

STRONG WORKFORCE FACULTY INSTITUTE: **RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS**

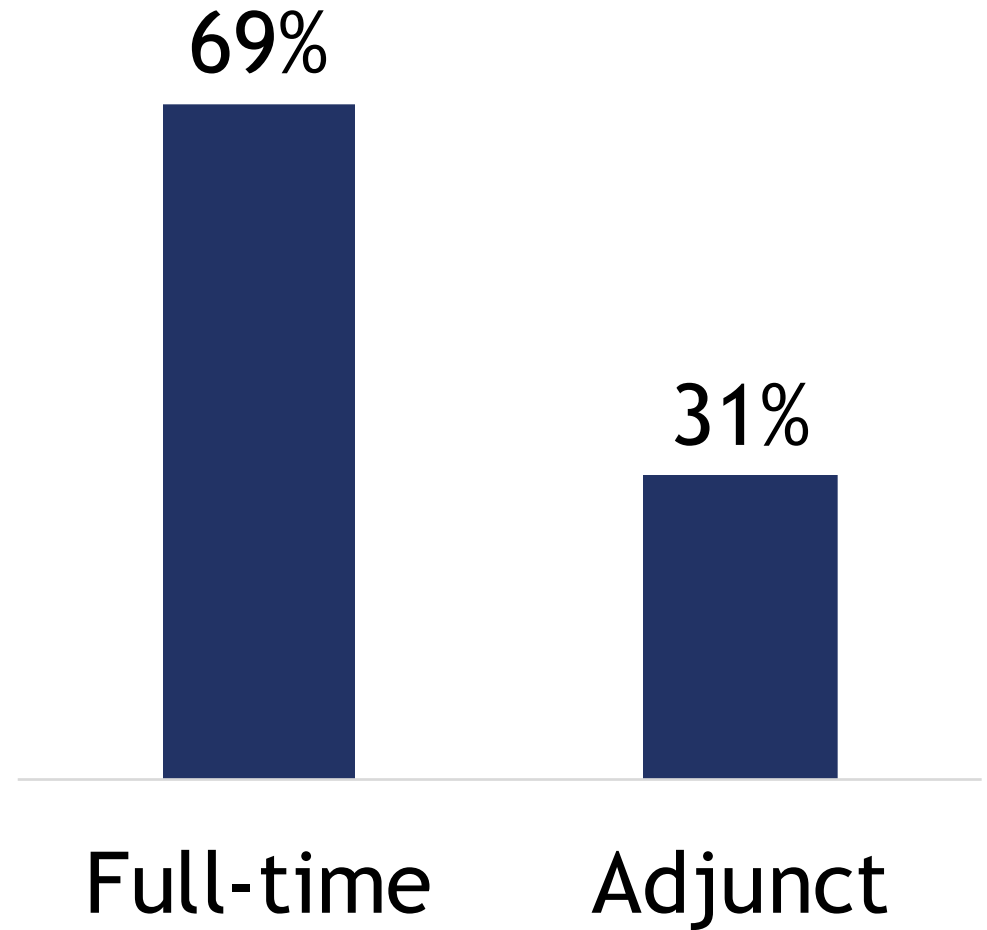
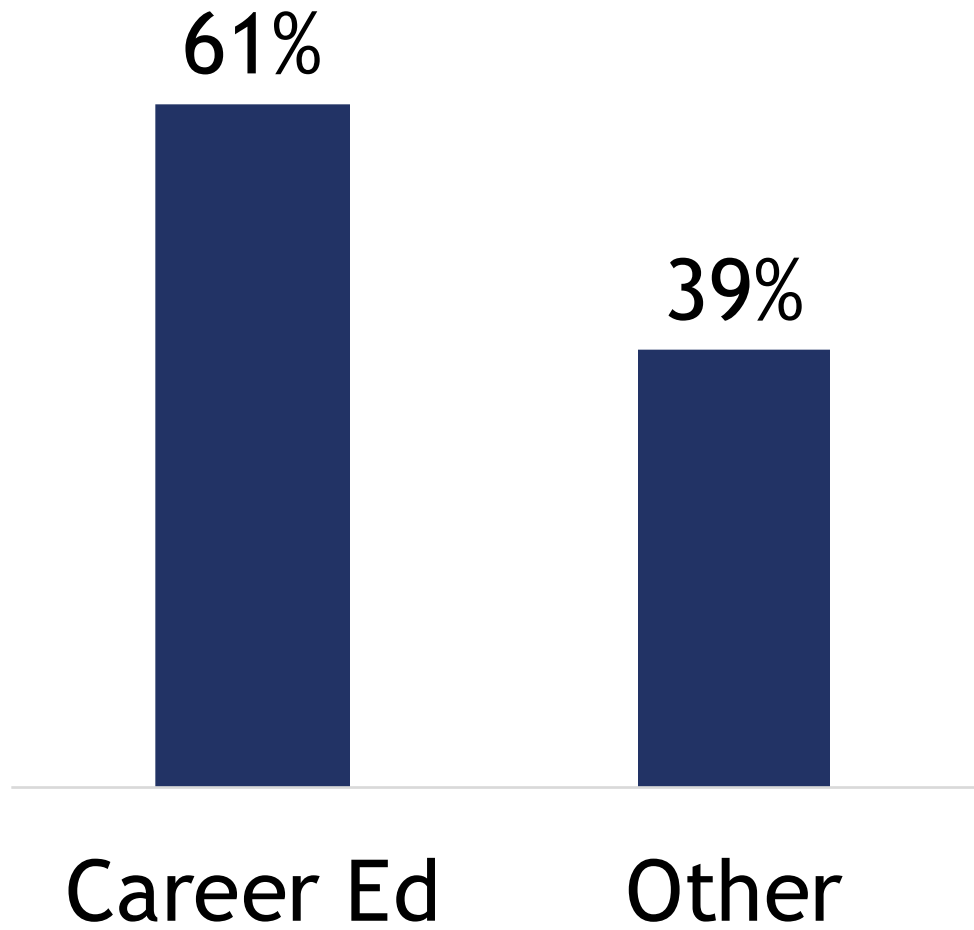




**MOLLIE
SMITH**

WELCOME

243 Faculty Participating in the Institute



Workforce Agencies

Career Pathways

CSSOs

Data and Research

Job Placement

CEOs

High Schools

CIOs

Faculty

Planning 2016

Employment Readiness

Adult Schools Marketing

Deans

Work-based Learning

Regional Recommendations

HS to CC Pathways

Work-based Learning Marketing

Implementation

Faculty

Intake Job Placement Data & Research

Retention, Success and Support

21st Century Employability Skills

MS & HS Career Development

Investments

Differentiated Orientation

Career Planning Before Education Planning

Faculty Tutoring

Work-based Learning

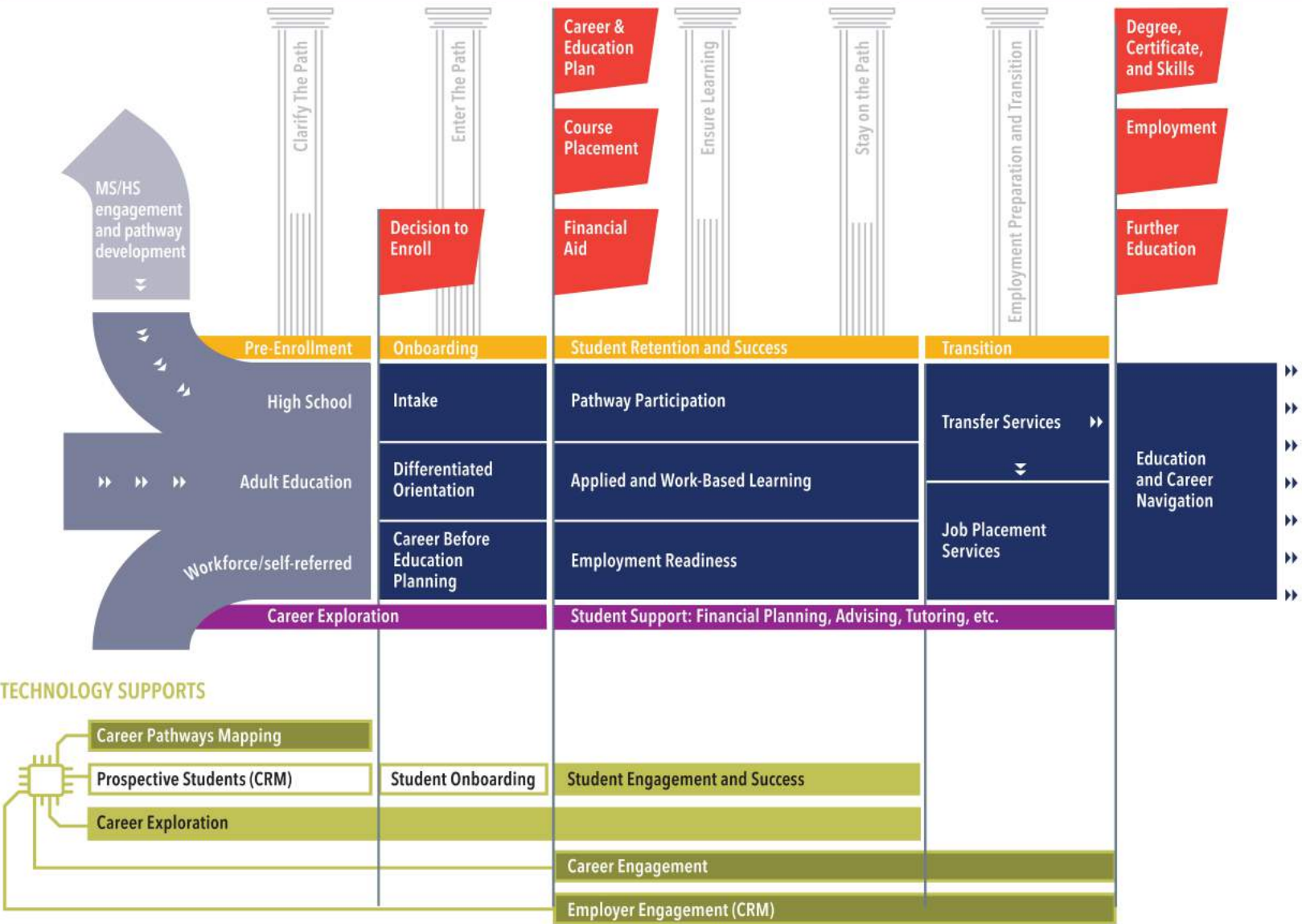
Retention, Success & Completion

Metrics

21st Century Employability Skills

Student Support

A Community College Student's Road to Success



Evaluation Form
bit.ly/3abgcqJ

Wi-Fi network:

sheraton-CONFERENCE

Wi-Fi password:

FACULTY2020



**MELISSA
SALAZAR**

KEYNOTE

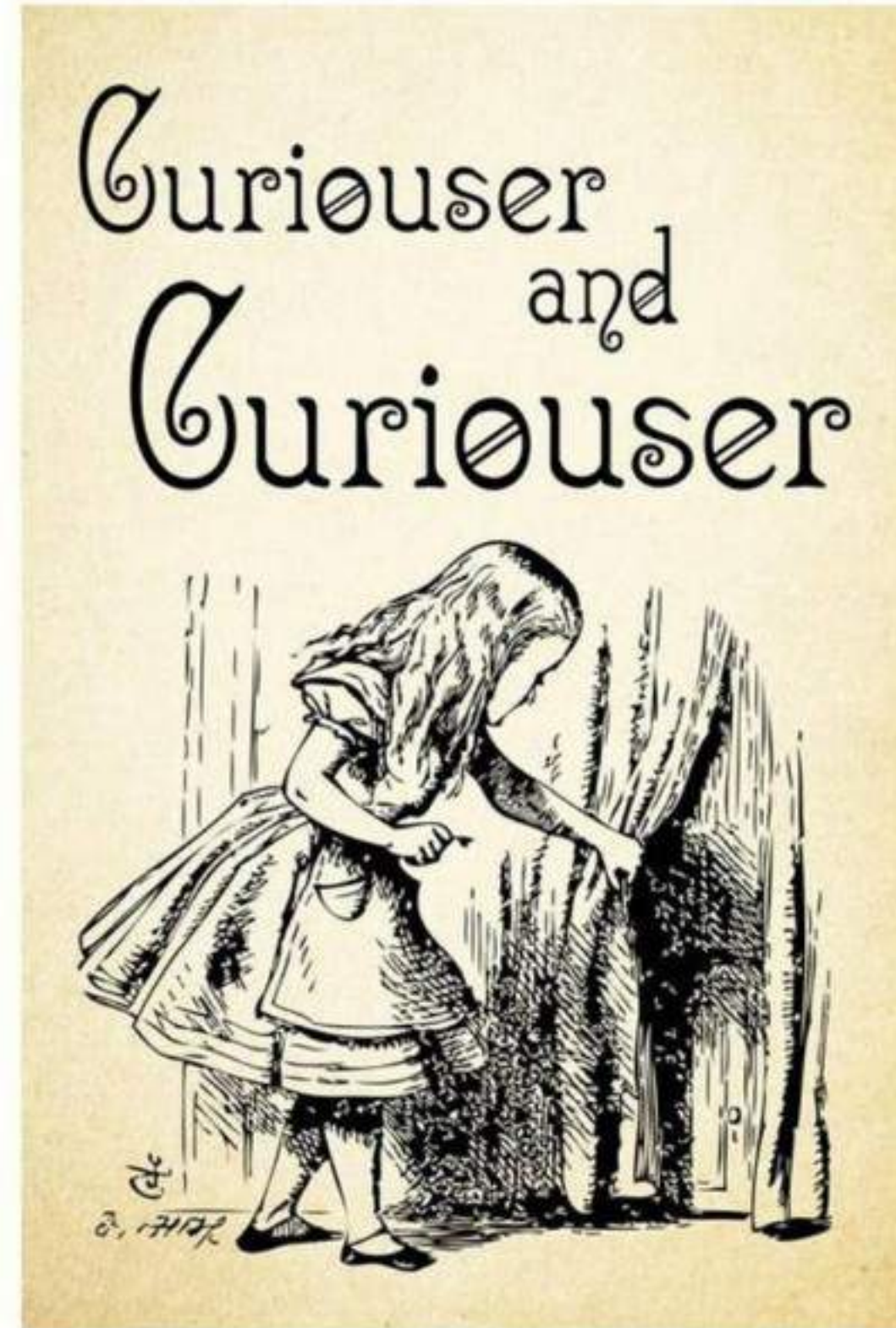
Through the
Looking Glass:
*Improving Student
Outcomes Through
Critical Reflection*

