Designing a Cohesive, Equity-embedding Framework for Student Success

Ventura College
Applied Science Center, Room 150
August 10, 2017

Paula Brown
Arnita Porter
Icebreaker
Think-Pair-Share

• Think: What do you want to impact or change as a result of our conversation today?

• Pair: Find someone close by

• Share: Share your answer with each other
AGENDA

8:30 - 9:00 am  LIGHT BREAKFAST, SIGN-IN

9:00 - 9:15 am  Welcome, Introductions, Icebreaker

9:15 - 11:00 am  Session 1, Activities

11:00 - 11:15  BIO BREAK

11:15 - 12:30 pm  Session 2, Activities

12:30 – 1:00 pm  Reflections, Next Steps, Feedback

1:00 – 2:00 pm  LUNCH
GOALS

1) Provide an overview of an Equity Framework, Culturally Responsive Teaching and Learning (CRTL), and Appreciative Inquiry (AI).

2) Discuss principles and practices to support your goals, enhance the valuable service you provide, and deepen your practice.

3) Identify strategies and activities to embed equity-based practices and align with campus goals to close achievement gaps and increase student success rates.

“The secret in education lies in respecting the student.”

Ralph Waldo Emerson
Equity

Raising the achievement of all students

Educational: Educators provide all students with the individual support they need to reach and exceed a common standard (Linton, 2011; p. 39)

Institutional Educational policies, processes and practice that guarantee educators provide all students with the individual support they need to reach and exceed a common standard or expectation (Linton, 2011; p.87)
Initiatives

**Student Success and Support Program (SSSP) (formerly Matriculation)** - ensures that all students complete their college courses and persist to the next academic term, and achieve their educational goals.

**Basic Skills Initiative (BSI)** focuses on Student Success and Readiness, credit and noncredit basic skills and ESL, as well as adult education and programs designed to help underprepared students.

**Student Equity (SE)** focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students. “Success indicators” identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities, foster youth, veterans and low income students.

**Basic Skills Student Outcomes and Transformation (BSSOT) Program** 64 colleges were awarded $89 million to improve the progression rate of students needing basic skills instruction into college-level instruction by implementing or expanding innovations and redesign in the areas of assessment, student services, and instruction. within a five-year period:
CCC Snapshot

• 114 Campuses
• More than 2.1 million students
• Over 67% are students of diverse backgrounds
• Roughly 53 percent are female
• the state’s primary entry point into college
• the primary system for delivering CTE, workforce training, adult education, ESL, and a lifelong learning opportunities for California’s diverse communities.
• past five years - sustained reform efforts in the areas of student success, transfer, and career technical education, with plans to scale and build on successes.

• www.cccco.edu
• https://vision.foundationccc.org/executive-summary/
Most students who enter a community college never complete a degree or certificate or transfer to a 4-year university. Researchers project that California’s public higher education system is not producing nearly enough educated graduates to meet future workforce needs.

CCC students who do reach a defined educational goal such as a degree or transfer take a long time to do so, often accumulating many excess course credits along the way.

Older and working CCC students are often left behind in the system, lacking services and financial aid that suit their needs.

CCCs are more expensive than they appear—both to students and taxpayers—because of slow time-to-completion and a lack of financial aid to cover students’ living expenses.

Serious and stubborn achievement gaps persist across the CCCs and high-need regions of the state are not served equitably.
Equity

• Raising the achievement of all students
• Narrowing the gap
• Eliminating racial predictability and disproportionality

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**Institutional** Educational policies, processes and practice that guarantee educators provide all students with the individual support they need to reach and exceed a common standard or expectation (Linton, 2011; p.87)
Vision for Success

CCC Goals by 2022

- **Increase** associates degrees, credentials, certificates, or specific skill sets for in-demand jobs. (20%)

- **Increase** annual transfers to UCs or CSUs. (35%)

- **Decrease** average number of units for associate’s degrees, from approximately 87 to 79 total.

