

Funding Proposal for
the CCC Chancellor's Office
Culturally Responsive Pedagogy and Practice Grant

Equity Pedagogy and Practice Academy & Peer Online Course Review

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PART 1: APPLICATION NARRATIVE

Problem Statement

As institutions shifted to remote instruction as a result of the COVID-19 pandemic, and as students have become more accustomed to completing online courses, student enrollment behaviors have shifted. As a result, enrollment in online courses has remained relatively steady for the past year, and we anticipate this number to remain higher than pre-pandemic levels moving forward. In Fall 2022, online FTES at Cuyamaca College were double the Fall 2019 FTES (1386 online FTES in Fall 2022, 633 F2F FTES in Fall 2019). Also, online classes are filling at higher rates than F2F courses, so even though only 58% of the sections were offered online in Fall 2022, online enrollments accounted for 64.7% of the total Cuyamaca FTES and 70% of the headcount enrollments. In part, this tells us that not only are many faculty enjoying teaching online, many students are also continuing to enroll online, some of whom would not be in school if it were not for the flexibility that online education offers, especially with compounding student responsibilities that have likely heightened since in the pandemic.

Additionally, in Fall 2021 and Spring 2022, retention and success rates were lower in online classes than in face-to-face classes for Black, Asian/Pacific Islander, and Hispanic/Latinx student groups, signifying the need to improve equity markers in online classes through robust and intentional professional development.

In Fall 2021, Black students enrolled in online and face-to-face classes were retained at 79% and 86%, respectively and succeeded at 62% and 74%, respectively. In Spring 2022, there were similar equity gaps for Black students: 83% and 92% retention rates for online and face-to-face classes, respectively and 64% and 79% success rates for online and face-to-face classes, respectively.

In Fall 2021, Asian/Pacific Islander students enrolled in online and face-to-face classes were retained at 86% and 92%, respectively and succeeded at 73% and 85%, respectively. In Spring 2022, there were similar equity gaps for Asian/Pacific Islander students: 86% and 91% retention rates for online and face-to-face classes, respectively and 75% and 83% success rates for online and face-to-face classes, respectively.

In Fall 2021, Hispanic/Latinx students enrolled in online and face-to-face classes were retained at 84% and 87%, respectively and succeeded at 65% and 73%, respectively. In Spring 2022, there were similar equity gaps for Hispanic/Latinx students: 86% and 92% retention rates for online and face-to-face classes, respectively and 68% and 78% success rates for online and face-to-face classes, respectively.

The table below lists the retention and success rates disaggregated by race and gender for Fall 2021 and Spring 2022 for online and face-to-face classes.

Race or Gender	FA21 F2F Retention	FA21 Online Retention	FA21 F2F Success	FA21 Online Success	SP22 F2F Retention	SP22 Online Retention	SP22 F2F Success	SP22 Online Success
Black/ African American	86%	79%	74%	62%	92%	83%	79%	64%
Asian/ Pacific Islander	92%	86%	85%	73%	91%	86%	83%	75%
Hispanic/ Latinx	87%	84%	73%	65%	92%	86%	78%	68%
White	88%	88%	82%	77%	91%	89%	84%	79%
Other	89%	85%	81%	69%	92%	86%	83%	70%
Unknown Race	87%	90%	76%	67%	96%	94%	86%	83%
Female	87%	86%	78%	73%	91%	88%	81%	75%
Male	89%	85%	79%	68%	92%	88%	81%	74%
Other/ Unknown gender	75%	90%	65%	65%	89%	90%	76%	74%

Further, the California Community Colleges Chancellor’s Office does not have a secure funding source to continue funding the statewide professional development organization, the Online Network of Educators (@ONE) after June 30, 2022. In years past, not only has @ONE certified many Cuyamaca instructors to teach online, but @ONE has also provided high-quality professional development to faculty, offering courses, webinars, self-paced courses, and resources to support online instructors. Due to the uncertain future of @ONE, local colleges will have to shoulder all the online professional development responsibilities. The funding from this grant proposal will aid in supporting these local professional development efforts and offer a foundation from which to build online professional development moving forward.

Due to the spike in online enrollments, the wider equity gaps in online courses compared to in-person courses, and the uncertain future of @ONE, it is imperative that Cuyamaca institutes robust, meaningful, equity-minded professional development opportunities in place to support both faculty and students in online classrooms in order to eliminate equity gaps.

Project Goal, Purpose, and Scope

This proposal outlines three professional development opportunities designed to reduce equity gaps in online classes: 1) EPPA: the Equity Pedagogy and Practice Academy course, 2) POCR: Peer Online Course Review, and 3) the Equity-Minded Teaching and Learning Institute (EMTLI), which will also be supported by SEAP and Pathways funds. Faculty who have completed, or are concurrently enrolled in, Cuyamaca's year-long Equity Minded Teaching and Learning Institute (EMTLI) will have first priority for participating in both the EPPA and POCR. EMTLI is a program facilitated through the Student Success and Equity office and offers a theoretical foundation for equity-minded and anti-racist teaching pedagogy and practices. The EPPA and POCR professional development opportunities, then, are meant to serve as the implementation pieces to EMTLI, building upon the theoretical foundations and moving to implementing equity-mindedness, diversity, inclusion, and accessibility into the online classroom.

For the Equity Pedagogy and Practice Academy (EPPA), participating faculty will select a course that they will equitize and humanize. Faculty will then enroll in the Academy, which includes modules from the Peralta Online Equity Training, @ONE's Equity and Culturally Responsive Teaching course, and @ONE's Humanizing Online Teaching and Learning course, all of which are available on the Canvas Commons. The content delivered in the EPPA will directly support learners from diverse backgrounds, with diverse learning styles, and with varying levels of language and digital fluency. In total, the local professional development course will run for 8 weeks. One session of the EPPA will run each semester during the 2023-2025 academic years, and 15 faculty can enroll in each session, for a total of approximately 60 faculty served over the two-year period.