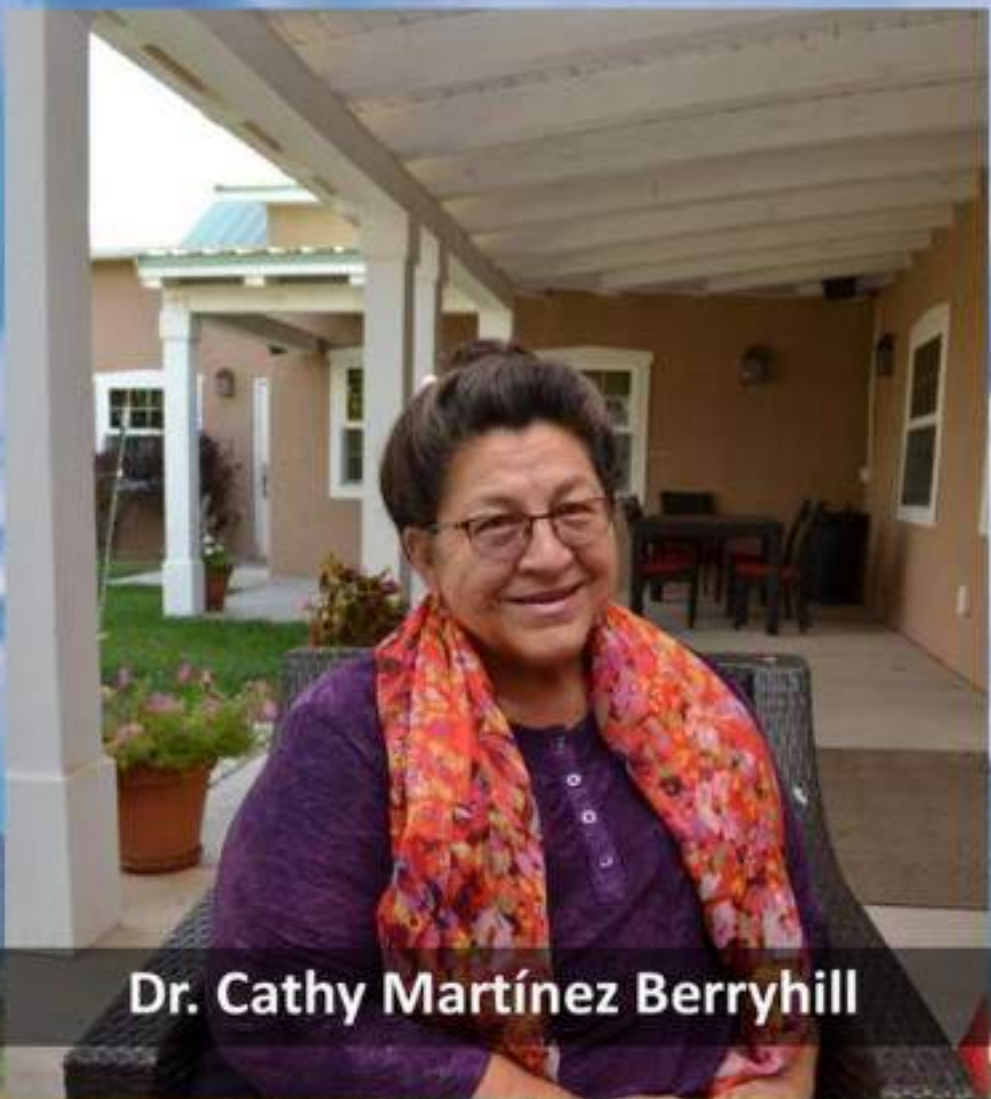
Dr. Melissa L. Salazar

Chief Executive Officer

ESCALA Educational Services Inc.

Santa Fe, New Mexico





Dr. Cathy Martínez Berryhill



Rachel Florentina Passmore

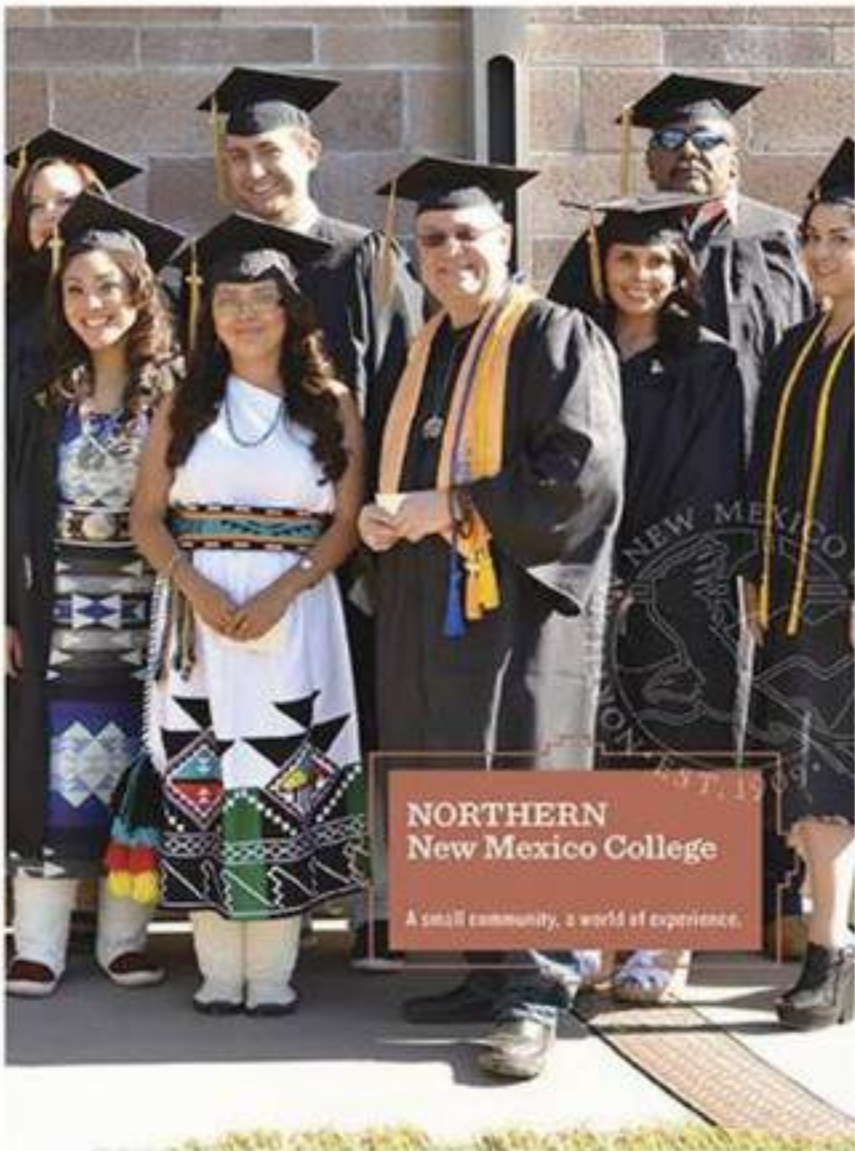


Dr. Melissa Salazar

The Home Office Team in Northern New Mexico,
+ 55 more across the U.S.

Our Sense of Place: Española, New Mexico

Working out cultural belonging and difference are part of the day to day



ESCALA's Home:
Northern New
Mexico College, *a
historical Hispanic
and Native Serving
Institution*



ESCALA's Research Agenda

1. What do Latinx/Hispanic students experience in the college learning environment?
2. Why and how does culture matter in the teaching and learning transaction?
3. What do we need to know about ourselves, as **HSI instructors**, in order to be more successful with Latinx/Hispanic and other underserved students?

Our data:

Coaching interviews with more than 100 faculty (mostly STEM): why do you do what you do?

Classroom Observations: at colleges in New Mexico and California

Longitudinal study of northern NM Latinx students: studied their critical transition from high school to college

Interviews with Latinx completers of college: professionals reflecting on their experiences as college students



ESCALA's Vision:

Provide a non-evaluative setting :

to reflect on our cultural assumptions about instructional practices and attitudes

to work with peers to create cultural shifts within the institution

to study and solve learning problems with coaching support





The ESCALA Certificate in College Teaching and Learning in Hispanic Serving Institutions

Mentimeter

27-hour blended course on culturally responsive instruction

Faculty design inquiry project that investigates impact on student grades and motivation to learn

Coaching from a peer from another institution

California

- Notre Dame de Namur University, Belmont
- Imperial Valley College, El Centro
- Mt. San Jacinto College, Menifee
- California Lutheran University, Thousand Oaks
- Santa Barbara City College, Santa Barbara
- University of California, Santa Cruz
- Humboldt State University, Arcata
- California State University, Monterey Bay
- Hartnell College, Salinas
- Vanguard University, Costa Mesa
- Butte College, Oroville
- Southwestern College, Chula Vista
- Mesa College, San Diego

Washington State

- Central Washington University, Ellensburg
- Yakima Valley College, Yakima
- Heritage University, Toppenish
- Big Bend Community College, Moses Lake

New Mexico

- New Mexico Highlands University, Las Vegas
- University of New Mexico, Taos
- Santa Fe Community College, Santa Fe
- Northern New Mexico College, Española
- Eastern New Mexico University, Roswell
- New Mexico State University, Carlsbad

Colorado

- Otero Junior College, La Junta
- Adams State University, Alamosa
- Trinidad State Junior College, Trinidad

Massachusetts

- Springfield Tech Community College, Springfield

Illinois

- St. Xavier's University, Chicago

Texas

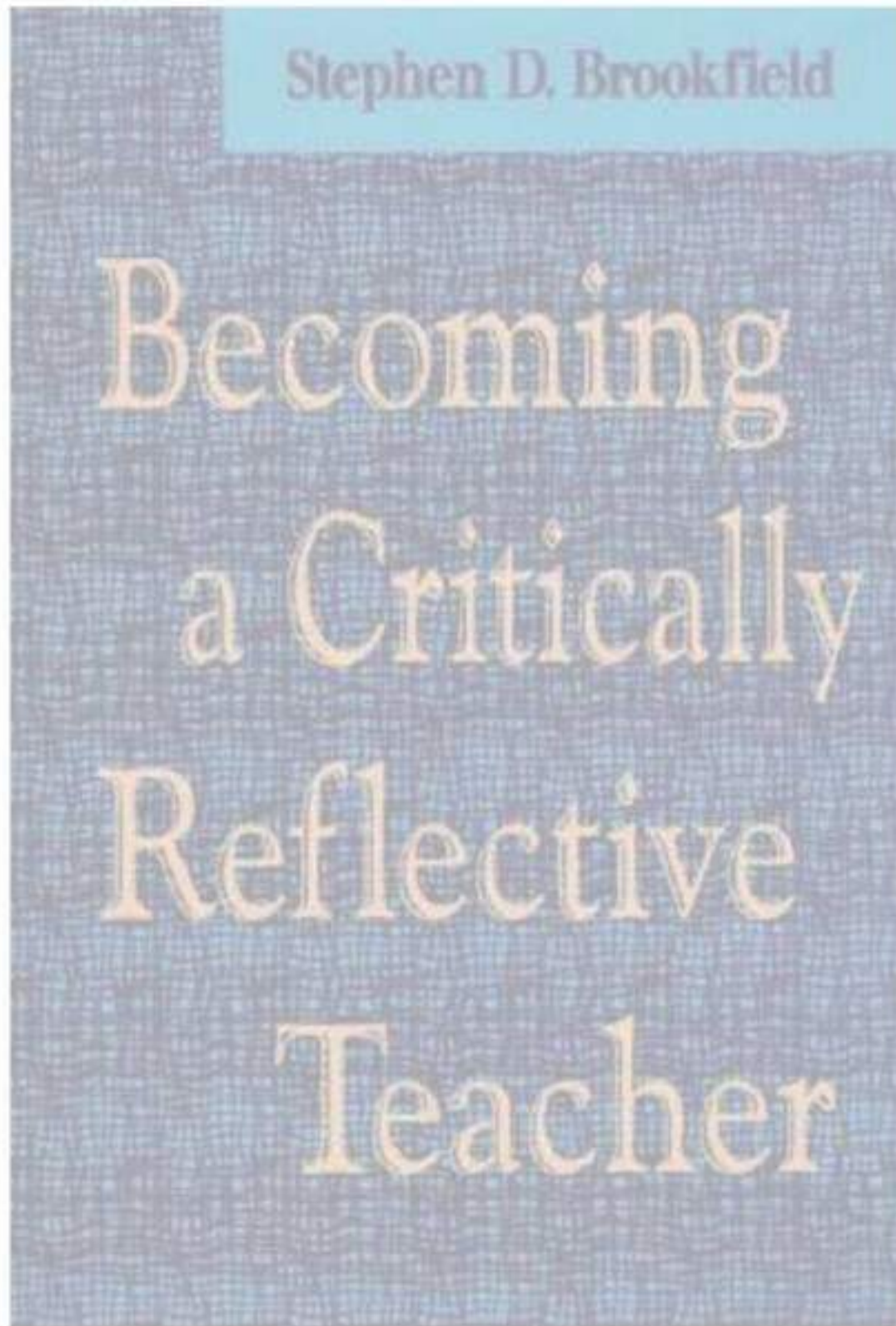
- Alamo Colleges, San Antonio
- Angelo State University, San Angelo

Things
We Have Learned
About Reflection
and Making
Changes To
Instruction

Begin at the beginning,
very gravely,



and go on till you come to the end
then stop




Critical reflection is the constant scrutiny of your assumptions about your teaching, and about which conditions foster learning.

