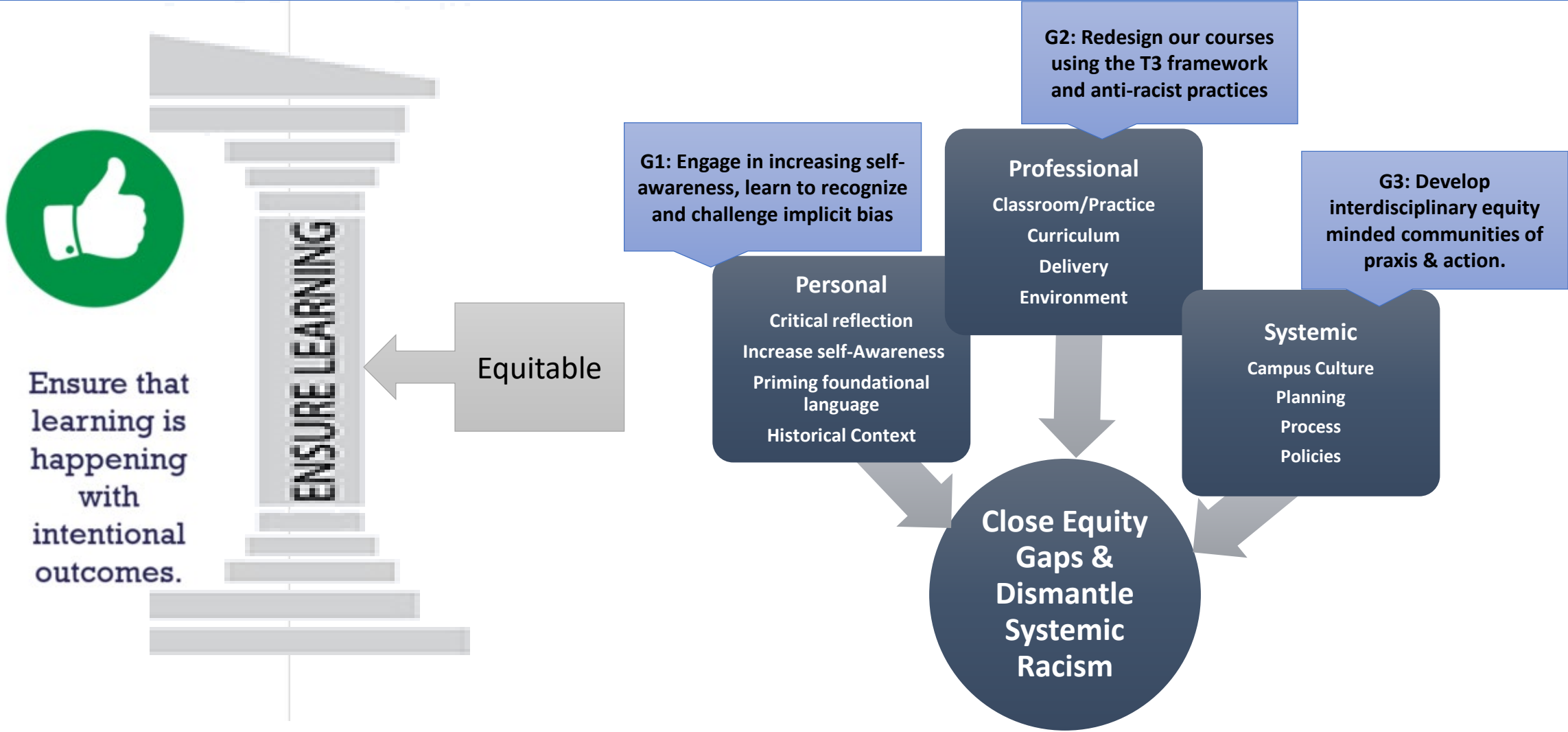
Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

GUIDED PATHWAYS & EQUITY FRAMEWORK

Transforming a Culture

Personal
- Critical reflection
- Increase self-Awareness
- Priming foundational language
- Historical Context

Professional
- Classroom/Practice
- Curriculum
- Delivery
- Environment

Systemic
- Campus Culture
- Planning
- Process
- Policies

Close Equity Gaps & Dismantle Systemic Racism

Compliance → Empowerment

INTERACTIONAL
Inclusive departmental networks; acceptance of individual responsibility in department climate; encouragement of family and cultural competency policies.

