Welcome–Bienvenidos!

Equity Minded Student Guided Pathways

Fall 2017 ATD Coaches Visit

Our EQUITY Lens

Success for one is success for all. Cuyamaca College honors that we are privileged to be part of a diverse academic community committed to fostering and advocating equity mindedness, inclusivity, civility, and social justice. While we recognize that every one of us has biases, prejudice is learned and can be unlearned, and we reject all forms of discrimination against any member of our community. We actively work to eliminate any achievement gaps among different student groups and to promote a campus culture of healthy diversity.

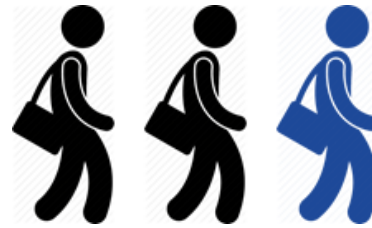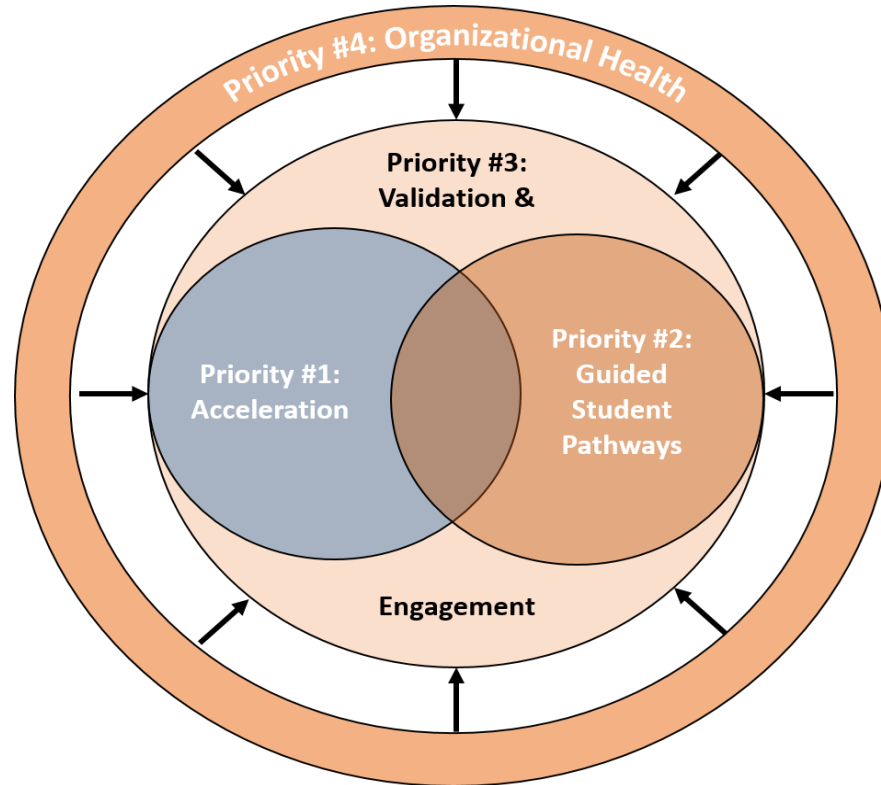# Who Are Our Students?

9,917

Students Enrolled
(Fall 2016)

1 in 3
are
Latinx

Average Age:

27

54%

are Female

CUYAMACA
HSI
HISPANIC-SERVING
INSTITUTION
COLLEGE

Advancing Our Strategic Goals: Creating Equity Minded Student Guided Pathways to Success

Guided Student Pathways: a Student Equity led systemic change to increase Student Success.

The WHY: Statewide

We need to do better by our students

- Statewide, only **48%** complete within six years*

- The median time to degree completion is **4.1 years****

- The average number of units earned by associate degree completers is **89 units**

    ▪ The number of units earned is higher for students of color and low-income students

*Student Success Scorecard (2010/11 Cohort)
**Campaign for College Opportunity (2014)

The WHY: Cuyamaca

We need to do better by our students

- At Cuyamaca, only **42%*** complete within six years

- The average number of units earned by associate degree graduates **ranges from less than 60 units to 120 units**