- Stephen D. Brookfield (2007)

#1. There is little motivation to reflect on instruction without examining disaggregated data.


Curiouser
and
Curiouser

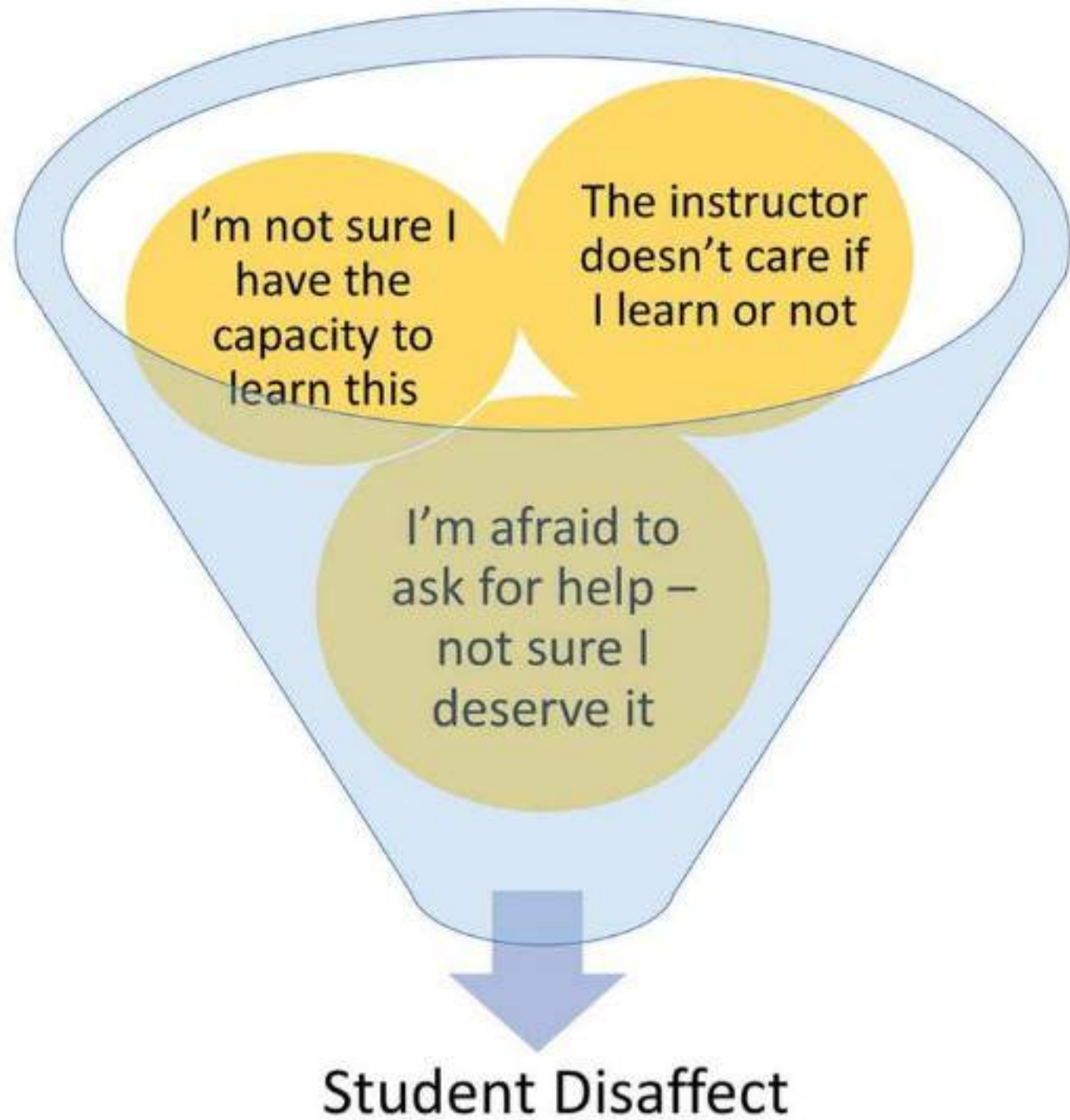
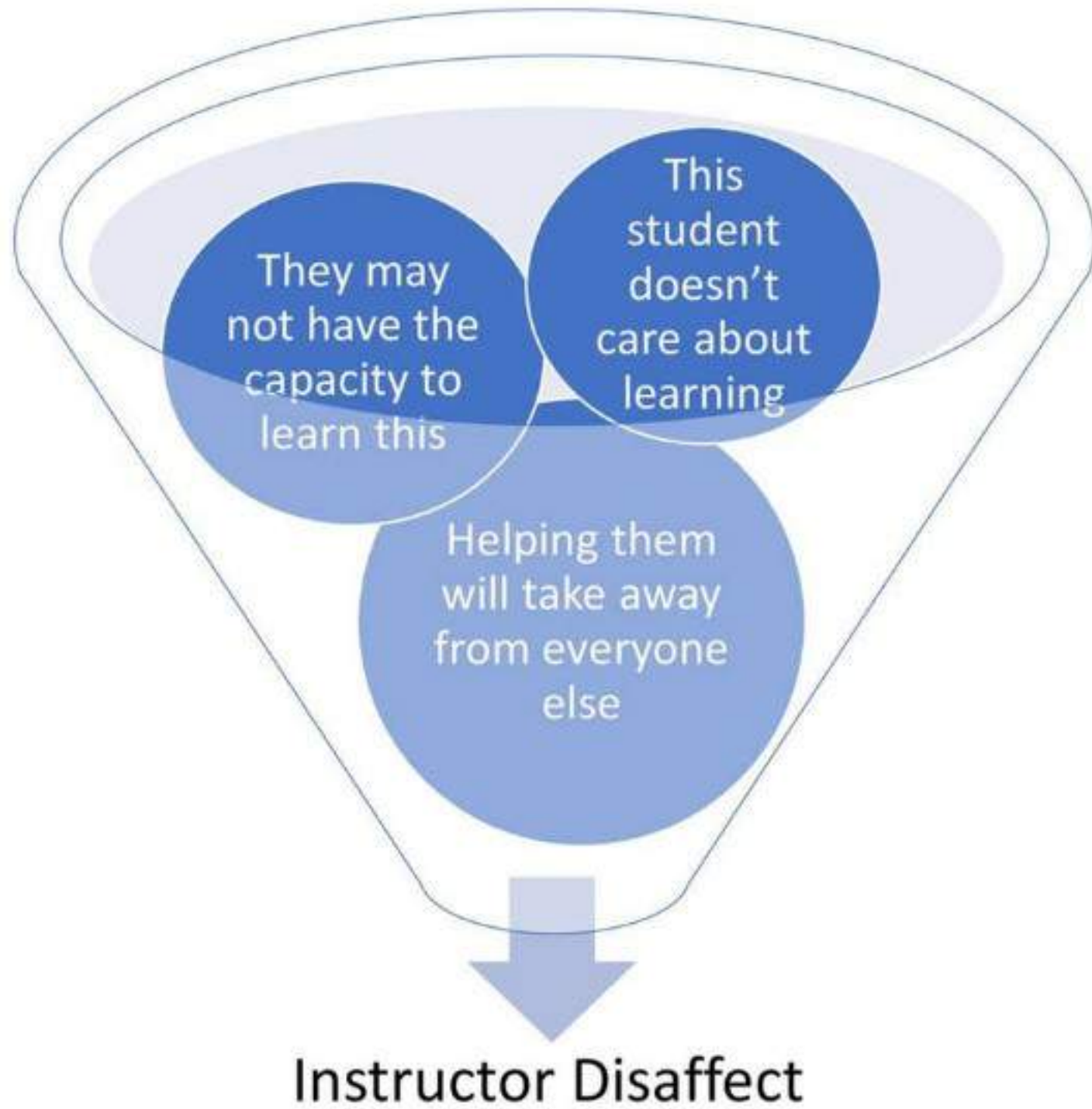


A surrealist painting of a landscape with a large circular archway and a small figure walking through it. The archway is a thick, dark red ring that curves across the sky and ground. A small, dark silhouette of a person is walking through the archway. The background is a light, hazy sky and a greenish-yellow ground. The overall mood is contemplative and symbolic.

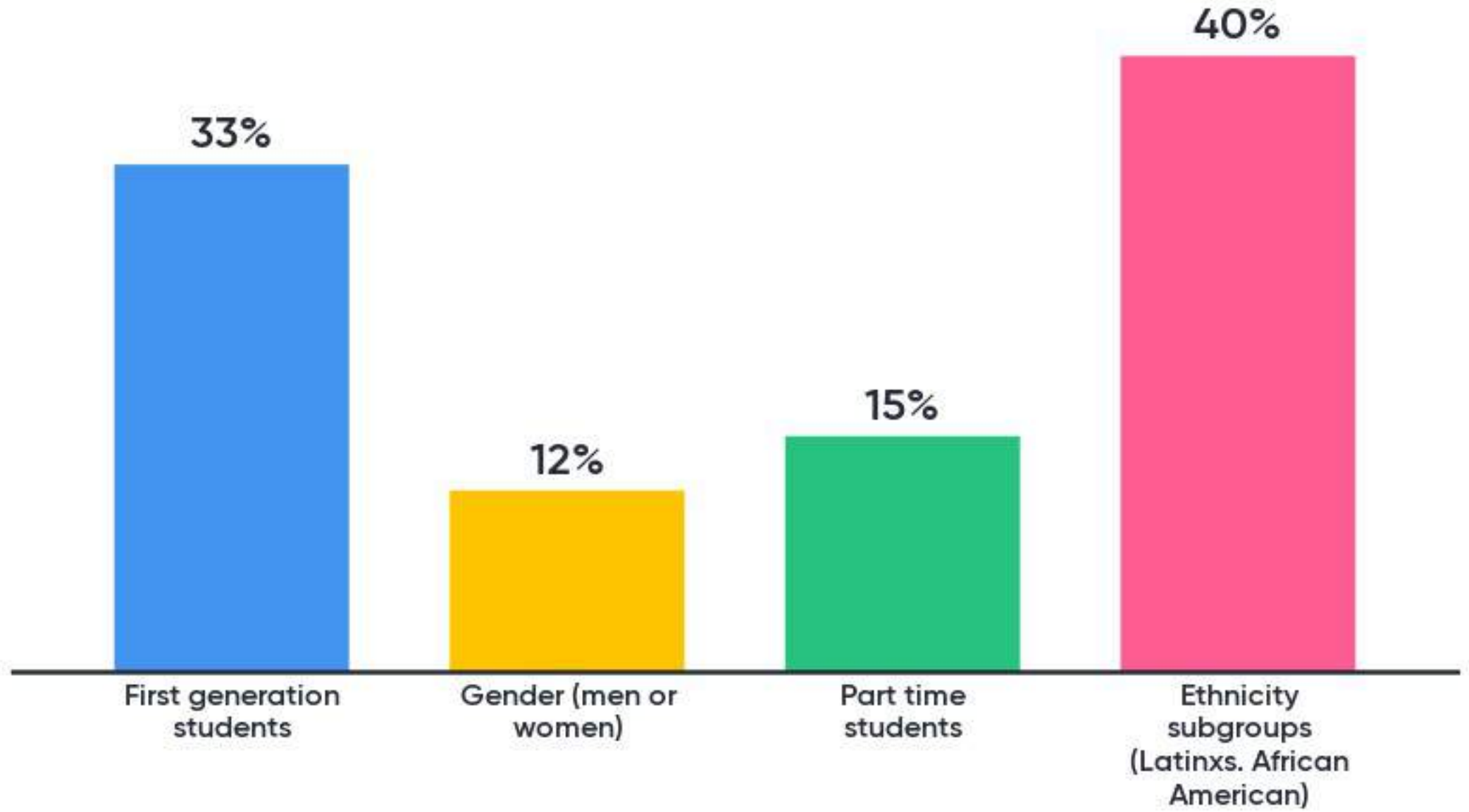
Looking at disaggregated
data reveals our instructional
“blind spots.”

Gaps don't just happen.

There exists a mutual 'disaffect' that reinforces instructional blind spots, and for the student, stalls their learning 



In terms of your course grades, what subgroup of students are you most curious about?



#2. We cannot change student outcomes without examining the routines and procedures of our classroom.



Why do we teach the way we do?



Our Cultural Routines Are Evident In:

How we present information;
How we expect students to behave;
How we interact with students;
How we assess their learning;
How we assign points;
And on....and on...