POCR aligns with Cuyamaca's strategic goals, offers a robust professional development opportunity for faculty, and promotes student course success statewide (students enrolled in POCR-badged courses succeed at [4.9% higher rates](#) than students enrolled in non-badged courses). Qualitatively, [Cuyamaca faculty report positive experiences](#) having gone through the POCR process. Finally, when Cuyamaca becomes a Teaching College (planned for FA24), students statewide will be able to enroll in Cuyamaca online courses, thus earning Cuyamaca more FTES. When these students generate a course search, they will see POCR-badged courses before non-badged courses. Five courses will be submitted for POCR each of the 4 semesters during the 2023-2025 academic years, for a total of 20 badged courses over the two-year period.

Therefore, not only will EPPA and POCR benefit Cuyamaca students, but these trainings will also benefit students from across the California Community College System who enroll in Cuyamaca online courses after Fall 2024. It is critical to foster equity-mindedness, culturally responsive teaching, accessibility, and course quality to reach a growing community of students across the state and locally, content that both the EPPA and POCR covers.

Program Model and Methodology

The principles of Culturally Responsive Teaching, Universal Design for Learning, and Humanizing are foundational concepts in both the Equity Pedagogy and Practice Academy (EPPA) and Peer Online Course Review (POCR). By implementing these strategies into online classes, instructors can begin to close the equity gaps that exist for minoritized student populations. Both the EPPA and POCR projects will require faculty to personally commit to this equity work so that they see lasting change in their equity data (Linton, 2011).

Culturally Responsive Teaching

Zaretta Hammond (2015) defines Culturally Responsive Teaching as

An educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning. (Hammond, p. 15)¹

Hammond highlights the value of instructors centering students' various ways of knowing and arriving in the classroom space, building authentic and supportive relationships with students, and leveraging their students' cultural backgrounds as assets to promote deep learning.

“Applying Culturally Responsive Teaching and Learning (CRTL) strategies to the design of our online courses, enables us to eliminate additional stressors our students experience and develop a learning environment that empowers all students to achieve their full intellectual capacity.

Culturally responsive teaching and learning (CRTL) enables us to:

- Leverage equity as a critical foundation of education;
- Design courses and coursework that guide all students to develop their own voice;
- Enable students to develop cognitively and become independent learners;
- Create environments in which all students belong and, in turn, "lean-in," and
- Make strides toward eliminating the achievement gap” (Buchert et. al, 2008; Harnish & Bridges, 2008).²

The EPPA will include content that informs faculty on what Culturally Responsive Teaching is and strategies for implementing CRT effectively to foster student success.

¹ Hammond, Z. (2015). *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. London: SAGE Publications Ltd.

² CVC-OEI Equity & Culturally Responsive Online Teaching Course

Universal Design for Learning

In addition to Culturally Responsive Teaching, the EPPA will also offer content on the importance of Universal Design for Learning (UDL), “a framework that can be used to support learner variability. UDL ensures all individuals have equal opportunities to learn, regardless of their differences. UDL is anchored in neuroscience and it provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone - not a single, one-size-fits all solution, but flexible approaches that can be customized and adjusted for individual needs”³ (CVC-OEI Humanizing Online Teaching Course). Three primary brain networks come into play in the learning process: the recognition (present information and content in different ways), strategic (differentiate the ways that students can express what they know), and affective network (stimulate interest and motivation for learning) (National Center on Universal Design for Learning).

Faculty enrolled in the EPPA will identify strategies that they have implemented in their course which support Universal Design for Learning. They will record a screencast of these strategies and include that screencast as part of their Equity showcase, which is the final deliverable for the EPPA.

Humanizing

In light of the equity gaps that exist for historically underserved student populations, both at the state and local levels, there have been several studies which explore strategies to begin closing these gaps. One such study ([Jaggars and Xu, 2016](#)) examined 23 online courses to discover predictors of student success. The researchers discovered that “Students in low-interaction courses earned nearly one grade lower than students in courses with high interaction” and that hearing and seeing the instructor in videos increased the students’ sense of instructor presence and interaction.

Additionally, “research shows when students relate to their online instructor as something more than a subject matter expert and begin to conceive of themselves as part of a larger community, they are more likely to be motivated, be satisfied with their learning, and succeed in achieving the course objectives”⁴ (Picciano, 2002; Rovai & Barnum, 2003; Richardson & Swan, 2003).

Humanized online instruction offers interventions in response to these studies and centers three main principles: presence, empathy (sense when students need extra support), and awareness (knowing our students).⁵ These principles help to facilitate belongingness, community-building, instructor presence, and interaction in online courses, elements which not only align with

³ [National Center on Universal Design for Learning](#)

⁴ CVC-OEI Humanizing Online Teaching and Learning Course

⁵ CVC-OEI Humanizing Online Teaching and Learning Course

culturally responsive teaching, but also motivate students to remain engaged in the course and foster student success.

Faculty will engage with content that instructs them on the value of humanizing their online classes, strategies for humanizing, and examples of humanizing elements. Faculty will then be asked to develop humanizing elements in their own courses and include those in the final deliverable for EPPA. Humanized elements also support POOCR, as the [CVC-OEI Course Design Rubric](#) lists humanized strategies as exemplary elements, especially Area B of the rubric, which relates to Interaction.

By engaging with content and implementing strategies aligned with the tenets of Culturally Responsive Teaching, Universal Design for Learning, and Humanizing, faculty will likely see a decrease in their online student equity gaps.