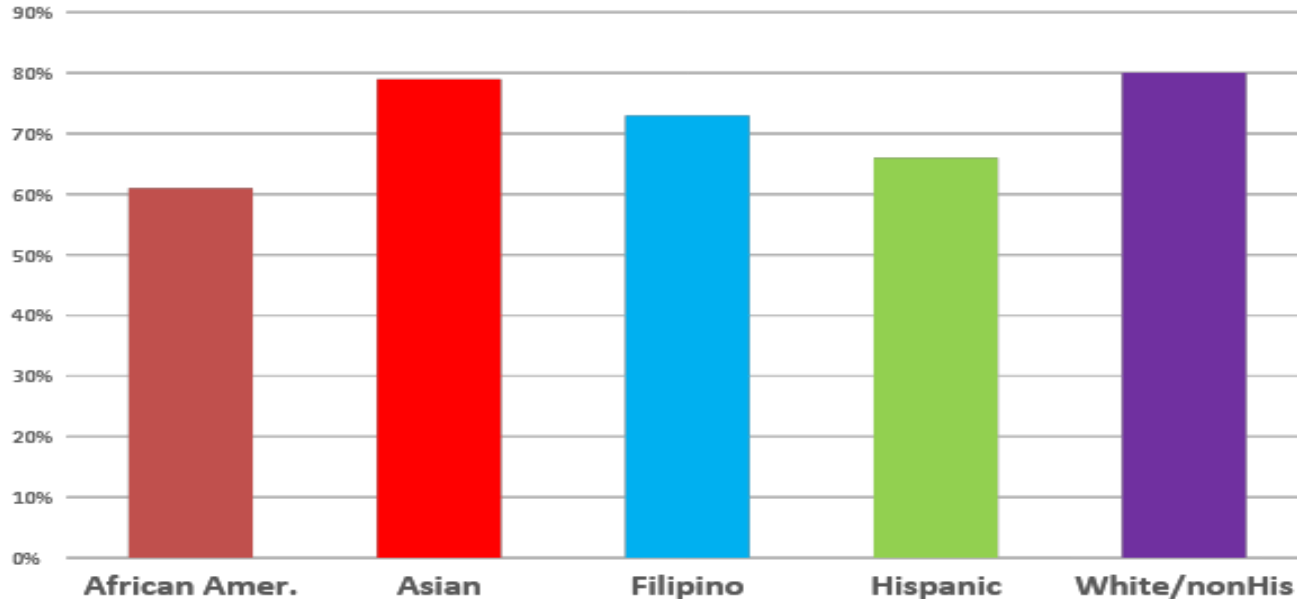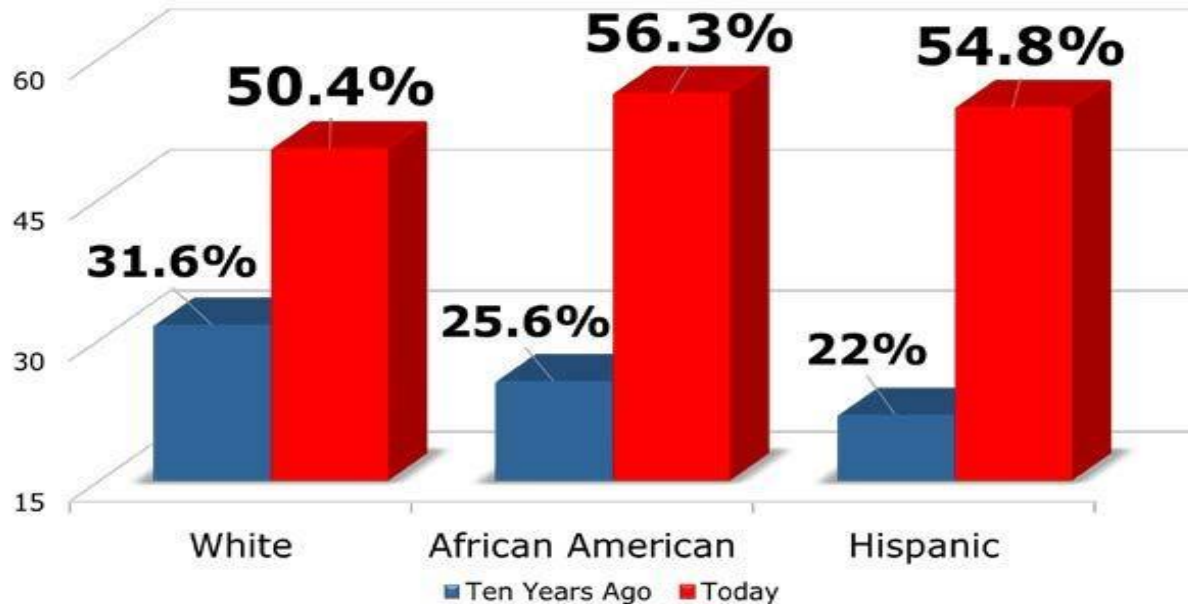- We have notable equity gaps on a number of indicators

The WHY

We have equity gaps!