The teaching routines we create are manifestations of our early cultural training

Motivation for learning

Explanations for Our Success or Failure

Preference for competition

Ways We Cognitively Organize Information

How we handle conflict

Indirect or direct communication styles

Higher education has also taught us cultural rules

- Learning is an individual enterprise
- Teacher determines individual's competence, at fixed time and place
- Individual is responsible for self only...not the whole class
- Grades are assessments of an individual's intelligence and effort

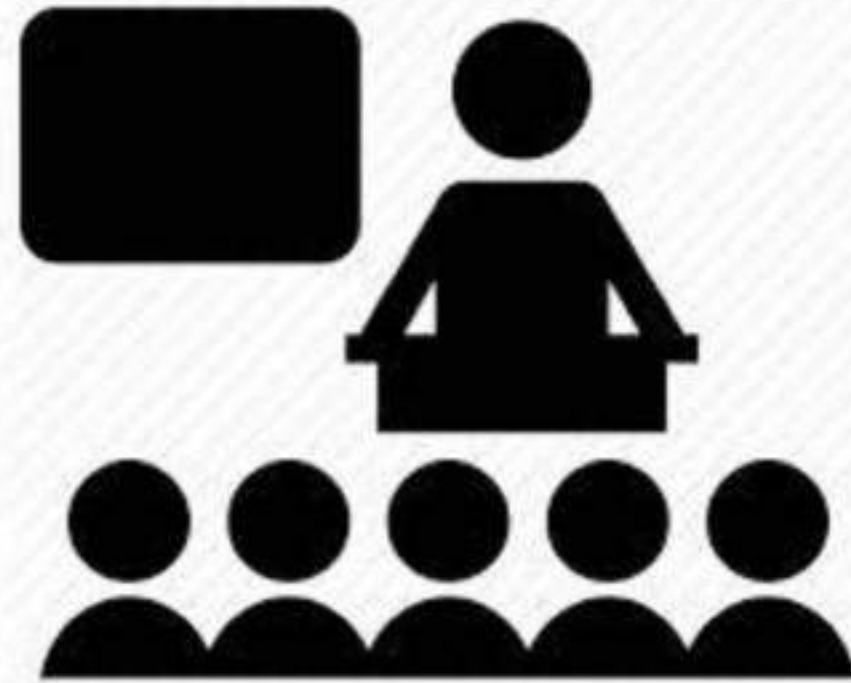


What faculty say are the top cultural influences on the way they teach

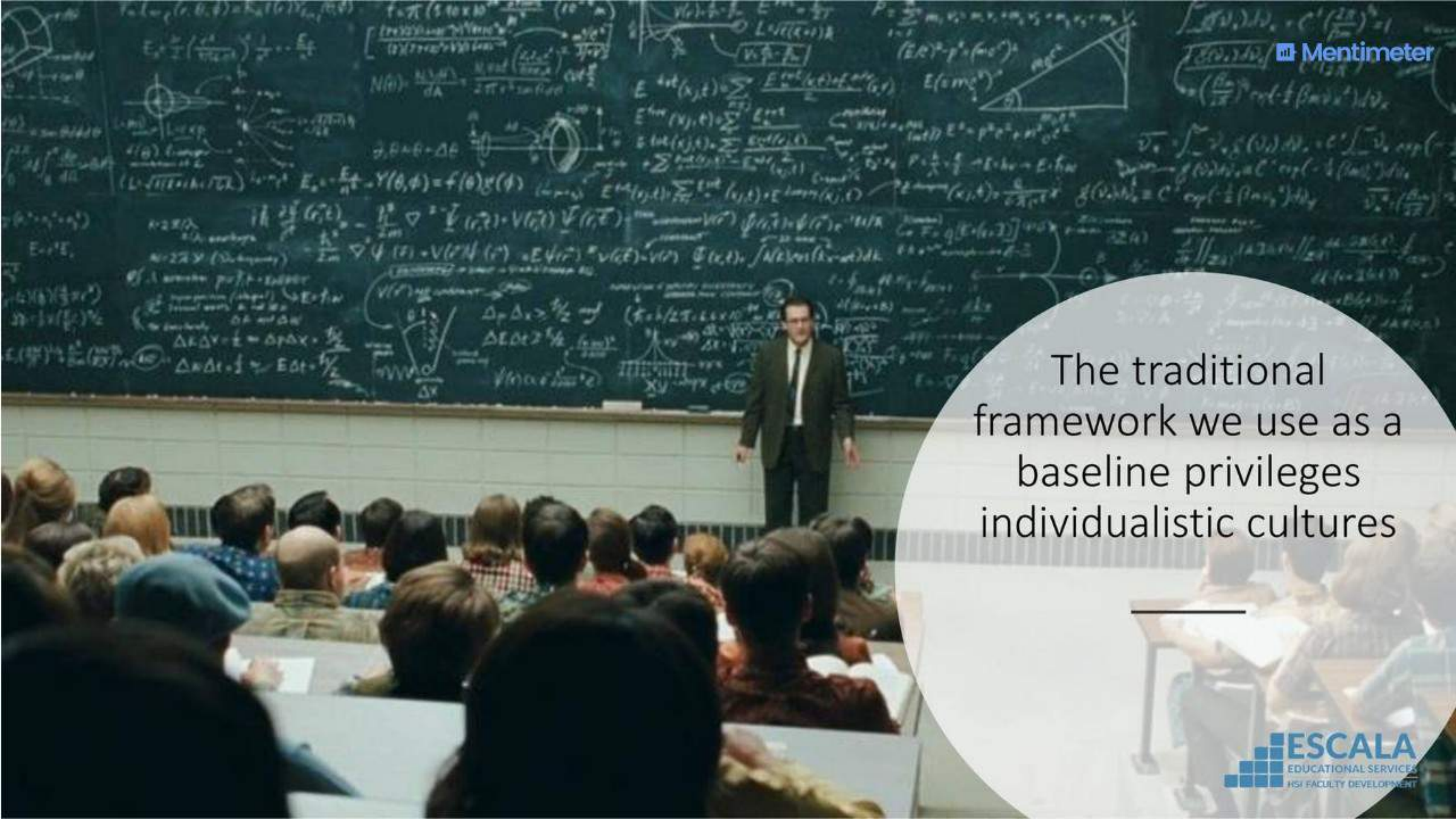
Our Own
Experiences As A
College Student

Our mothers?

What “Caring About
Your Learning”
Looks Like at the
College Level



What Our Discipline
Says is Good
Teaching

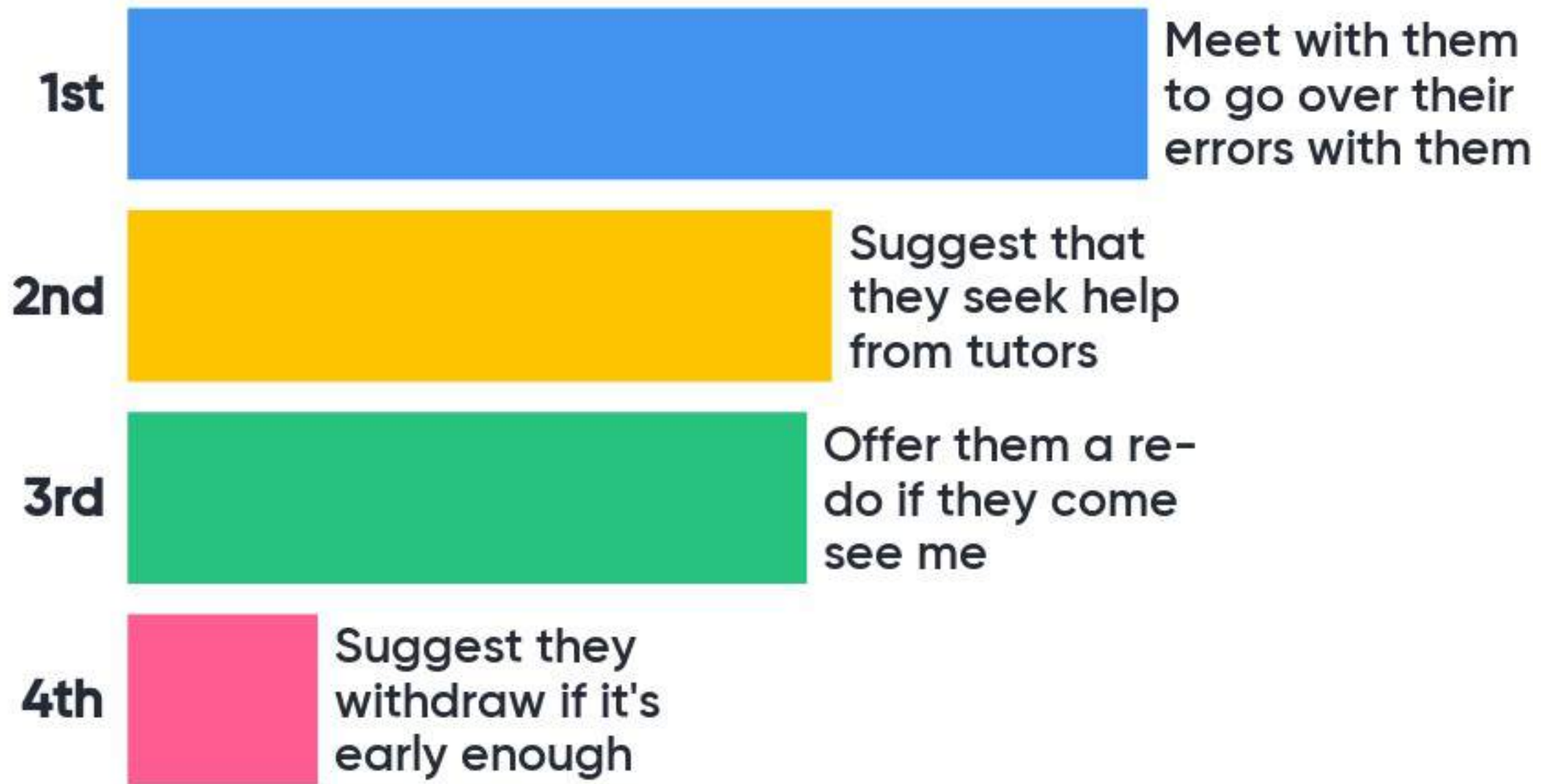


The traditional framework we use as a baseline privileges individualistic cultures

What are you most likely to do when several students are not participating in a whole class discussion?



When a student fails an assessment, I'm most likely to



#3. The final step
in critical
reflection is to
examine if we truly
believe *all*
students can do
well in our
courses.

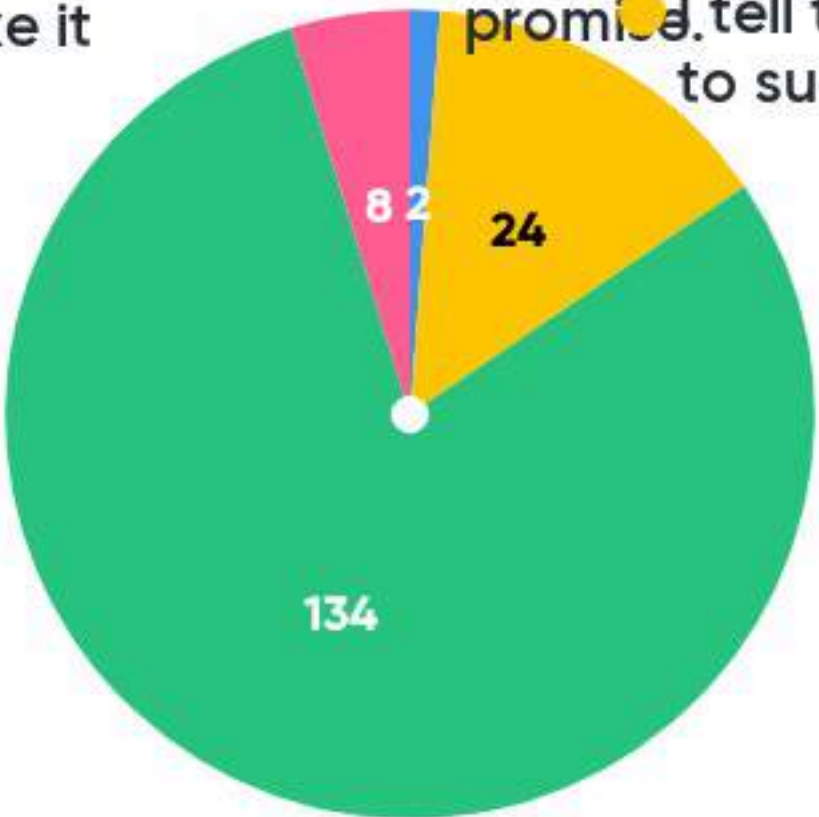
"Well, now that we have
seen each other,"
said the Unicorn,



"If you'll believe in me,
I'll believe in you."

How do you communicate to students that you expect them to succeed?

I try to be honest if I think they can't make it ● I don't, this seems like a false promise ● I tell them on the syllabus how to succeed



I tell them as often as I can in class that they will make it ●

We need to give ourselves permission to do whatever works

Sometimes discussions of what's fair, and what other people will think, get in the way



Deficit thinking also gets in the way

Dr. Laura Rendón and
Tara Yosso



Bilingual



Juggle work and school



Strong community and family ties



Strong work ethic



Deal with ambiguity



Ability to work in partnership with others



Spirituality

SCIENTIFIC COMMUNITY

STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes

Elizabeth A. Canning*, Katherine Muenks[†], Dorainne J. Green, Mary C. Murphy*

growth) mindset faculty. Faculty mindset beliefs predicted student achievement and motivation above and beyond any other faculty characteristic, including their gender, race/ethnicity, age, teaching experience, or tenure status. These findings suggest that faculty mindset beliefs have important implications for the classroom experiences and achievement of underrepresented minority students in STEM.

Critically reflective college
teachers know
what is working,
and for whom



Critically reflective college teachers
work through the discomfort of
changing old cultural routines that
might be privileging or motivating only
some students



Critically reflective college teachers continuously find ways to help 100% of their students learn



"If you'll believe in me,
I'll believe in you."



Lewis Carroll

Through the Looking Glass



Don't drown!

EVERY
ADVENTURE
REQUIRES A
FIRST STEP.

- Cheshire Cat



Good luck!
Your students are
lucky to have
you.