Equity-Minded Teaching and Learning Institute (EMTLI)

In 2018, during the initial conceptualization and development of the Equity-Minded Teaching and Learning Institute (EMTLI), relevant literature in the field of racial equity in teaching and learning was used to inform the approach in EMTLI specifically in the California Community Colleges (CCC). While the literature within the CCC was limited, there was a plethora from the K-12 system and four-year institutions of higher education. All of which showed to be effective in promoting racial equity in their specific area of focus but seemed to be mostly focused on a singular approach, thus lacking a comprehensive focus on pedagogy, classroom practice and the practitioner assumptions of students from historically racially marginalized communities. As such, the focus was on developing a more holistic theoretical approach to operationalize within the space of California Community College classrooms which led us to synthesize the following four key approaches:

- Culturally Responsive Teaching (Gay, 2018)
- Culturally Relevant Pedagogy (Ladson-Billings, 2014)
- Community Cultural Wealth (Yosso, 2005)
- Educational Equity (Bensimon, 2018)

The work of scholars Aronson and Laughter (2016) highlights how Geneva Gay focused on teaching and primarily sought to influence competency and methods, describing what a teacher should be doing in the classroom to be culturally responsive, while Gloria Ladson-Billings focused on pedagogy and primarily sought to influence attitudes, academic skills, concepts, and dispositions to describe the posture a teacher might adopt to determine planning, instruction, and assessment. Aronson and Laughter (2016) also note the importance of differentiating between the two, because they focus on separate but complementary types of outcomes. Teaching affects competence and practice, whereas pedagogy affects attitude and disposition. Although the focus

may differ, both frameworks present visions undergirded by a firm commitment to social justice education and seeing the classroom as a site for social change.

Tara Yosso (2005) analyzed how the Bourdieu & Passeron (1977) social capital concept has been key to validating Eurocentric instruction based on meritocracy and power, which has also created a simple rationale for explaining why people from historically racially marginalized populations in the United States, “the colored, disadvantaged or underprivileged,” struggle in academic settings. She added that it has been and remains the lens through which educational institutions and the government have attempted to address the issue (Yosso, 2005). In providing an alternative to counter such flawed assumptions, Yosso (2005) conceptualized that all forms of capital can actually be used to empower individuals. Therefore, she designed her community cultural wealth model to capture the talents, strengths, and experiences that students from communities of color bring to the college environment.

In her foundational work as director of the Center for Urban Education at the University of Southern California, Bensimon (2018) conceptualized both racial equity and equity-mindedness and emphasized that Whiteness is the reason behind persistent racial inequality in higher education, not the so-called achievement gap. Therefore, any authentic implementation of racial equity and equity-mindedness requires intentional focus on structural inequality and institutionalized racism, with responses resulting in systemic changes.

This synthesis of the complementary work by Ladson-Billings (2014) and Gay (2018) with Yosso's (2005) community cultural wealth model plus Bensimon's (2018) conceptualization of equity-mindedness, all stemming from Critical Race Theory in Education, provided the guiding tenets which helped redefine "equity-minded teaching" to arrive at a more holistic theoretical approach to operationalize within the space of California Community College classrooms. This approach was and remains the foundation of EMTLI. Additionally, EMTLI is based on the conceptual framework borrowed from Design Thinking and modified for the purpose of implementing a year-long program of professional development for California Community College classroom faculty.

PART 2: WORKPLAN: OBJECTIVES, ACTIVITIES & OUTCOMES

Project Goals

The goals of the Equity Pedagogy and Practice Academy and Peer Online Course Review are to:

1. Address strategies for equitizing and humanizing online classes
2. Implement innovative equity-conscious pedagogies in online learning to improve the outcomes of students

3. Reduce equity gaps for retention and success in online instruction

Activities

In order to achieve the project goals, faculty who have completed, or who are concurrently enrolled in, Cuyamaca's Equity Minded Teaching and Learning Institute (EMTLI) will be invited to participate in two professional development opportunities. Faculty who have taught at least one asynchronous online course will have the option of participating in two opportunities: 1) a professional development course called the "Equity Pedagogy and Practice Academy" (EPPA) aimed at introducing and implementing strategies to equitize and humanize their online courses and 2) Peer Online Course Review (POCR).

Equity-Minded Teaching and Learning Institute (EMTLI)

First piloted in 2019, and now in its fifth cohort (2022-23), this year-long cohort-based model of professional development for classroom faculty has been a critical component in advancing racial equity in classroom instruction and outcomes at the college. The current participant tally stands at 37 full-time and 64 part-time instructional faculty who have either completed or are currently participating in EMTLI. Each academic year the institute is driven by the following goals:

- Support faculty in the use of disaggregated course level data to identify strengths and weaknesses in their own teaching practice, better understand their equity data stories, and set goals to achieve more equitable outcomes in their classes.
- Promote an understanding of the history of race and racism, oppression and intersectionality, the system of meritocracy, specifically their impact on Higher Education and classroom culture.
- Implement classroom and curricular changes based on culturally responsive and assess interventions to engage in a cycle of continuous improvement.

Each cohort is then intentionally divided into smaller diverse groups in terms of discipline, full and part-time status, race and ethnicity, and gender. These smaller groups are used for breakout discussions, practitioner to practitioner feedback, and development of EMTLI Portfolio components. During the first semester EMTLI meetings are designed around the following topics:

- Exploration of course level racially disaggregated data
- History and present state of racial oppression in U.S. higher education
- Awareness and self-reflection on classroom culture
- Equity-minded teaching and learning in the California Community Colleges

- Practitioner examples of equity-minded teaching

Second Semester meetings are focused on operationalizing the topics covered in the first semester with the outcome being the creation of specific components which together comprise the Equity-Minded Teaching and Learning Portfolio. The EMTLI Portfolio consists of the following components grounded in the comprehensive equity-minded approach:

1. Semester 1 Reflection
2. Welcome Letter and Video
3. Mantra, Teaching Philosophy, and Syllabus
4. Project Outline/Plan
5. Grading Philosophy and Structure
6. Curriculum
7. EMTLI Reflection

Successful completion of EMTLI is based on the submission of a portfolio which includes all the aforementioned components. Participating classroom faculty are compensated at their AFT Union contractual non-classroom hourly rate for 28 hours of either face to face or Zoom time spent during the 14 EMTLI sessions.

Equity Pedagogy and Practice Academy (EPPA)

For the Equity Pedagogy and Practice Academy, participating faculty will select a course that they will equitize and humanize. Faculty will then enroll in the Academy, which includes modules from the Peralta Equity Training, @ONE's Equity and Culturally Responsive Teaching course, and @ONE's Humanizing Online Teaching and Learning course, all of which are available on the Canvas Commons. In total, the local professional development course will run for 8 weeks.