INSTITUTIONAL
Overarching philosophy of responsibility for the well-being of workers; policies and programs with inclusive values.

INDIVIDUAL
Support for goals of diversity and equity; colleagues willing to engage in supportive behaviors and mentoring.

CLARIFY THE PATH | ENTER THE PATH | STAY ON THE PATH | ENSURE LEARNING

Mission: Santa Ana College inspires, transforms, and empowers a diverse community of learners.

GOALS OF THE EQUITY-MINDED TEACHING & LEARNING INSTITUTE

Ensure that learning is happening with intentional outcomes.

ENSURE LEARNING

Equitable

G1: Engage in increasing self-awareness, learn to recognize and challenge implicit bias

G2: Redesign our courses using the T3 framework and anti-racist practices

G3: Develop interdisciplinary equity minded communities of praxis & action.

Personal
Critical reflection
Increase self-Awareness
Priming foundational language
Historical Context

Professional
Classroom/Practice
Curriculum
Delivery
Environment

Systemic
Campus Culture
Planning
Process
Policies

Close Equity Gaps & Dismantle Systemic Racism

SAC Guided Pathways
Scale of adoption Assessment Highlights

**Planning to Scale
Active & Applied Learning**

- 4.b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Equity-Minded Teaching & Learning Institute Intersectional Commitment & Focus

Equity-mindedness encompasses being:

- Race conscious

- Institutionally focused

- Evidence based

- Systemically aware

- Action oriented

DEI Glossary of Terms

TEACHING & LEARNING INSTITUTE STRUCTURE

Transformative Curriculum Redesign

Priority Faculty Groups:	Cohort Model:	Commitment:	Canvas Course/Hybrid:	Think-Process-Partner:	Faculty Options:	Evidence Assessment & Data:	Deliverables:
New faculty and faculty teaching courses in which there is Total enrollment (1,000+)	Interdisciplinary 10 Faculty first year pilot	(Fall & Spring) Monthly 2 hour praxis meeting	8 Modules	Supportive Equity Ally to share & bounce ideas	Fulfill entire year of Flex Obligation OR Stipend/LHE	(Pre-Post) Success, Retention, Performative Evaluation disaggregated	COR Analysis, T3 Syllabus, Lesson Plan, Grading & Assessment, PowerPoint

Transformative Curriculum Redesign Commitment Proposed Days & Times

- Total of 10 remote sessions during the 2021-2022 year.
- Friday Meeting time: **9:00AM-11:00AM**

- **Fall 2021 Dates:**
  - August 27th
  - September 24th
  - October 22nd
 - November 19th
  - December 10th

Spring 2022 Dates:
- February 11th
- March 18th
- April 15th
- May 20th
- June 3rd

MODULE 0: Guided Pathways & EQUITY OER/ZTC

Learning Outcomes

1. Utilize foundational equity language and concepts.

2. Apply foundational concepts to their professional practice.

- *Prior to first community of praxis meeting, faculty will complete this canvas course and Module 1.*