Illustrations:

Sir John Tenniel

Alice in Wonderland (1865)

Through the Looking Glass (1872)

We will be back this summer!

July 21-23
Southwestern
College

Chula Vista, CA

escalaeducation.com



STRONG WORKFORCE FACULTY INSTITUTE: **RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS**





**TINA NGO
BARTEL**

**PROJECT
TEAM**



**SHARON
SAMPSON**

**PROJECT
TEAM**



**TEMO
CARBONI**

**PROJECT
TEAM**



STRONG WORKFORCE FACULTY INSTITUTE:

RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS

FEBRUARY 28, 2020
SHERATON SAN DIEGO HOTEL & MARINA

FACULTY INSTITUTE OVERVIEW (9:30 -10:00 A.M.)

The project team will provide an overview of the Strong Workforce Faculty Institute to help you understand what is expected as you complete your projects. The project team includes:

COMMITTEE MEMBER NAME	TITLE	AFFILIATION
April Cunningham	Faculty, Instruction Librarian	Palomar College
Ben Gamboa	Associate Dean, Strong Workforce Program	San Diego Miramar College
Christopher Yerkes	Program Specialist	Regional Consortium
Cuauhtemoc (Temo) Carboni	Assistant Professor, Physical Education-Health	Imperial Valley College
Danene Brown	Dean of Business and Technology	San Diego Mesa College
Daniel Miramontez	Dean of Planning, Research and Institutional Effectiveness (PRIE), Library and Technology	San Diego Miramar College
Jason Hums	Professor, Paramedic Program Coordinator	Southwestern College
John Edwards	Research Analyst	Center of Excellence for Labor Market Research
Larry McLemore	Dean of Career & Technical Education	Cuyamaca
Mollie Smith	Regional Chair	Regional Consortium
Molly Ash	Program Manager	Regional Consortium
Sean Davis	Sociology Instructor	MiraCosta College
Sharon Sampson	Instructor, Administration of Justice Department	Grossmont College

Strong Workforce Faculty Institute

Project Team Meeting Agenda and Minutes - Tuesday, February 25, 2020	9
Project Team Meeting Agenda and Minutes - April 21, 2020	11
Project Team Meeting Agenda and Minutes - Tuesday, February 18, 2020	12
Project Team Meeting Agenda and Minutes - Tuesday, January 14, 2020	13
Project Team Meeting Agenda and Minutes - Friday, November 22, 2019	18
Project Team Meeting Agenda and Minutes - Thursday, October 31, 2019	22
Project Team Meeting Agenda and Minutes - Tuesday, September 17, 2019	26
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Project Team Meeting Agenda and Minutes - Thursday, August 8, 2019	37
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Project Team Meeting Agenda and Minutes - Monday, July 15, 2019	40
Project Team Meeting Agenda and Minutes - Friday, June 21, 2019	43
Concept Team Meeting Agenda and Minutes - Monday, February 11, 2019	46

FACULTY INSTITUTE OVERVIEW



Online Form

- Investigative research and reflection questions
- Action plan prompts

Monthly Check-ins

- **Work collaboratively with deans and researchers**
- **Complete specific sections due monthly**

Professional Learning Events

- February 28
- September 25

Appendix B: Faculty Letter of Commitment Template

(required for each participant listed in Appendix A)

Date:

To whom it may concern:

I, , fully commit to participating in the Strong Workforce Faculty Institute, *Rethinking the Student Experience for Retention and Success*. I understand that I will receive \$250 for participating in the February 28, 2020 event and the remaining balance of \$1,750 at the completion of the project and attendance at the follow-up event in September 2020. I also understand that my involvement requires that:

- I complete an intake form (sent via email) no later than December 6, 2019 with information about my classes so that researchers on my campus can prepare data.
- I participate in regular, monthly check-ins with the researcher(s) and Career Education Dean assigned to the Institute from my college.
- I attend both in-person events scheduled for February 28, 2020 and September 2020.
- I complete all sections of the faculty project (i.e., investigative research and action plan) no later than July 31, 2020.
- The project will be collaboratively reviewed and approved by the researcher and CE Dean designated to this project, Regional Chair, and Center of Excellence (COE) Director.
- I understand that if the project is not approved, then I will have 30 calendar days to resubmit.
- I will implement the action plan I developed in my project after the Institute (September 2020).
- I will continue to collaborate with the researcher(s) and Career Education Dean to implement the action plan beyond the Institute (September 2020).

FACULTY LETTER OF COMMITMENT

For participants' reference, below is the letter of commitment that faculty signed to participate in the Strong Workforce Faculty Institute:

"I _____ fully commit to participating in the Strong Workforce Faculty Institute, Rethinking the Student Experience for Retention and Success. I understand that I will receive \$250 for participating in the February 28, 2020 event and the remaining balance of \$1,750 at the completion of the project and attendance at the follow-up event on September 25, 2020. I also understand that my involvement requires that:

- I participate in regular, monthly check-ins with the researcher(s) and Career Education Dean assigned to the Institute from my college.
- I attend both in-person events scheduled for February 28, 2020 and September 25, 2020.
- I complete all sections of the faculty project (i.e., investigative research and action plan) no later than July 31, 2020.
- The project will be collaboratively reviewed and approved by the researcher and CE Dean designated to this project, Regional Consortium Chair, and Center of Excellence for Labor Market Research (COE) Director.
- I understand that if the project is not approved, then I will have 30 calendar days to resubmit.
- I will implement the action plan I developed in my project after the Institute (September 25, 2020).
- I will continue to collaborate with the researcher(s) and Career Education Dean to implement the action plan beyond the Institute (September 25, 2020).

Timeline

Date	Milestone
Feb 28, 2020	First in-person professional learning event
Mar 31, 2020	Section I due
Apr 30, 2020	Section II and Section III due
May 29, 2020	Section IV due
Jul 31, 2020	Section V due
Sep 25, 2020	Second in-person professional learning event

Section I

**Enrollment,
Retention, and
Success**

Section II

Student Engagement and Characteristics

Section III

Course Materials

Section IV

Classroom Policies and Assessments

Section V

Action Plan

Dear Faculty Institute Participant,

Here is your unique link to the Faculty Institute online form:

[Take the Survey](#)

Or copy and paste the URL below into your internet browser:

https://coeccc.co1.qualtrics.com/jfe/form/SV_1zE4jGnXgdPsS3z?Q_DL=2nOYTjAfUuTOh8h_1zE4jGnXgdPsS3z_MLRP_expdTRrC1h7avFX&Q_CHL=email

Please fill out this [evaluation form at the end of the kickoff event.](#)

Thank you!

Follow the link to opt out of future emails:

[Click here to unsubscribe](#)

STRONG WORKFORCE FACULTY INSTITUTE: RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS

Instructions

Make sure that you have reliable internet before you begin the online form. Please use a laptop or tablet to view and complete the online form. The format and layout will not populate properly on a cellphone. Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

As a participant of the Strong Workforce Faculty Institute, you will work collaboratively with researchers and deans assigned to the Institute to better understand, and connect with, your students. Institute participants are expected to complete an online form, which has two parts:

- 1) investigative research and reflection
- 2) an action plan to implement your ideas in the classroom

Prior to each section's due date, **you are expected to meet with the dean and researcher(s) assigned to the Institute from your college.** Consult your dean and researcher(s) for more information (time, date, location) about the monthly meetings.

The following timeline outlines the milestones for the Institute:

Due Date	Milestone
Feb 28, 2020	First (kickoff) in-person professional learning event
Mar 31, 2020	Section I due
Apr 30, 2020	Section II and Section III due
May 29, 2020	Section IV due
Jul 31, 2020	Section V due
Sep 25, 2020	Second in-person professional learning event

The information you provide in the online form will **not** be shared publicly. The only people who have access to the form are you, your assigned dean and researcher(s), the Regional Consortium, and the San Diego-Imperial Center of Excellence for Labor Market Research.

The form will automatically save your responses as you click through the forward and backward arrows. If you need help with the online form, contact sandiego-imperial@coeccc.net.

Link to [Printed or PDF Version of the Online Form: For Reference Only](#)

Please provide your information before beginning the online form.

First Name

Tina

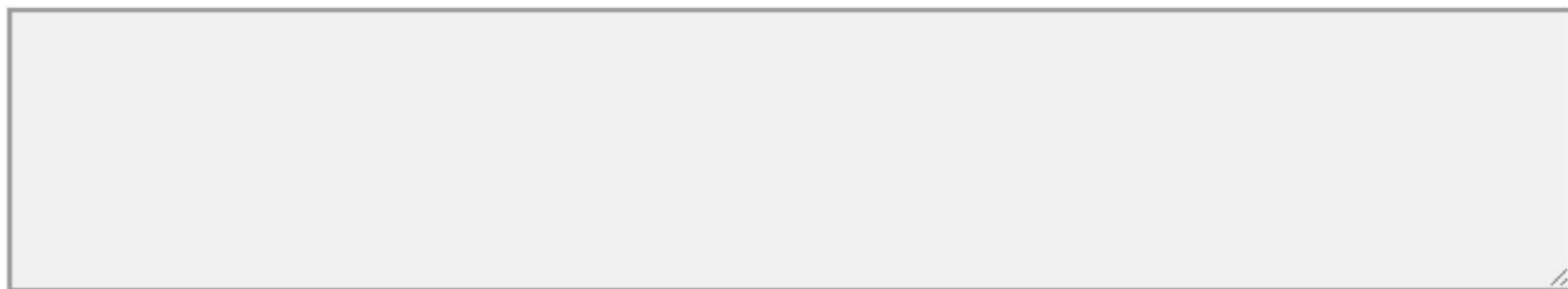
Last Name

Ngo Bartel

College/Institution

COE for Labor Market Research

c. Are you interested in increasing the enrollment of a specific demographic? If so, what information, support, or training would you need to help you increase that demographic's enrollment rates? What would be your next steps?



Online Form Instructions

- A unique link will be sent to your college email address.
- Make sure that you have reliable internet before you begin the online form.
- Please use a laptop or tablet to view and complete the online form. The format and layout will not populate properly on a cellphone.
- Use a copy of the printed version of the online form to keep track of your answers in case technical issues arise.

Online Form Instructions

- The online form will automatically save your progress as you hit the “forward” and “backward” buttons.
- Sections are to be completed sequentially; they are due monthly and not all questions will require data.
- You are encouraged to share with your fellow faculty members, deans, and researchers .
- Submit your own online form.
- Contact sandiego-imperial@coeccc.net for assistance.



STRONG WORKFORCE FACULTY INSTITUTE: RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS

An institute hosted by the San Diego-Imperial Regional Consortium

Printed or PDF Version of the Online Form: For Reference Only

This document is a resource for participants of the Strong Workforce Faculty Institute—a professional learning opportunity for faculty in the San Diego and Imperial Counties Community Colleges. Participants of the Institute are expected to complete an online form, which includes investigative research and reflection questions as well as prompts for an in-classroom action plan. Faculty may use this printed or PDF version of the online form as a reference to review the questions in advance.

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Section V: Action Plan.....	18

RESOURCES



MY WORKFORCE CONNECTION

MYWORKFORCECONNECTION.ORG

The regional site has links to breakout session handouts, PowerPoints, and more.

The San Diego and Imperial Counties Community Colleges Regional Consortium facilitates the alignment of the community colleges with the workforce needs of employers in the region. The Regional Consortium's Board of Directors are the presidents and chancellors of the 10 Community Colleges in the San Diego Imperial Counties Community College Association (SDICCCA).



VISION RESOURCE CENTER

VISIONRESOURCECENTER.CCCCO.EDU

The Vision Resource Center is a hub for Guided Pathways tools, resources and colleague connections. The Vision Resource Center centralizes communications among Guided Pathways professionals throughout the 115-community-college system and has more than 23,000 users.

The Center helps connect professionals across the state through online communities moderated by experts. Topics for discussion include the Student-Centered Funding Formula, Guided Pathways and Vision for Success.



TRANSPARENCY IN LEARNING AND TEACHING

TILTHIGHERED.COM

The Transparency in Learning and Teaching in Higher Education project (TILT Higher Ed) helps faculty to implement a transparent teaching framework that promotes college students' success. TILT Higher Ed activities include:

- Workshops for both faculty and students that promote student's conscious understanding of how they learn
- Online surveys that help faculty to gather, share and promptly benefit from current data about students' learning by coordinating their efforts across disciplines, institutions and countries
- Confidential reporting of survey results to faculty
- Collaborative research on students' learning experiences



STRONG WORKFORCE FACULTY INSTITUTE: **RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS**

Frequently Asked Questions

1. How will the Strong Workforce Faculty Institute support us in our current work?

Faculty participating in the Institute will work collaboratively with researchers and deans on their campuses to better understand, and connect with, their students. By the end of the Institute, participants will have completed an online form and has two parts: 1) an investigative research (and reflection) and 2) an action plan to implement their ideas at the classroom level.

2. What is included in the “investigative research”?

The investigative research consists of quantitative and qualitative questions about your courses and students. You will fill out each section to the best of your ability, using data/information provided by your institution’s researchers and your own knowledge of your courses/students. These are Sections I through IV of the online form. (More information about the sections are provided below.)