The EPPA course will center the 8 Peralta Equity Rubric criteria:

1. **E1 Technology:** Course structure and activities mitigate digital divide and technology access issues
 - a. by clarifying how required technologies support learning
 - b. by providing alternative pathways to complete course activities if students face barriers
2. **E2: Student Resources and Support:** Course highlights the ways that student services support student wellness and success.
3. **E3: Universal Design for Learning (UDL):** Course content and activities are aligned with core principles of USL—i.e., multiple means of representation, action and expression, and/or engagement

4. **E4: Diversity and Inclusion:** Communications and activities demonstrate that students’ diverse identities, backgrounds, and cultures are valued.
5. **E5: Images and Representation:** Images and representations in the course reflect broad diversity; exceptions are explained and discussed.
6. **E6: Human Bias:** Human biases are identified in course content and activities.
7. **E7: Content Meaning:** Communications and activities draw connections among course content, students’ lives, and students’ futures.
8. **E8: Connection and Belonging:** Communications and activities foster care and connection among students, and with the instructor.

The weekly modules will offer an explanation of the purpose for each criterion as well as varied examples of how to meet the criteria. The modules will also be supplemented with content from @ONE’s Equity and Culturally Responsive Teaching course in order to offer a strong foundation in the tenets of equity-mindedness and @ONE’s Humanizing Online Teaching and Learning course to offer additional strategies for not only meeting the equity criteria, but adding exemplary elements (i.e., inclusive course card, microlectures, getting to know you survey, wisdom wall, liquid syllabus).

The final deliverable for the local EPPA professional development course will be to create an [“Equity Showcase” Google site](#), in which faculty will develop and implement 8 equity-minded strategies into their online course that align with the 8 equity criteria listed on the [Peralta Equity Rubric](#). They will record screencasts, guiding their audience through their equity-minded strategies in their course and post those screencasts to a Google site with a written explanation of how that strategy aligns with the Peralta Equity Rubric criteria. Upon successful completion of the course and the final showcase, faculty will be awarded an Online Equity badge.

EPPA’s Alignment with Cuyamaca’s Strategic Goals

	Cuyamaca’s Strategic Plan Goals				
	1. Increase equitable access	2. Eliminate equity gaps in course success	3. Increase persistence and eliminate equity gaps	4. Increase completion and eliminate equity gaps	5. Increase hiring and retention of diverse employees to reflect the students and communities we serve
EPPA Components					
Peralta Equity Criteria Course Content	X	X	X	X	
Humanizing Course Content	X	X	X	X	

Equity and Culturally Responsive Online Teaching Course Content	X	X	X	X	
Final Deliverable	X	X	X	X	

The course content, which includes the Peralta Equity Criteria, Humanizing, and Equity and Culturally Responsive Online Teaching content, all align with the equity-centered Strategic Goals at Cuyamaca College, which include increasing equitable access, eliminating equity gaps in course success, increasing persistence and eliminate equity gaps, and increasing completion and eliminate equity gaps. By equitizing online instruction and promoting and fostering culturally responsive online teaching through inclusive pedagogy, representation, connection and belonging, universal design, and multimodal content delivery, students will be more likely to remain in the course, finish the course with a passing grade, persist to the next term, and complete their desired degree or certificate pathways.

Peer Online Course Review

For the Peer Online Course Review (POCR) option, faculty will align their online courses to both the [CVC-OEI Course Design Rubric](#) and the [Peralta Equity Rubric](#). Upon successful completion of POCR, faculty will be awarded a “Quality Reviewed” badge.

“[Peer Online Course Review \(POCR\)](#) was established in 2014 by the CVC [California Virtual Campus] Professional Development Workgroup to ensure that students in the California Community College system have access to high-quality online courses designed to support student learning and success.”

Similar to the process scholars use to vet articles prior to publishing them, the POCR process involves establishing peer groups (typically groups of 3) and offering feedback utilizing the [CVC course design rubric](#), which includes 44 criteria covering:

- **Section A: Course Design** (how content is organized and accessed in Canvas)
- **Section B: Interaction** (instructor-student and student-to-student)
- **Section C: Assessment** (variety, transparency, and effectiveness of assessments)
- **Section D: Accessibility** (alignment with Section 508 of the Rehabilitation Act)
- **And we have added Equity:** content mitigates the digital divide; amplifies student voices; student services support wellness and success; universal design for learning; multiple means of representation, action, expression, and engagement; diversity and inclusion; students’ diverse backgrounds, identities, and cultures are valued; diverse images; human bias is identified, content draws connections to students’ lives and futures; foster care and connection

The course submitter first completes a robust self-assessment, taking care to make course modifications in attempt to align their courses to the 44 criteria. The course then moves to a first

review, where the reviewer evaluates the course for alignment. If there are incomplete criteria, the course submitter makes revisions with guidance from the POCR Trainer. The course then moves to the second review and the course submitter completes any further revisions. Once the course is aligned to all 44 criteria, the course earns a “Quality Reviewed” badge, and the course is listed on the statewide [CVC Exchange website](#) with that badge designation, and students who use the Exchange to enroll in classes will see the badge next to the course.

POCR’s Alignment with Cuyamaca’s Strategic Goals

	Cuyamaca’s Strategic Plan Goals				
	1. Increase equitable access	2. Eliminate equity gaps in course success	3. Increase persistence and eliminate equity gaps	4. Increase completion and eliminate equity gaps	5. Increase hiring and retention of diverse employees to reflect the students and communities we serve
POCR Components					
SECTION A: Content Organization	X	X	X	X	
SECTION B: Interaction (teacher-student and student-student)	X	X	X	X	
SECTION C: Assessment	X	X	X	X	
SECTION D: Accessibility	X	X	X	X	
Equity Self-Assessment	X	X	X	X	
Equity-minded recruitment, process, documentation, training, and communication					X

Faculty participants will align their courses to the Course Design Rubric, which include elements including content presentation, interaction, assessment, and accessibility. Cuyamaca College has also added the Peralta Equity Rubric which includes additional criteria pertaining to equity. Cuyamaca’s local process involves a robust self-assessment and centers equity-minded recruitment, documentation, training, and communication.