Cuyamaca Collegewide Success Rate by Ethnicity/Race Fall 2016

Graduation Rates for Georgia State Universities, Before and After Adoption of Guided Pathways

Clarifying the Four Pillars

GUIDED PATHWAYS

Four Pillars of Guided Pathways

CLARIFY

INTAKE

SUPPORT

LEARNING

Equity, Social Mobility, Economic Health

California Pathways – Redesigning California's Community Colleges

Breaking Down Each Pillar @Cuyamaca

Currently at our institution we are asking all our students to:

1. Choose a major, identify classes in it, earn a degree, prepare to transfer, get a job or continue education in chosen career field **(Clarify)**
2. Learn that we exist, decide to apply and complete application, assess, get advising, register for appropriate courses based on their starting point, start classes **(Intake)**
3. Participate in engagement efforts, seek support services; DSPS and or other categorical programs, academic advising, mental health, financial aid, and tutoring, feel engaged, validated and cared for by faculty and staff **(Support)**
4. Successfully complete classes, learn based on career choice, have engaging experienc relate to the curriculum **(Learning)**

Student Guided Pathway Pillar Design

Group Activity: (_10-15 minutes for each pillar and discussion after each)_

Answer the following within the understanding of our four pillars:

1. Discuss how we are currently serving our students in each pillar?
2. How can we restructure each pillar for our student to increase success, retention, and completion?

Please focus on each level:
- Practitioner
- Departmental
- College Wide

Stretch & Café Break!

Why Student Equity?

Student Equity = Student Guided Pathways

Preparing to Measure Our Progress

Envisioning our CCC Pathways baseline (2015-16) cohort...

1,295

First-Time Students

Only

1 in **3**

Enroll Full Time

79%

Success Rate in College-Level Courses
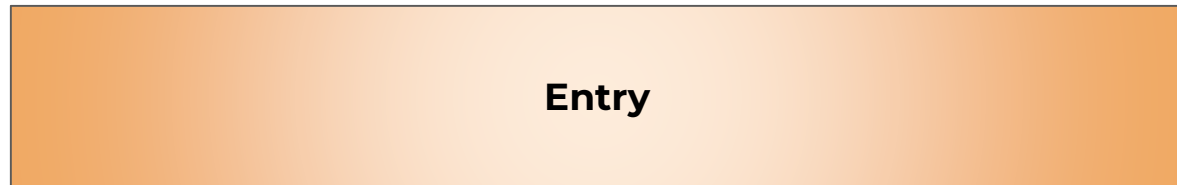
Equity Gaps

69%

Persist to Second Term

Entry

Source: CalPASS Plus/Launchboard Guided Pathways Dashboard

Preparing to Measure Our Progress

Envisioning our CCC Pathways baseline (2015-16) cohort...

15%

Complete Transfer-Level Math in First Year

21%

Complete Transfer-Level English in First Year

9%

Complete **Both** Transfer-Level Math and English in First Year

25%

Earn 15+ Units in First Year

Equity Gaps

Progress

Source: CalPASS Plus/Launchboard Guided Pathways Dashboard

Student Voice

Inclusivity Framework and Implementation Model: Creating Equity Minded Pathways to Student Success

To achieve our desired institutional equity lens, we must be intentionally equity minded and race conscious in all our institutional approaches and at each level; practitioner, departmental, and college wide.

Thus the need for a holistic framework to guide our work and the implementation model to follow.

Double meaning of inclusivity: to appropriately meet the needs of all our students, it will take all of us.