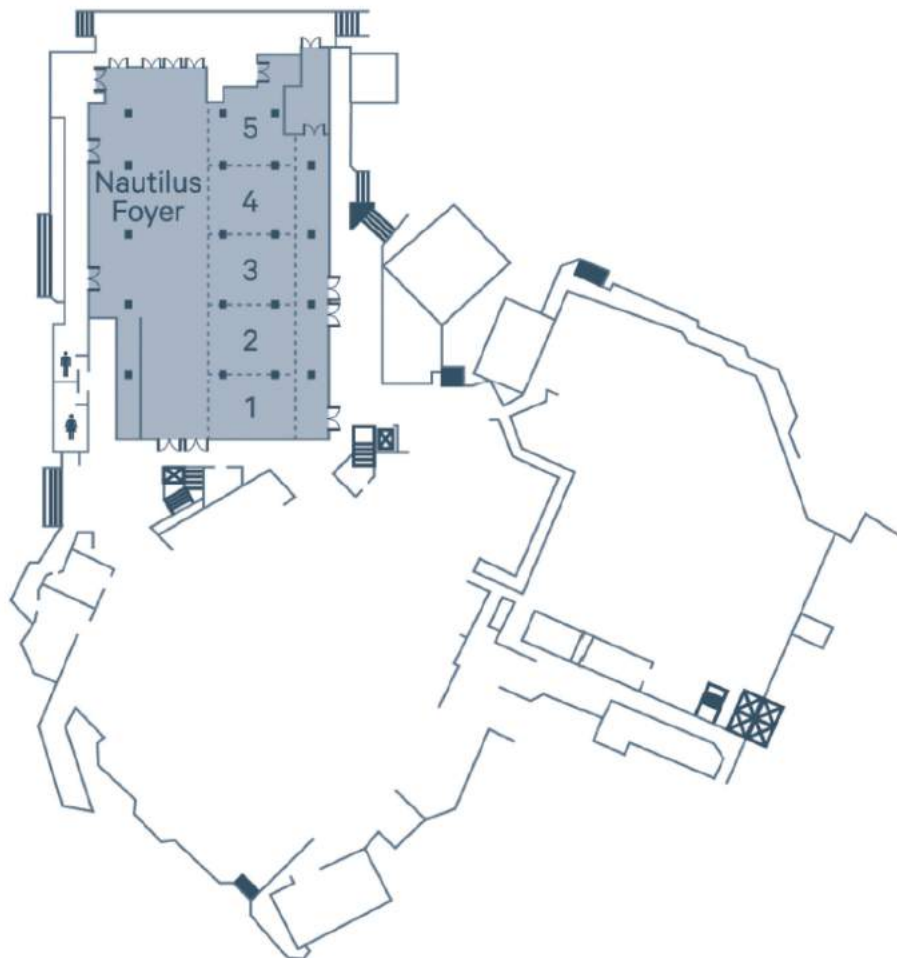
3. What is included in the “action plan”?

The action plan is what you plan to change in the classroom based on what you have learned during the investigative research. You will determine your own timeline and activities in the action plan, after consulting your dean and researchers. This is Section V of the online form. (More information about the sections are provided

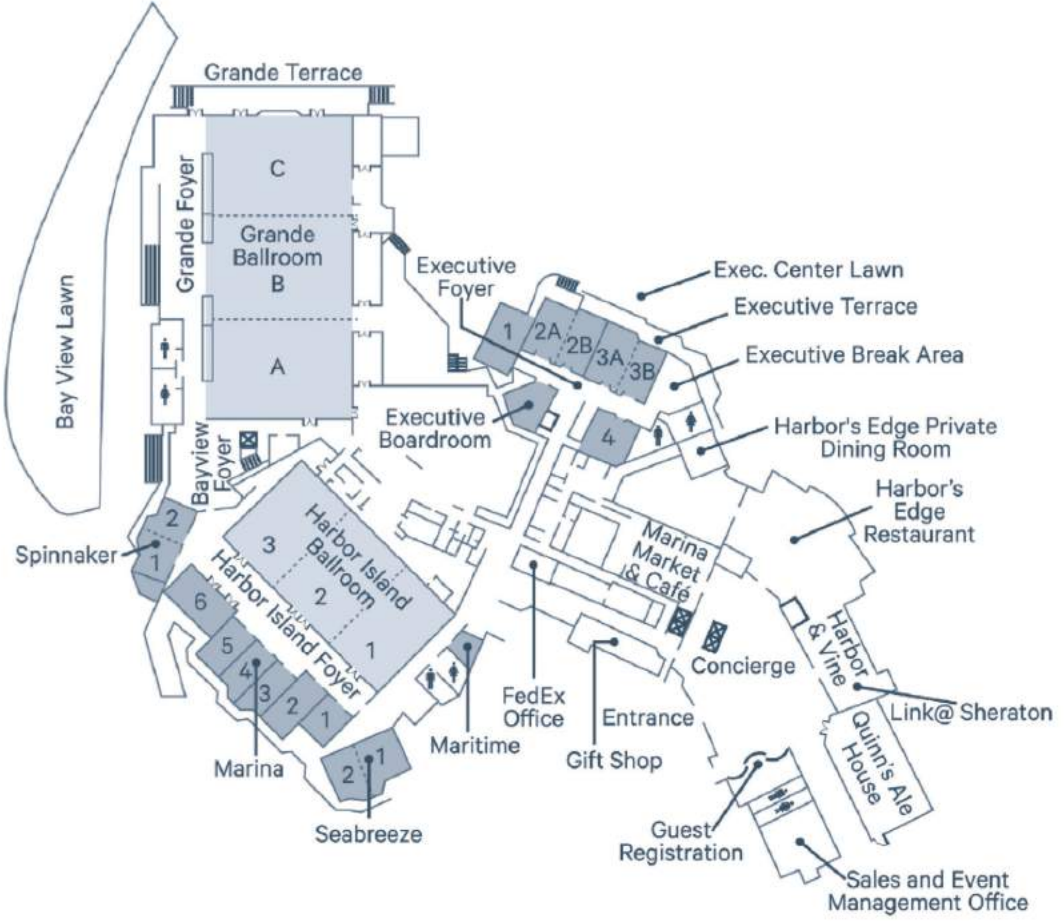
COLLEGE BREAKOUTS (10:00 - 11:30 A.M.)

ROOM	INSTITUTION
Nautilus 1	Cuyamaca College
Nautilus 2	Grossmont College
Nautilus 3	Imperial Valley College
Nautilus 4	MiraCosta College
Nautilus 5	Palomar College
Marina 2	San Diego City College
Marina 3	San Diego Continuing Education
Marina 4	San Diego Mesa College
Marina 5	San Diego Miramar College
Marina 6	Southwestern College

MARINA TOWER LOWER LEVEL



MARINA TOWER LOBBY LEVEL



STRONG WORKFORCE FACULTY INSTITUTE: **RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS**



LUNCH

Please grab a seat up front if you see one.

Thanks!

Faculty Institute Webpage

[myworkforceconnection.org/
educator-resources/faculty-institute](https://myworkforceconnection.org/educator-resources/faculty-institute)

LIGHTNING TALKS





**LARRY
MCLEMORE**

MODERATOR



**EVA
JIMENEZ**

N.E.W.

Non-traditional Employment for Women



N.E.W. Woman

N.E.W. Woman

N.E.W. Woman

N.E.W. Woman

N.E.W. Woman

N.E.W. Woman

N.E.W. Woman

N.E.W. Woman

N.E.W. Shasta College

& 4x4 Club

CUMMINS

Shasta College
WINNERS IN EDUCATION

Heavy Duty
Truck Parts

Welcome
Ladies!!

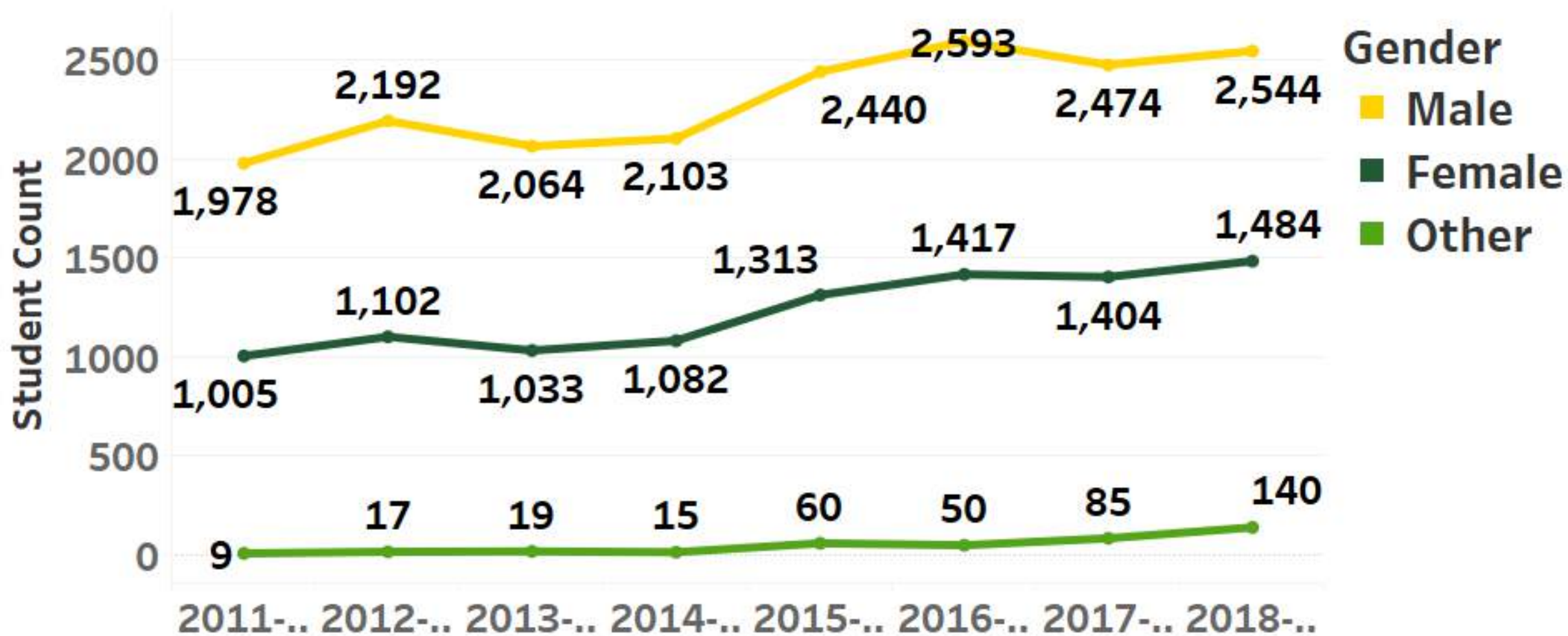
DETROIT DIESEL



Overall female participation has increased by 479 students (1,005 to 1,484) an increase of 48% since 2011.



Student Count in All



The trend of count of ID for ACYR. Color shows details about Gender. The data is filtered on Subject, which keeps 9 of 9 members. The view is filtered on Gender, which keeps Female, Male and Other.



We Can Do It!





Administrative Services

Administrative Services

Administrative Services

Administrative Services

Administrative Services

Administrative Services





**The % of Fire
Science
graduates
has increased
from 7% to
11%.**







WELDING

N.E.W.
Non-traditional Employment for Women
College

Non-traditional Employment for Women
N.E.W.
Woman





*Off to Work
we Go!...*





Sydney Flaim
Heavy Equipment

Latecia Sanchez
California Highway Patrol

Marlah Sealander
Welding

Cynthia Rodriguez
Automotive Technology

Danielle Chabolla
Administration of Justice

Marie Green
CIS

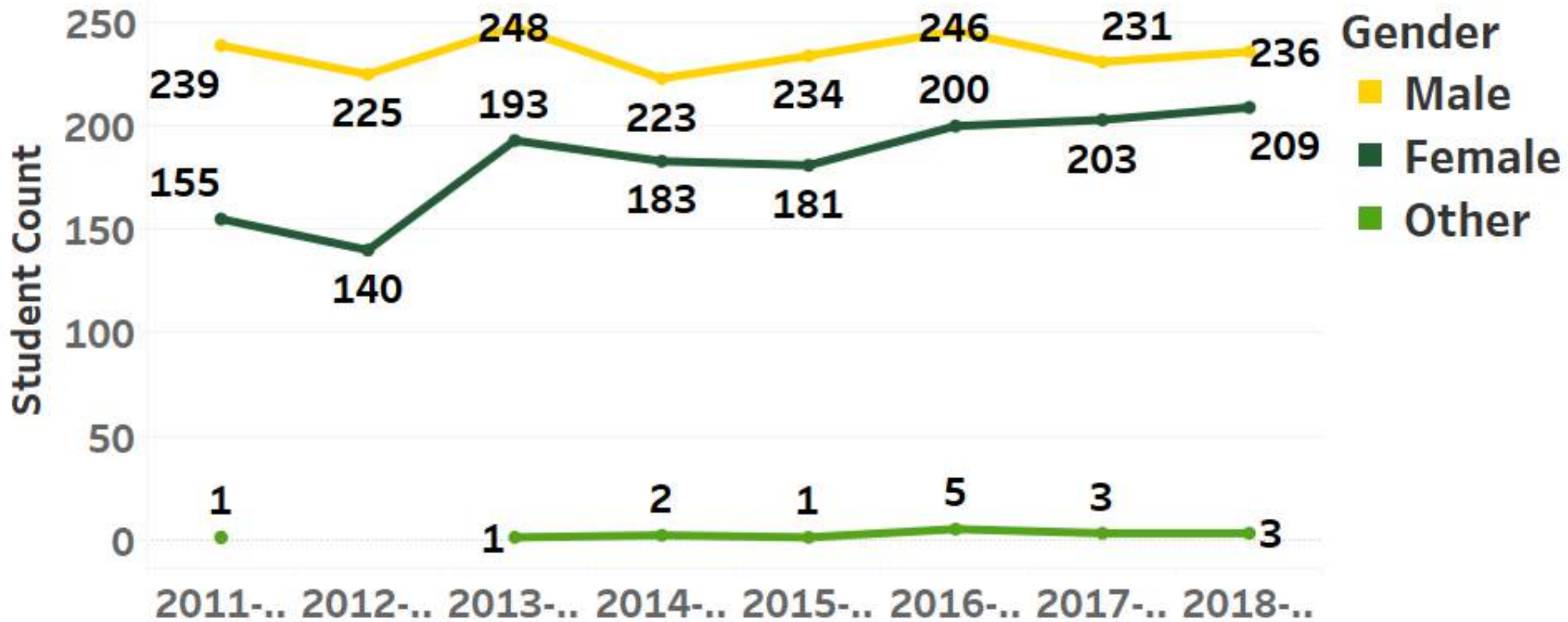
N.E.W.
Shasta College



N.E.W.