Content presentation is critical to giving students a clear roadmap to start in the course, get transparent learning outcomes, have consistent content and module organization, and smoothly navigate through the weekly material and activities with clear instructions for what to do with the content. This empowers the student to persist to subsequent modules and complete the course.

Interaction is critical to community-building, both with the instructor and their peers, and we know that community-building is essential to developing a sense of belonging and inclusion. Therefore, instructors having a clear communication policy, consistent participation in the course, and a space for students to ask questions and discuss informally with each other, are all ways to establish community in an online course. Community leads to student success, as students are more inclined to stay in the course if they feel they belong and they have established relationships with the instructor and their peers.

Assessment involves clear assignment instructions, clear expectations and grading criteria, assessments that align with the learning outcomes, and timely and clear instructor feedback. Having transparent and authentic assessments promotes student success because they are clear in what they need to do in order to be successful. This lowers anxiety and stress for students when they feel empowered to tackle an assignment, especially knowing they will receive supportive feedback.

Accessibility is not only essential to comply with Ed Code, but it is also universally supportive to students. Students can expect clear heading structures, captioned videos, sufficient color contrast, etc. Those students with disabilities or second language learners benefit most from accessible content, as they may rely on screen readers or other assistive technology to access the content. Accessibility ensures that these vulnerable student groups can be successful.

The **equity** component of the POCR process asks reviewees to reflect on how their content mitigates the digital divide; amplifies student voices; highlights student services to support wellness and success; utilizes best practices for universal design for learning; includes multiple means of representation, action, expression, and engagement; celebrates diversity and inclusion; values students' diverse backgrounds, identities, and cultures; incorporates images that reflect diversity; addresses human bias; draws connections to students' lives and futures; and fosters care and connection. All of these equity components are foundational to the online course and foster student access, success, persistence, and completion.

The POCR **process** is built on a foundation of equity. We currently have two part-time faculty serving as Lead and Trainer, both of whom facilitate the statewide POCR training course, and one of whom serves on the Online Teaching and Learning Committee. They have built a POCR Canvas course with resources, and they offer POCR norming sessions, asynchronous discussions, a guided self-assessment, and links to submit reviews for feedback. They also offer one-on-one appointments and support the reviewee as they make revisions to their courses. Faculty have expressed how validating the process is and how accessible the Lead and Trainer are. This helps with retaining our reviewers and getting reviewees to the finish line. We are also recruiting from a diverse range of disciplines, and both part-time and full-time faculty serve as

reviewers and also submit their courses for review.

Measurable Outcomes and Deliverables

The extent to which the Equity Pedagogy and Practice Academy and Peer Online Course Review projects have met the project goals will be assessed in a number of ways. The measurable outcomes are outlined below:

	EPPA and POCR Outcomes		
	1. 60 faculty will complete the EPPA and Equity Showcase	2. 20 faculty will complete POCR and earn the "Quality Reviewed" Badge	3. SSEC will collect and analyze disaggregated equity data for EPPA and POCR courses
EPPA and POCR Goals			
Address strategies for equitizing and humanizing online classes	X	X	X
Implement innovative equity-conscious pedagogies in online learning	X	X	X
Reduce equity gaps for retention and success in online instruction	X	X	X

Outcome #1: Up to 60 faculty will complete the EPPA professional development course and Equity Showcase. By completing the academy and the Equity Showcase, faculty will have developed and implemented strategies that align with the Peralta Online Equity Rubric, culturally responsive and equity-minded online teaching, Universal Design for Learning, and humanized instructional elements.

Outcome #2: Up to 20 faculty will complete the local Peer Online Course Review (POCR) process and earn the "Quality Reviewed" badge. By earning the Quality Reviewed badge, this means that the faculty member's course is aligned to all 44 criteria outlined in the CVC-OEI Course Design Rubric, which includes course design, interaction, assessment, and accessibility as well as the 8 Peralta Equity Rubric criteria.

Outcome #3: Equity gaps in EPPA and PORC-badged courses will be reduced for Black/African American students, Latinx students, and Native American students.

Timeline

The grant period begins June 15, 2023. The Equity Pedagogy and Practice Academy (EPPA) professional development course will be developed in the Summer of 2023 by the Distance Education coordinator (DEC) in collaboration with the Student Success and Equity coordinator (SSEC) and the Teaching and Learning Coordinator (TLC). Recruitment for EPPA co-facilitators will begin on July 1 with facilitators selected by September 1. The Learning and Technology Resources Dean, the Dean of Student Success and Equity, the DEC, the SSEC, and the TLC will all work collaboratively to make the final facilitator selections.

Recruitment for the Fall 2023 EPPA and PO CR cohorts will commence August 1, 2023, with a projected EPPA start date of October 1, 2023 and PO CR start date of September 1. Priority will be given to faculty who have completed, or are concurrently enrolled in, EMTLI. PO CR participation will conclude by the end of the last week of regular classes in December of 2023. The DEC, SSEC, and TLC will work to refine the EPPA course between the conclusion of the fall cohort and the beginning of the spring cohort.

Recruitment for the Spring 2024 EPPA and PO CR projects will commence on November 1, 2023. The projected start date for the Spring 2024 EPPA cohort is March 1, 2024, and the projected start date for the Spring 2024 PO CR cohort is February 1, 2024 with participation concluding by May 31, 2024.

At the conclusion of the 2024 academic year, the Institutional Effectiveness Specialist will collect data for the courses that have been through EPPA and PO CR and submit a summary to the LTR Dean, Dean of Student Success and Equity, the DEC, the SSEC, and the TLC. The Deans and Coordinators will then analyze the data to inform the changes that need to be made to either EPPA or PO CR. The Institutional Effectiveness Specialist will also work collaboratively with the Deans and Coordinators to submit required reports to the Chancellor's Office in NOVA.