- *SLO's are included in the course.*
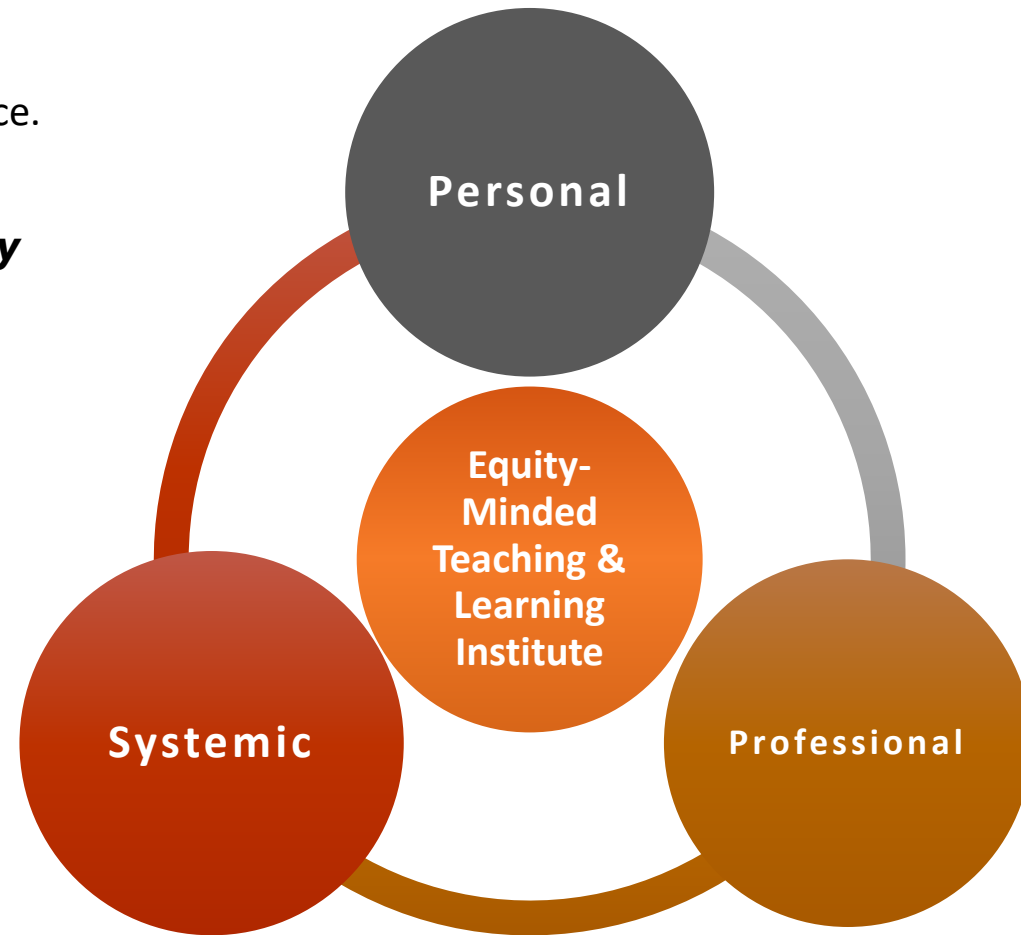
MODULE 1: Goal Setting and Planning Worksheets

Learning Outcomes

1. Faculty will evaluate classroom equity metrics.

2. Faculty will develop an initial plan-of-action.

Canvas Course
(learning & reflection)

- Student Equity & Success Goals: Planning Worksheet
- Course Content: Planning Worksheet
- The Classroom Experience: Planning Worksheet
- Assignments & Assessments: Planning Worksheet
- Grading & Student Feedback: Planning Worksheet

In-person
(professional practice)

- Community Building Activity
- Critical Reflection Activity focused on worksheets
- Plan of Action

Addt'l Resources
(systemic change)

Equity-minded Teaching & Learning Institute
A Santa Ana College Guided Pathways & Equity Project

MODULE 2: Understanding and Responding to Data

Learning Outcomes

1. Faculty will access SAC equity tools for planning.
2. Faculty will define the student equity gaps in your classroom or program using quantitative and qualitative data.
3. Faculty will categorize teaching practices using the T3 framework practices.

Canvas Course
(learning & reflection)

- SAC Equity Plan & Goals
- T3 Framework (Skyline)
- The Seven Equity Precepts Into You Classroom
- (Matt Lawrence 2019)

In-person
(professional practice)

- SAC Student Success Data
- SAC Student Equity Data
- What is our plan for reducing Achievement Gaps?
- Understanding Retention, Completion, Persistence
- Reacting to the Data – Process and Respond/Reflect

Addt'l Resources
(systemic change)

- USC review of the equity plans checklist

Equity-minded Teaching & Learning Institute
A Santa Ana College Guided Pathways & Equity Project

MODULE 3: Redesigning Course Content

Learning Outcomes

1. Faculty will redesign the syllabus to be transformative and accessible.
2. Faculty will incorporate students' life experiences and culture into the content.