Non-traditional Employment for Women

Student Count in ADJU



The trend of count of ID for ACYR. Color shows details about Gender. The data is filtered on Subject, which keeps ADJU. The view is filtered on Gender, which keeps Female, Male and Other.

The percentage of females in ADJU courses increased from 39% to 47%.



















Herc
Rentals

XU9U40

HercRentals

800-11-4135





N.E.W.

**Non-traditional Employment for Women
at Shasta College**



**The percentage of females
in AUTO courses increased
from 8% to 18%.**





CARBON

58343-06PX

210LE

DEERE

WELDING

WT573



PRE-STAGE

STAGE

N.E.W.
Non-traditional Employer for Women



Shasta College

Pro V1







“I’ve found the job
where I fit best!”







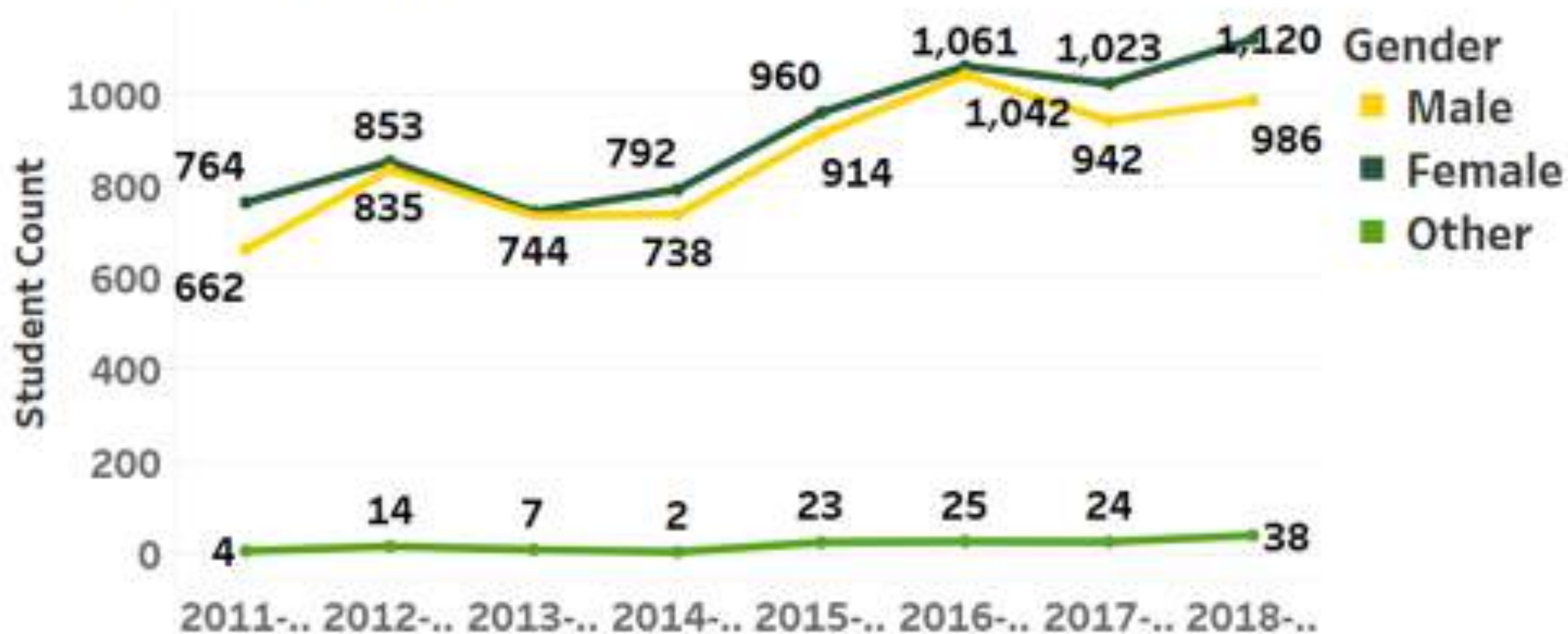






The number of female students in CIS courses has increased by 49%.

Student Count in CIS



The trend of count of ID for ACYR. Color shows details about Gender. The data is filtered on Subject, which keeps CIS. The view is filtered on Gender, which keeps Female, Male and Other.



B3

B3

B3



Do the job
HE left
behind



STRONG WORKFORCE FACULTY INSTITUTE: **RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS**





**AARON
STARCK**

Data and Decision Making

Aaron Starck

Interim Vice President Student Services

Grossmont College

El Cajon, CA

Ability vs Capability

EXERCISE

Don't assume that because students DON'T
it means they CAN'T

If your student's DON'T, assume that they CAN and
figure out what they are carrying on their backs and
try to remove what you can.

Data-Based Decision Making

You don't have to wait for your research team to collect data on your students. “Determine what they are carrying on their backs”.

Data-Based Decision Making-Disqualification

1. Check your data accuracy

1. Disqualification calculation

a. Define terms

b. Ensure you are getting what you think you are getting

c. IT and Operations need to work closely

Data-Based Decision Making-Disqualification

1. Using the data

a. A&R-Counseling Collaboration

1. Clarify your goal
2. Review your current processes and procedures
3. Align your resources
4. Adjust the process as needed

STRONG WORKFORCE FACULTY INSTITUTE: **RETHINKING THE STUDENT EXPERIENCE FOR RETENTION AND SUCCESS**

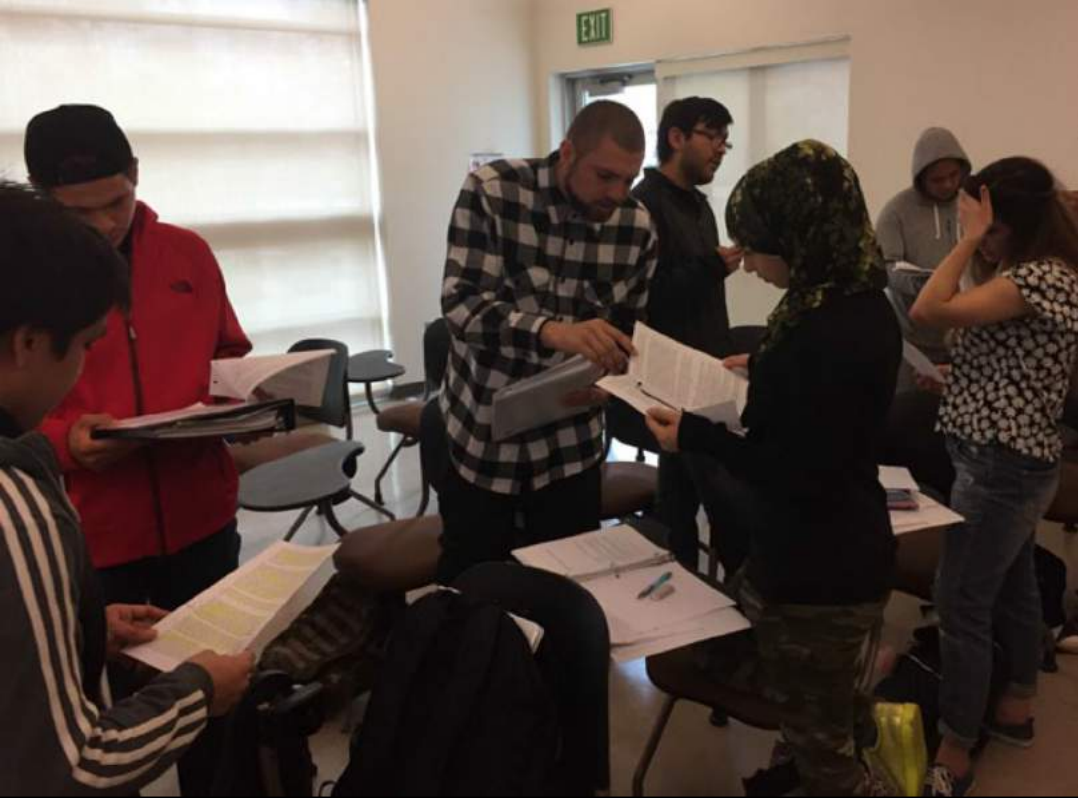




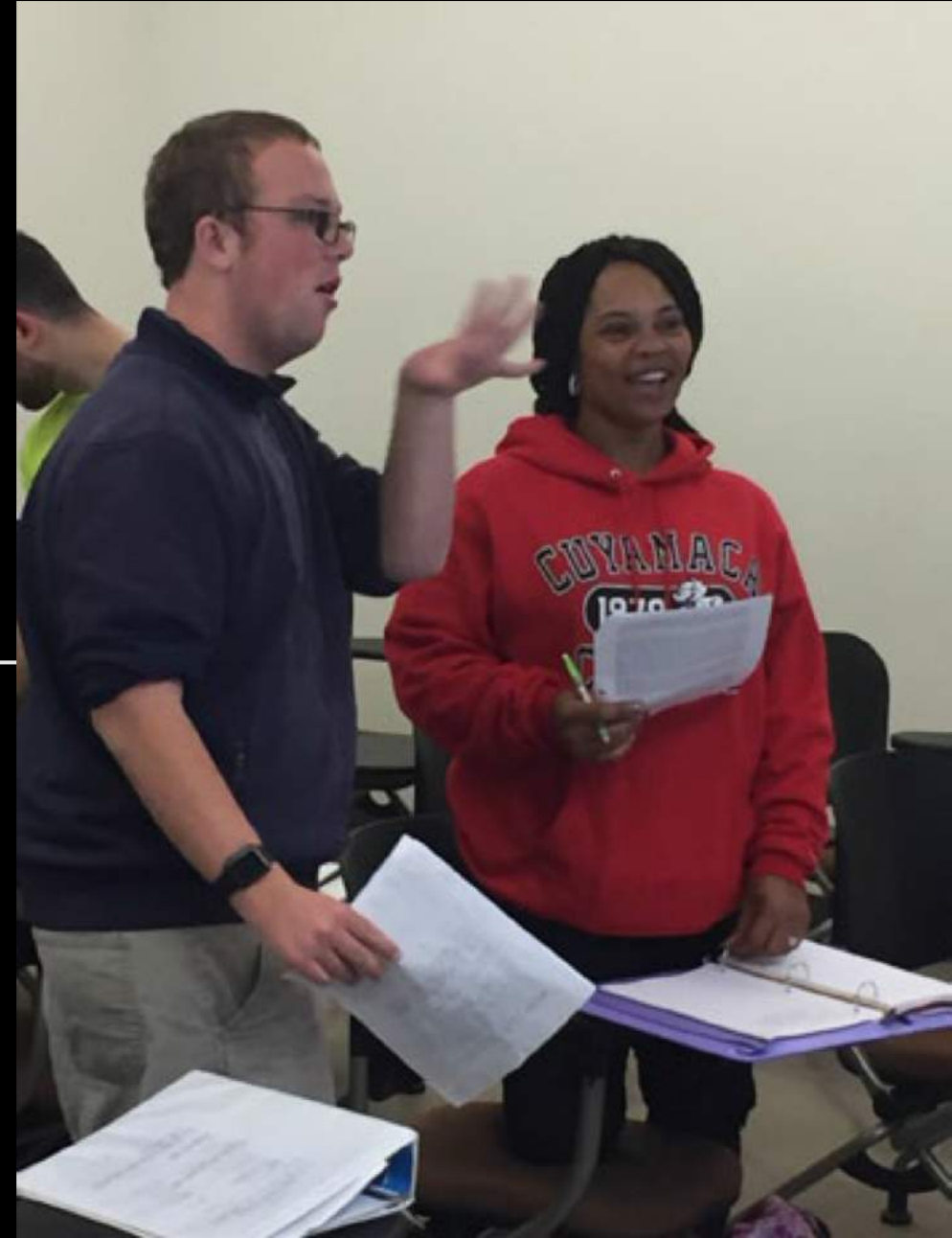
**LAUREN
HALSTED**

Using Practitioner-Level Data to Create Cultural Change

**Presenter: Dr. Lauren Halsted
Cuyamaca College**



Overview of our Equity Project: the what and the why



Preparing to Dive In!