The EPPA and PO CR projects will follow the same timeline for the 2024-2025 academic year.

PART 3: PROJECT MANAGEMENT/INSTITUTIONAL COMMITMENT

Jessica Hurtado Soto, Dean of Learning Technology Resources (LTR) will be appointed as the Project Lead. The Dean of LTR oversees distance education for Cuyamaca College. With over 11 years of experience working in higher education and with over 6 years of experience working directly for distance education efforts through the CVC-OEI. The Dean of LTR will oversee day-to-day operations, providing interventions as needed and submitting required reports and

data to the Chancellor's Office. The Distance Education Coordinator, will support the Dean of LTR with the designing and execution of the EPPA and POCR activities, along with outreach, recruitment and tracking program participants. The Associate Dean of Student Equity and Engagement will support the Distance Education Coordinator with the design and execution of the EMTLI activities along with outreach, recruitment and tracking program participants. In addition, Alicia Muñoz Interim Vice President of Instruction will be the executive level sponsor for the project. College resources and personnel available to support the project include:

Partnerships

- Institutional Effectiveness, Success, and Equity Office
- DSPS High Tech Center- Accessibility Support

Personnel

- Interim Vice President of Student Services
- Associate Dean of Student Equity and Engagement
- Teaching and Learning Coordinator
- Student Success and Equity Coordinator
- Institutional Effectiveness Specialist

Describe the integrated role of Institutional Effectiveness in providing support for data collection and evaluation to support DEIA integration and institutionalization in teaching and learning. Explain how student outcomes are incorporated into the project evaluation of the workplan.

I. Describe the college's plan to sustain successful DEIA interventions upon completion of the grant funded activities.

Upon completion of the academy, the LTR team will sustain successful DEIA interventions upon completion of the grant seek support from the college general fund to continue support for local POCR. During the EPPA partnership with the Equity and student success division, the LTR division will seek support from local equity funds to continue training faculty beyond the grant period. In efforts to continue ongoing work to support DEIA professional development, the goal is to have EPPA established as the continuation to the existing Cuyamaca College Equity Minded Teaching Learning Institute. This will allow for greater completion of professional development

therefore increasing student success outcomes in both in person and online courses. The SEAP and Pathways funds will be the sources of additional funding for 2023-2025.

EPPA Course Development

The Distance Education Coordinator (DEC), Student Success and Equity Coordinator (SSEC), and the Teaching and Learning Coordinator (TLC) will develop the Equity Pedagogy and Practice Academy (EPPA) and refine the course after each iteration. The DEC will lead the course design efforts, while the SSEC and TLC will vet the content.

Recruitment

The DEC and SSEC will recruit faculty to participate in the EPPA, giving first priority to those who have completed the Equity Minded Teaching and Learning Institute (EMTLI) or who are concurrently enrolled. With the SSEC being the faculty lead for EMTLI, they have access to the list of faculty who have, or are currently, enrolled in the institute. If there are remaining seats available in the EPPA, the DEC will recruit faculty from the distribution list of current online instructors at Cuyamaca College. The DEC will recruit POCR participants, prioritizing those faculty members who completed EPPA. If there are additional spots available, the DEC will recruit using an interest form, to be sent to current asynchronous online instructors.

EPPA Co-Facilitation

The EPPA will have two co-facilitators for each course section. The Dean of Student Success and Equity and the Dean of Learning and Technology Resources will oversee the process for selecting the course facilitators, taking care to select faculty who have completed EMTLI, are seasoned online instructors, or both.

POCR Team

Cuyamaca has a locally certified POCR team, which consists of the POCR Lead, who oversees the project and ensures that each step in the process is completed; the POCR Trainer, who supports faculty who are working to align their courses; and the reviewers, who evaluate the courses based on the criteria listed in the CVC-OEI Course Design Rubric.

Tracking Program Participants

The DEC will track the EPPA and POOCR participants in the current DE Airtable Database, which currently houses documentation of DE certification status and other relevant records related to online teaching. Management of program tasks

Data Collection and Reports

The SSEC will request disaggregated equity data from the Institutional Effectiveness Office for the participating faculty members for both the EPPA and POOCR. The Institutional Effectiveness Specialist will collect the data and share it with the SSEC, DEC, and TLC. The DEC, SSEC, and TLC will collaborate on submitting any required reports and data to the Chancellor's Office.

Sponsor & Support

The Dean of Learning Technology Resources who oversees Distance Education will be the administrator over this project. The Instructional Design Technology Specialist will be available to support faculty as they implement their equity-minded and culturally responsive teaching elements into their online courses and align their courses to the CVC-OEI Course Design Rubric for POOCR. The SSEC, TLC, and DEC will also be available to support faculty, either as co-facilitators of EPPA, as support personnel, or both, depending on who is facilitating the course that term.

Institutional Effectiveness

The office of Institutional effectiveness, namely the Institutional Effectiveness Specialist, will help support efforts to gather data in efforts to address the Equity gaps in EPPA and PORC-badged courses and reduce these equity gaps for Black/African American students, Latinx students, and Native American students.

PART 4: BUDGET AND BUDGET NARRATIVE

Budget

The tables below outline the 2-year budget to fund the Equity Pedagogy and Practice Academy (EPPA), Peer Online Course Review (POOCR), the Equity-Minded Teaching & Learning Institute (EMTLI), and the Institutional Effectiveness Specialist.