Inclusivity Framework

Framework: informed by our **Equity** Lens

- Equity Mindedness
- Inclusivity
- Civility
- Social Justice
- Unlearning Prejudice

Equity Mindedness: *The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes and who actively work to eliminate equity gaps in the classroom and programs. Central to equity mindedness is the concept of race consciousness, which embraces an awareness of one's own race and the race of others. In sharp contrast to "color-blindness," a race-conscious approach acknowledges the social and historical context of race in higher education and the impact of race on students' educational opportunities.*

Inclusivity: *an intention or policy of including people who might otherwise be excluded or marginalized, such as those who are differently-abled or those from historically underrepresented groups.*

Civility: *Respect and courtesy in behavior or speech and as a means to engage with, validate and learn from the various experiences, beliefs, perspectives and goals that our students bring with them.*

Social Justice: *Based on the concepts of human rights, race and gender equality, this concept can be defined as "the way in which human rights are manifested in the everyday lives of people at every level of society." The active correction of institutions and institutional practices that were inherently designed to marginalize specific groups of people.*

Unlearning Prejudice: *Human beings are all prejudiced in one way or another and have conscious and/or unconscious biases. In light of this, we are required to start from the root and go back to our psyches and beliefs to untangle the reasons why we act with bias in the first place. To do this, we need to identify what information we have acquired over the years that has formed our beliefs and made us unduly prejudiced and biased. The only way we can change our beliefs, behaviors, and actions is by dealing with the root of these biases.*

Our Inclusivity Implementation Model:
Achievements and Opportunities

Ari Ahmadian & Bri Hays

Implementation Model

Implementation Model: driven by our **Inclusivity Framework**
I. Professional Development for faculty and staff
II. Curriculum and Student Support Services Delivery
III. Student Engagement and Validation
IV. Research and Inquiry
V. Evaluation and Culture of Improvement

Professional Development: Achievements

Full-time (1.0) Professional Development Coordinator

Growth Mindset Workshops

Cultural Competency Workshop Series for Faculty and Staff.

Guided Pathways Presentation at Fall 2017 Convocation

Center for Urban Education (CUE) Workshop with SSEC on Equity-Mindedness

 Over 90 Employees Earned CORA Certificates

Professional Development: Opportunities

CCEAL Workshops Focused on Student Equity

Leveraging Equity-Focused Research and Professional Development

English Department Equity Research and Practitioner PD Pilot

Course Redesign Institute

Walk in a Student's Shoes Activities

Workshops on Unconscious Bias

Curriculum & Student Support Services Delivery: Achievements

Culturally-Relevant Curriculum Pilot

Math, English, and ESL Course Redesign

Umoja Program Launched

Curriculum & Student Support Services Delivery: Opportunities

Social Justice Themed Learning Communities (ACE Model as example)

Equity-Focused Course Redesign

Aligned Curricular and Co-Curricular Learning through Multicultural Events

Student Engagement & Validation: Achievements

Early Outreach at Feeder High Schools

New Cultural Events on Campus (Martin Luther King, Jr. Celebration; Cesar Chavez Celebration)

Peer Mentoring through Pathway Academy

Student Engagement & Validation: Opportunities

All-Staff Mentoring (e.g., Bakersfield College) and Success Coaching

Puente Program Learning Community

Campus Equity Conversations Events

Social Justice Resource Library

Research & Inquiry: Achievements

New Office of Institutional Effectiveness, Success and Equity and Campus-Based Researcher

Standard Disaggregated Program Review Data Reports for Instructional Programs

Equity Focus Groups

Program Review Data Workshops Focused on Equity

Research & Inquiry: Opportunities

Engaging Practitioner-as-Researcher Model

Workshops on Equity-Focused Inquiry

Training on Incorporating Equity-Mindedness into Assessment

Evaluation & Culture of Improvement: Achievements

Updated Equity Data Report and Discussion at SSEC

Development of Equity Framework and Guiding Philosophy

Incorporate Equity Mindedness into College Planning and Decision-Making Processes and Structures

Evaluation & Culture of Improvement: Opportunities

Equity-Focused Goals and KPIs Integrated into Program Review

Incorporating Equity-Mindedness into Committee Work and Goals

Conduct Scans of Campus Artifacts with an Equity Lens

Student Equity by Pillar

Group Activity *(10-15 minutes for each pillar and discussion after each)*

Identify how to incorporate our inclusion implementation model within our four pillars:

1. Create clear curricular pathways to employment and further education
2. Help students choose and enter their pathway
3. Help and support students stay on their path
4. Ensure that student learning is happening with intentional outcomes

Thank you!