Canvas Course
(learning & reflection)

- Culturally Responsive Teaching
- Critical Pedagogy
- Paulo Freire, Pedagogy of the Oppressed
- The Equity-Minded Syllabus Checklist
- Accessibility Checklist - universal design
- 21st Century Job Market Skills
- How to Keep Covering the Content from Killing Student Engagement (William Blake)

In-person
(professional practice)

- Activity: Does You Content Represent Diverse Contributions?
- Discussion: What are the specific skills and competencies students need to learn from the course relevant to their lives.
- Activity: Transformative Syllabus/Liquid Syllabus
- Activity: Teaching Philosophy Statement

Addt'l Resources
(systemic change)

- SAC Examples
- Humanizing your online teaching (curriculum) Link: https://onlinenetworkofeducators.org/humanizing-sp21/

MODULE 4: Redesigning The Classroom Experience

Learning Outcomes

1. Faculty will implement community learning in the classroom.
2. Faculty will create a lesson plan that incorporates community learning.
3. Faculty will make a plan to check biases and be race conscious with students.

Canvas Course
(learning & reflection)

- Implicit Bias
- Race Consciousness-Colorism, Meritocracy
- Stereotype Threat
- 101 Active Learning Strategies
- Want to Reach All of Your Students? Here's How to Make Your Teaching More Inclusive (Viji Sathy and Kelly Hogan)

In-person
(professional practice)

- Activity: Understanding Implicit Bias
- Getting to Know your Students
- Archetype Educator (Skyline)
- Things to Consider for Lage Section Courses
- How to Build Community in a Classroom
- Student Hours Coupon

Addt'l Resources
(systemic change)

MODULE 5: Redesigning Grading

Learning Outcomes

1. Faculty will be able to identify concepts that govern grading of SLO.

2. Faculty will be able to apply these concepts in their classroom.

3. Faculty will be able to define the concept of action research.

4. Faculty will be able to apply the concept of continuous improvement using student feedback.

Canvas Course
(learning & reflection)
- Why redesign grades?
- "Giving Wise Feedback" Based on Culturally Responsive Teaching & The Brain" Zaretta Hammond

In-person
(professional practice)
- Grading Innovations Activity: Common practices and emerging opportunities
- Activity: "A Two-Way Street"

Addt'l Resources
(systemic change)
- What role does feedback play in our instructional practices? Do we have opportunities to discuss this in our departments/campus wide?

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MODULE 6: Redesigning Assignments & Assessments

Learning Outcomes

1. Faculty will provide examples of assignments reflective of student lives & social justice.

2. Faculty will develop an assessment that allows students to demonstrate what they learned based on students' strengths.

Canvas Course
(learning & reflection)
Transparency in Teaching: Faculty Share Data and Improve Students' Learning (Mary-Ann Winkelmes)
OR
Backward Design
Vanderbilt University

In-person
(professional practice)
Activity: Determine Types of Assessments for your Classroom:
Activity: Transparent Assignment Template
OR
https://wke.lt/w/s/lfsIjY

Addt'l Resources
(systemic change)
Goodman, S. (2018). It's NOT About Grit. Trauma, Inequity, and Power of Transformative …
Jankowski, N. A., Montenegro, E. (2020) A New Decade for Assessment…
Jankowski, N. A., Montenegro, E. (2017). Moving Towards Culturally Responsive Assessment

MODULE 7: Equity-Minded Curriculum Redesign

Learning Outcomes

1. Faculty will apply equity-minded language into CORs and program review.

2. Faculty will integrate Culturally Responsive textbook options and/or OER/ZTC.

3. Faculty will devise an equity-minded research program plan-of-action.

Canvas Course
(learning & reflection)
Committee & Leadership Involvement
COR's
Program Review-Jaki King
Course Commitments

In-person
(professional practice)
Activity:
COR Review: Language, add text and content that explicitly includes options that are race-conscious.
Examples of Equity-Minded COR's
Research-follow up PPT Presentation.

Addt'l Resources
(systemic change)
Evaluate CiC Processes & Common Language
How to make recommendations? (CiC processes)
Workgroups/Taskforces