Budget Summary: 2023-2024

Object of Expenditure	Classification	Project Funds Requested
1400	Non-Instructional Salaries	106,799
2100	Classified Salaries	6,500
3000	Employee Benefits	29,012
Total Direct Cost		\$142,311
Total Indirect Cost (5%)		\$7,116
Total Program Cost		\$149,427

Budget Detail for 2023-2024

Object of Expenditure	Classification	Cost*	Number	Requested Funds
1400	Non-Instructional Salaries: EPPA PD Course Development & Refinement	15 hours x \$77**/hr = \$1,155	3 course developers	\$3,465
1400	Non-Instructional Salaries: EPPA PD Course Co-Facilitation	20 hours x \$77*/hr = \$1,540	4 (2/course section)	\$6,160
1400	Non-Instructional Salaries: EPPA PD Course Faculty Participants	20 hours x \$77/hr \$1,540	Up to 30 faculty participants/ yr (depending on hourly rate)	Up to \$46,200
3000	Employee Benefits EPPA Employee Benefits	(24% added to total EPPA Non-Instructional Salaries)		\$13,398
Total for EPPA for 2023-2024 Academic Year				\$69,223
1400	Non-Instructional Salaries: POCR Lead	42 hours x \$77/hr = \$3,234	2 semesters	\$6,468

1400	Non-Instructional Salaries: POCR Trainer	42 hours x \$77/hr = \$3,234	2 semesters	\$6,468
1400	Non-Instructional Salaries: POCR Course Submitter	13 hours x \$77/hr = \$1,001	10	\$10,010
1400	Non-Instructional Salaries: POCR Reviewers	7 hours x \$77/hr = \$539 (2/course)	20	\$10,780
1400	Non-Instructional Salaries: @ONE POCR Training	4 hours x \$77/hr = \$308	4	\$1,232
1400	Non-Instructional Salaries: Local Training Sessions	1 hour x \$77/hr = \$77	10	\$770
3000	Employee Benefits POCR Employee Benefits	(24% added to gross amount)		\$8,574.72
Total for POCR for 2023-2024 Academic Year				\$44,302.70
1400	Non-Instructional Salaries: EMTLI Faculty Participants	18 hours x \$77/hr = \$1,386	11	\$15,246
3000	Employee Benefits EMTLI Employee Benefits	(24% added to gross amount)		\$3,659.04
Total for EMTLI for 2023-2024 Academic Year				\$18,905.04
2100	Classified Salaries: Institutional Effectiveness Specialist	\$6,500	1	\$6,500
3000	Employee Benefits: Institutional Effectiveness Specialist	(52% added to gross amount)	1	\$3,380
Total for Institutional Effectiveness Research for 2023-2024 Academic Year				\$9,880
Total Direct Cost				\$142,311
Total Indirect Cost (5%)				\$7,116

	Total Program Cost	\$149,427
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Budget Summary: 2024-25

Object of Expenditure	Classification	Project Funds Requested
1400	Non-Instructional Salaries	106,799
2100	Classified Salaries	6,500
3000	Employee Benefits	29,012
Total Direct Cost		\$142,311
Total Indirect Cost (5%)		\$7,116
Total Program Cost		\$149,427

Budget Detail for 2024-2025

Object of Expenditure	Classification	Cost*	Number	Requested Funds
1400	Non-Instructional Salaries: EPPA PD Course Development & Refinement	15 hours x \$77**/hr = \$1,155	3 course developers	\$3,465
1400	Non-Instructional Salaries: EPPA PD Course Co-Facilitation	20 hours x \$77*/hr = \$1,540	4 (2/course section)	\$6,160
1400	Non-Instructional Salaries: EPPA PD Course Faculty Participants	20 hours x \$77/hr \$1,540	Up to 30 faculty participants/ yr (depending on hourly rate)	Up to \$46,200
3000	Employee Benefits EPPA Employee Benefits	(24% added to total EPPA Non-Instructional Salaries)		\$13,398
Total for EPPA for 2024-2025 Academic Year				\$69,223

1400	Non-Instructional Salaries: POCR Lead	42 hours x \$77/hr = \$3,234	2 semesters	\$6,468
1400	Non-Instructional Salaries: POCR Trainer	42 hours x \$77/hr = \$3,234	2 semesters	\$6,468
1400	Non-Instructional Salaries: POCR Course Submitter	13 hours x \$77/hr = \$1,001	10	\$10,010
1400	Non-Instructional Salaries: POCR Reviewers	7 hours x \$77/hr = \$539 (2/course)	20	\$10,780
1400	Non-Instructional Salaries: @ONE PCR Training	4 hours x \$77/hr = \$308	4	\$1,232
1400	Non-Instructional Salaries: Local Training Sessions	1 hour x \$77/hr = \$77	10	\$770
3000	Employee Benefits POCR Employee Benefits	(24% added to gross amount)		\$8,574.72
Total for POCR for 2024-2025 Academic Year				\$44,302.70
1400	Non-Instructional Salaries: EMTLI Faculty Participants	18 hours x \$77/hr = \$1,386	11	\$15,246
3000	Employee Benefits EMTLI Employee Benefits	(24% added to gross amount)		\$3,659.04
Total for EMTLI for 2024-2025 Academic Year				\$18,905.04
2100	Classified Salaries: Institutional Effectiveness Specialist	\$6,500	1	\$6,500
3000	Employee Benefits: Institutional Effectiveness Specialist	(52% added to gross amount)	1	\$3,380
Total for Institutional Effectiveness Research for 2024-2025 Academic Year				\$9,880

	Total Direct Cost	\$142,310.74
	Total Indirect Cost (5%)	\$7,115.54
	Total Program Cost	\$149,426.28

*all figures are subject to variance, as payments are allocated based on each faculty member’s non-classroom hourly rate.

**Max hourly rate at the college is \$77/hr.

Project Management & Funding Request Rationale

Equity Pedagogy and Practice Academy (EPPA)

In collaboration with the Student Success and Equity coordinator (SSEC) and the Teaching and Learning Coordinator (TLC), the Distance Education Coordinator (DEC) will develop the EPPA course, adopting content from three courses that are available on the Canvas Commons: the Peralta Equity course, the @ONE Equity and Culturally Responsive Online Teaching course, and the @ONE Humanizing Online Teaching and Learning course. The payments will be split among the three coordinators and be paid at the coordinators’ non-classroom hourly rate. To account for employee benefits, 24% of the payment was added and included under the “Employee Benefits” line item.