- Learned what other college were doing
 - Consulted with dean, union folks
 - Worked with our research office
 - Plan, plan, plan
-

Making the Descent Down

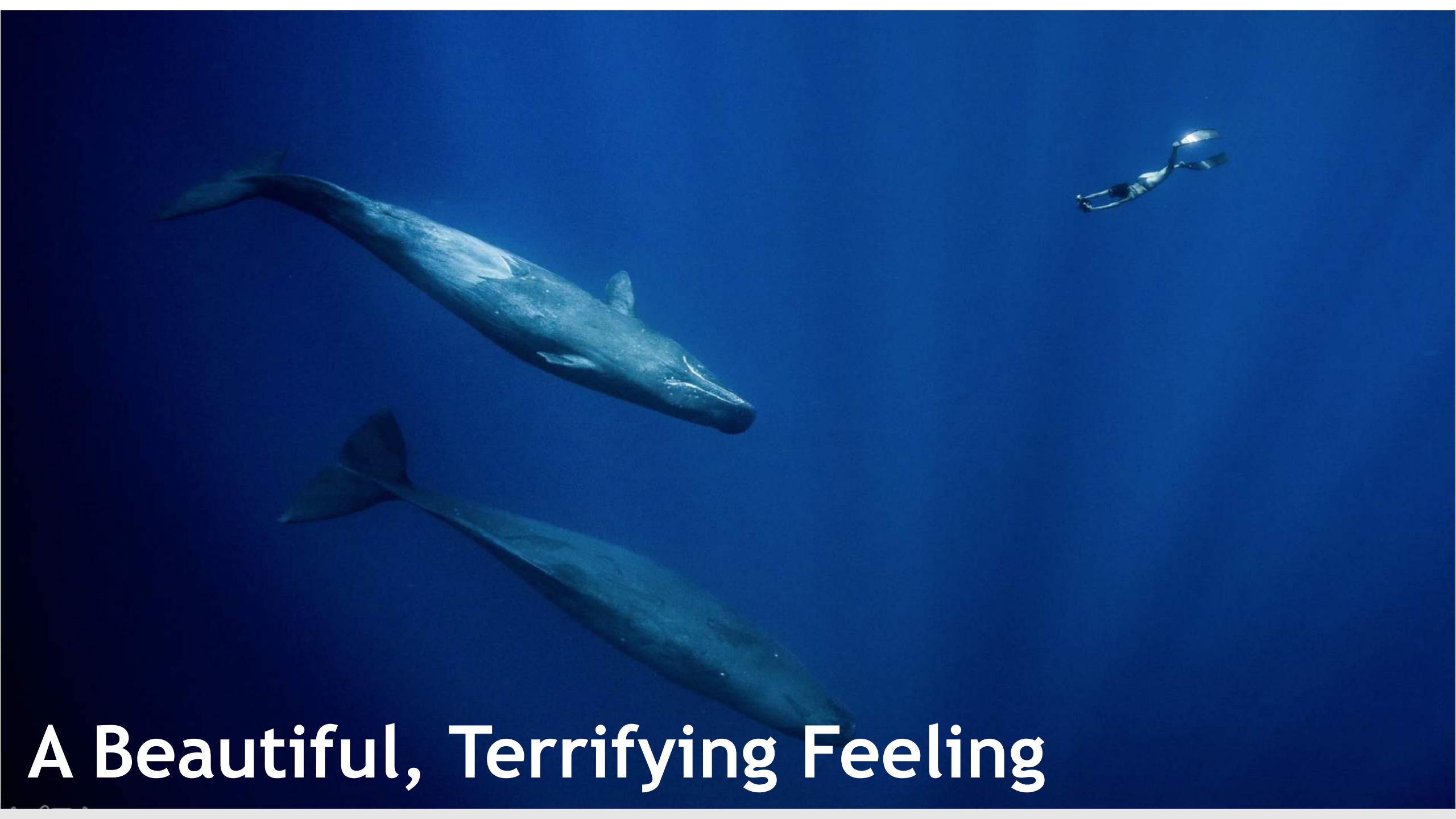


- Instructors complete pre-survey on equity-mindedness and current instructional practices
- Research office provides instructors with their confidential course-level data
- Instructors reflect on their course-level data:
 - Identify strengths and weaknesses of current practices
 - Develop goals to address areas of concern and build on strengths

Learning through Reflection

- An action research framework
- Reflect on data
- Make change, assess
- Continuous improvement





A Beautiful, Terrifying Feeling

A Community of Practitioners



Making Equity Personal for Faculty



Contact Me!

Lauren Halsted

lauren.halsted@gcccd.edu



The Data Piece



English Department Data



Race/Ethnicity	Total Enrollments	Percent of Total Enrollments
Asian	498	5%
Black non-Hispanic/Latino	597	6%
Hispanic/Latino	3,791	41%
White non-Hispanic/Latino	3,614	40%
Two or more	617	7%
Unknown/other	73	<1%
Overall	9,190	100%

English Department Equity Gaps

	Retention		Success	
Race/Ethnicity	Retention Rate	Percentage Point Gap	Success Rate	Percentage Point Gap
Asian	85%	0%	74%	3%
Black non-Hispanic/Latino	79%	-6%	63%	-9%
Hispanic/Latino	83%	-2%	68%	-4%
White non-Hispanic/Latino	88%	3%	77%	5%
Two or more	83%	-2%	71%	-1%
Unknown/other	86%	1%	70%	-2%
Overall	85%	--	71%	--

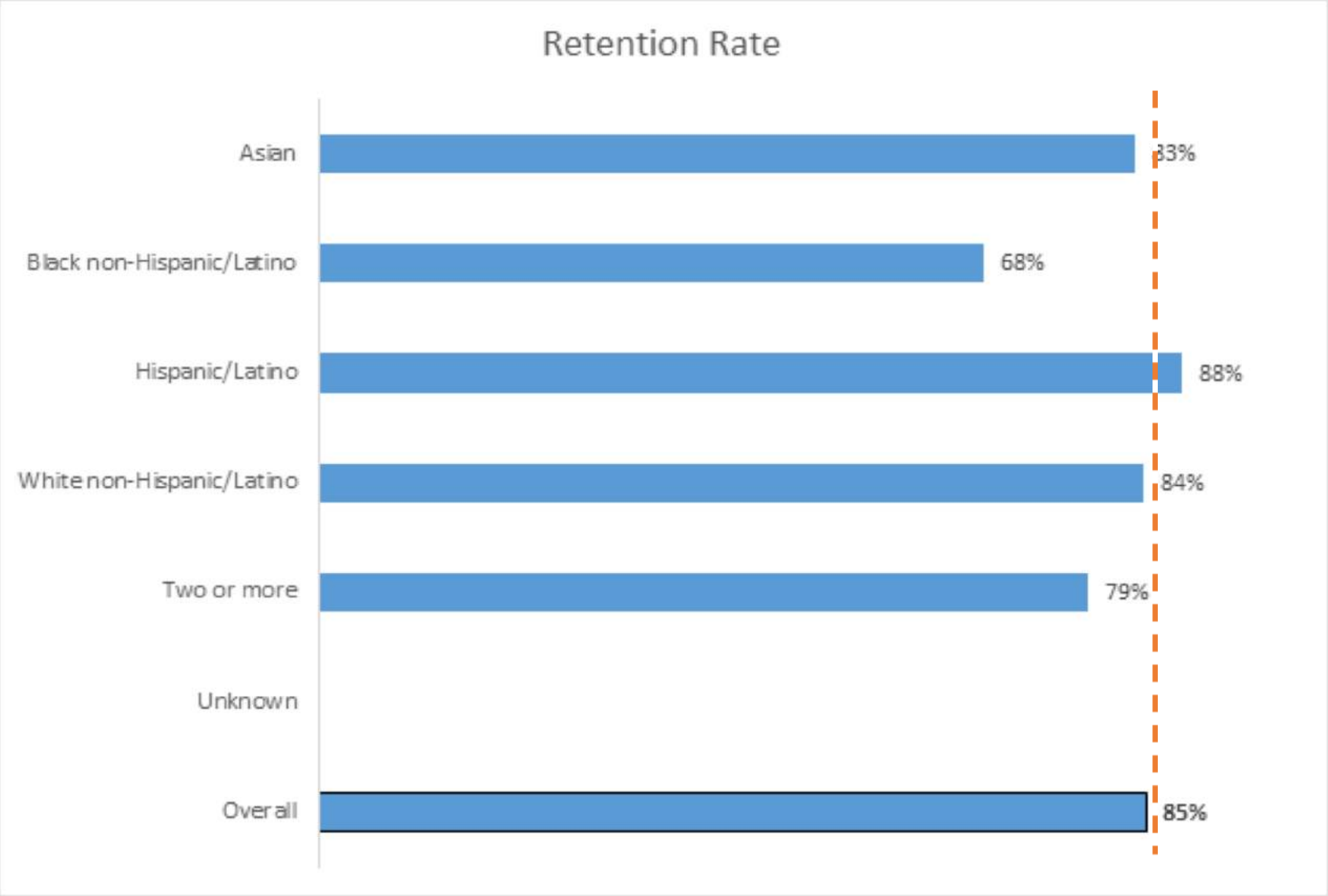
Example: English Instructor-Level Equity Gaps

	Retention		Success	
Race/Ethnicity	Retention Rate	Percentage Point Gap	Success Rate	Percentage Point Gap
Asian	83%	-1%	61%	-9%
Black non-Hispanic/Latino	68%	-17%	57%	-13%
Hispanic/Latino	88%	4%	70%	0%
White non-Hispanic/Latino	84%	0%	76%	5%
Two or more	79%	-6%	68%	-3%
Unknown/other	--	--	--	--
Overall	85%	--	71%	--

Example: English Instructor-Level Retention Rates

Race/Ethnicity	Retained		Not Retained		<i>Total Enrollments</i>
	#	%	#	%	#
Asian	15	83%	3	17%	18
Black non-Hispanic/Latino	19	68%	9	32%	28
Hispanic/Latino	164	88%	22	12%	186
White non-Hispanic/Latino	102	84%	19	16%	121
Two or more	22	79%	6	21%	28
Unknown/other	--	--	--	--	--
<i>Overall</i>	322	85%	59	15%	381

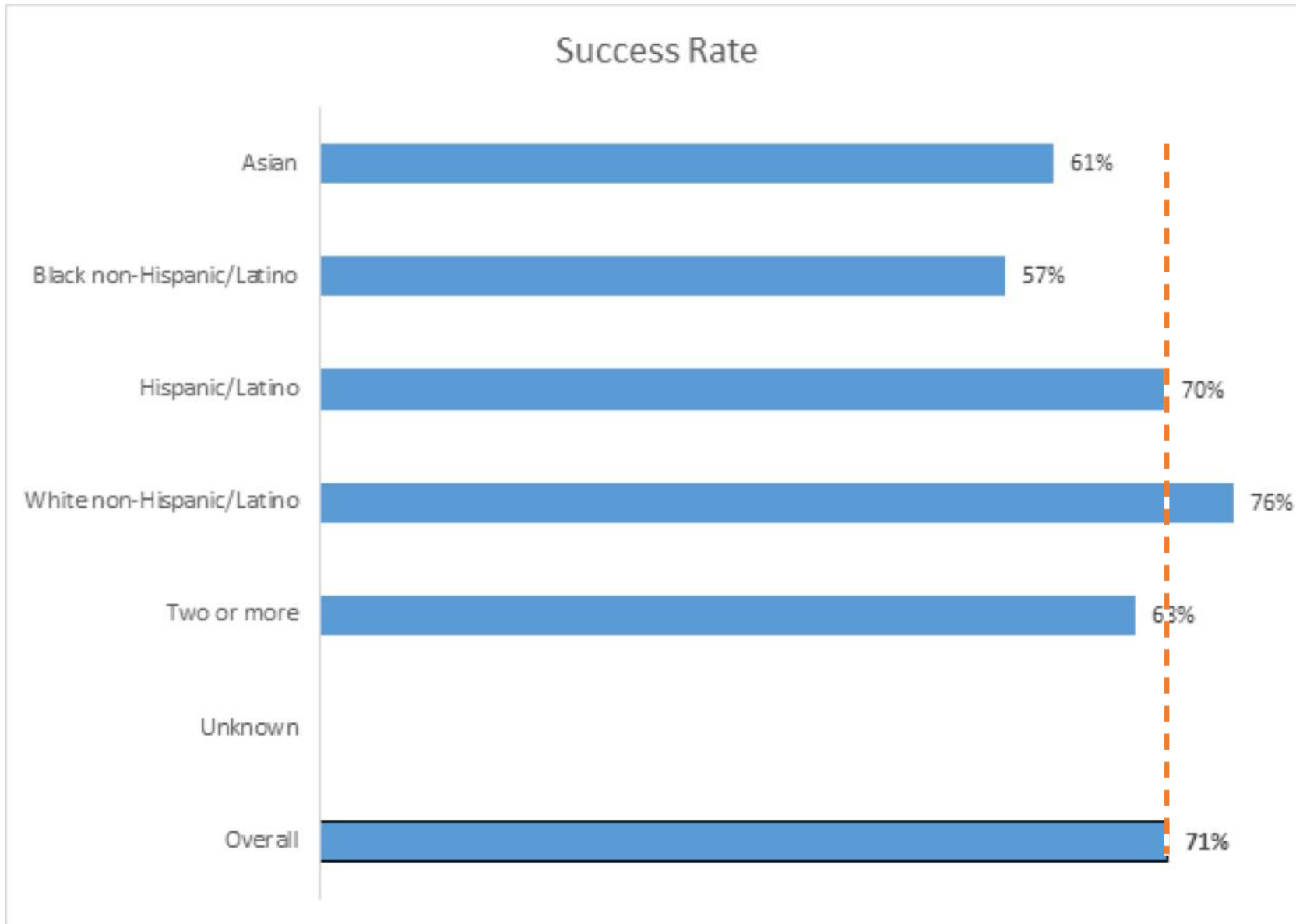
Example: English Instructor-Level Retention Rates



Example: English Instructor-Level Success Rates

Race/Ethnicity	Successful		Not Successful		Total Enrollments
	#	%	#	%	#
Asian	11	61%	7	39%	18
Black non-Hispanic/Latino	16	57%	12	43%	28
Hispanic/Latino	131	70%	55	30%	186
White non-Hispanic/Latino	92	76%	29	24%	121
Two or more	19	68%	9	32%	28
Unknown/other	--	--	--	--	--
Overall	269	71%	112	29%	381

Example: English Instructor-Level Success Rates



Q&A PANEL

Please hold
your question
cards up



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Evaluation Form
bit.ly/3abgcqJ







William G. Bertonneau

✓ Friends ▼

**Who made an
impact on your
life?**