The DEC will identify and import all relevant modules into the local Cuyamaca Canvas shell and do a preliminary organization of the modules. The DEC will also take the lead on course design, ensuring the course is aligned to the CVC-OEI course design rubric that is used in POCR. The SSEC and TLC will vet the content to ensure it is aligned with the principles of equity-minded pedagogy and recommend adjustments, as necessary. After each term that the EPPA course is offered, the three coordinators will collaborate on any revisions that need to be made to the course.

For each of the four semesters during the 2023-2025 academic years, the EPPA course will be offered once per term, for a total of 4 course offerings. Up to 15 faculty will be invited to enroll in each course section. In order to offer robust feedback from two different perspectives, each course will be co-facilitated by two lead faculty members. Each co-facilitator will be tasked with offering feedback to half of the faculty participants and rotating each week (i.e., in week 1, facilitator 1 responds to faculty whose last name begins with A-L and facilitator 2 takes M-Z; in week 2 facilitator 1 and 2 switch, and so on). This method allows faculty to receive feedback from two different lead instructors who can provide different lenses, which leads to more opportunities for growth. To account for employee benefits, 24% of the payment was added and included under the “Employee Benefits” line item.

Each faculty participant who completes the course and submits a final deliverable that aligns with the course learning outcomes will earn a payment to be paid at the faculty member’s non-classroom hourly rate. This rate was calculated using the highest possible non-classroom

rate of \$77 and 20 hours of service. To account for employee benefits, 24% of the payment was added and included under the “Employee Benefits” line item.

Peer Online Course Review (POCR)

Receiving POCR funding for two years will allow the team to work on norming the reviewers, guiding the course submitters, collecting and analyzing the disaggregated equity data, and refining the process for the next year. POCR aligns with both Cuyamaca’s strategic goals and the Distance Education goals to close equity gaps in retention and success and offer equity-minded professional development to faculty. Last, approving this funding request will support an increased number of students who choose to enroll in DE classes since the start of the pandemic.

The bulleted items below illustrate the rationale for this funding request:

- COVID has resulted in *weakened connections* within and between faculty and students and the greater campus community. POCR establishes clear guidelines for not only maintaining those connections, but also building a meaningful classroom community where students can thrive. This is particularly valuable given that more and more students are electing to enroll in online classes.
- As a result of the pandemic, our *online course offerings increased to 72%*, and we anticipate that our online offerings will remain higher than pre-pandemic figures, as both faculty and students have both become accustomed to, and enjoyed the flexibility that online courses offer.
- As the Chancellor has been working to transition faculty back to campus, *many faculty are hesitant to get back into the classroom or have grown to enjoy teaching online*. Due to the hierarchy that exists between full-time and part-time faculty, full-timers are able to choose their classes first, and many have chosen to teach more online sections than semesters past. The courses that are left are on-ground classes, which have fallen to our most vulnerable faculty members, who are part-timers. POCR would allow faculty, and especially many part-timers, to badge their courses, making a strong case for them to receive online teaching assignments.
- The *POCR Lead* will work with faculty to offer a range of knowledge, skills, and abilities regarding POCR and online instruction more broadly in order to facilitate immediate, short-term, and long-term impacts for faculty’s courses, their students, and the campus as a whole. Specifically, the Lead will
 - Attend statewide POCR Norming sessions
 - Organize local norming and training sessions
 - Offer guidance for developing the content of the training and norming sessions
 - Organize and coordinate the peer review groups
 - Review the narrative course feedback for the first, second reviews, and accessibility reviews, and keep records on the quality of the reviews to discover training needs

- Develop and disseminate sample course reviews to the course reviewers in order to maintain norming practices and standards
- Communicate with the reviewers to guide them through the process
- Meet with the POCR Trainer to discuss badging
- Make the final determination regarding the awarding of POCR badges
- The ***POCR Trainer*** will translate established, and sometimes shifting, statewide POCR norms to ensure that faculty and reviewers are current and our growing community of practice responds to how COVID/pandemic has and is changing online education. Specifically, the PCOR Trainer will:
 - Attend statewide POCR Norming sessions
 - Develop and facilitate the local norming and training sessions during the semester
 - Meet with the 1st reviewer and reviewee after the completion of the 1st review to translate rubric feedback and guide reviewee course revisions
 - Mentor reviewees during the course revision process
 - Meet with the POCR Lead to discuss badging
- The ***POCR Course Submitter*** will submit their course for review, complete a robust self-assessment to make a first attempt at aligning their course to the rubric, complete any revisions necessary after each of the two peer reviews, and ultimately align their course to all criteria, both in the CVC-OEI Rubric and the Peralta Equity Rubric.
- ***POCR Course Reviewers*** will score the course as “Incomplete,” “Aligned,” or “Exemplary” for each criteria in both the CVC-OEI Rubric and the Peralta Rubric. Additionally, the reviewers will provide examples from the course to explain the rationale for each criterion score. If necessary, the reviewers work with the POCR Lead to modify their evaluations to align with the best practices promoted by the CVC.

To account for employee benefits, 24% of the payment was added and included under the “Employee Benefits” line item for all POCR payments.

Equity-Minded Teaching and Learning Institute (EMTLI)

This grant proposal includes partial funding for continued support of EMTLI, as recruitment for EPPA and POCR will prioritize those who have completed, or are concurrently enrolled in, EMTLI. The remaining funding required to support EMTLI will be funded through Cuyamaca’s SEAP and Pathways funds for 2023-25. To account for employee benefits, 24% of the payment was added and included under the “Employee Benefits” line item.

Institutional Effectiveness Specialist

The Institutional Effectiveness Specialist will lead efforts to collect data related to assessing the outcomes for EPPA and POCR. As the Institutional Effectiveness Specialist is a classified staff member, to account for regular employee benefits, 52% of the payment was added and included under the “Employee Benefits” line item.

Appendix A: Budget Detail Sheet

Appendix B: Grant Application Signature Sheet

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