- **Increase** the percent of gainfully employed CTE students from 60% to 69%

- **Reduce equity gaps and cut achievement gaps by 40% within 5 years; fully close gaps within 10 years.**

- **Reduce regional achievement gaps at colleges located in regions with the lowest educational attainment of adults; ultimate goal fully close regional achievement gaps within 10 years.**

  • [https://vision.foundationccc.org/executive-summary/](https://vision.foundationccc.org/executive-summary/)
### Student Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
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<tr>
<td>Male</td>
<td>5,796</td>
<td>45</td>
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<td>Female</td>
<td>7,008</td>
<td>54</td>
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<td>Unknown</td>
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### Student Ethnicity

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<tr>
<th>Ethnicity</th>
<th>Number</th>
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<tr>
<td>Asian</td>
<td>591</td>
<td>4.5</td>
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<tr>
<td>African American/Black</td>
<td>289</td>
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<td>Hispanic</td>
<td>7,741</td>
<td>59.6</td>
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<tr>
<td>American Indian/Aslakan</td>
<td>47</td>
<td>0.4</td>
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<tr>
<td>Pacific Islander</td>
<td>32</td>
<td>0.2</td>
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<tr>
<td>Two or More Races</td>
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<tr>
<td>White</td>
<td>3,719</td>
<td>28.6</td>
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<td>Unreported</td>
<td>98</td>
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### Student Age

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<th>Age</th>
<th>Number</th>
<th>Percentage</th>
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<td>18 or younger</td>
<td>934</td>
<td>7.2</td>
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<td>18-19</td>
<td>3,650</td>
<td>28.1</td>
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<tr>
<td>20-21</td>
<td>2,716</td>
<td>20.9</td>
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<td>22-24</td>
<td>1,950</td>
<td>15.0</td>
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<td>25-29</td>
<td>1,602</td>
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<td>30-34</td>
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<td>5.5</td>
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<td>35-39</td>
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<td>40-49</td>
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<td>50-64</td>
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<td>3.1</td>
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<td>65+</td>
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<td>0.5</td>
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<td>Average Age</td>
<td>24</td>
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### College Employees / Fall 2016

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<tr>
<td>Full-Time Faculty</td>
<td>158</td>
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<tr>
<td>Part-Time Faculty</td>
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<tr>
<td>Classified</td>
<td>142</td>
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<tr>
<td>Managers</td>
<td>14</td>
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</table>

### Transfer Data (2013/14)

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>To University of California</td>
<td>171</td>
</tr>
<tr>
<td>To California State University</td>
<td>662</td>
</tr>
</tbody>
</table>
VENTURA COLLEGE
Ventura College, 4667 Telegraph Road, Ventura, CA 93003 (805) 289-6000 www.venturacollege.edu

PROGRAMS & OPPORTUNITIES

Associate of Arts and Associate of Sciences Degrees offered in 33 majors.

Certificates of Completion and Proficiency Awards in 61 areas of study.

Transfer Guarantee Agreements with CSUCI, CSUN, UC Davis, UC Santa Barbara, and UC Santa Cruz.

K-12 Students can earn dual credit (both high school and college credit) working with their own high schools and middle schools, or by enrolling with El Camino High School, located onsite.

More than 17 Campus Clubs, including Alpha Gama Sigma (the Honor Society) and leadership opportunities through Associated Students at Ventura College (ASVC).

Ventura College

Our Vision
Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

Our Mission
At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

Our Guiding Principles
At Ventura College, we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect.

We are committed to these Guiding Principles in all that we do:
- Embrace the strength of diversity
- Listen with intensity and compassion
- Communicate with integrity and patience
- Design student-centered solutions
- Spark self-confidence and a sense of discovery
- Pursue our vision and goals with passion

College Employees / Fall 2016

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<tr>
<td>Classified</td>
<td>142</td>
</tr>
<tr>
<td>ID</td>
<td>Planned Start and End Date(s)</td>
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<tr>
<td>----</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>F.5</td>
<td>1. Achieving the Dream (June 2015 - June 2018)</td>
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<tr>
<td></td>
<td>2. Fall 2015 College Data Summit (Fall 2015)</td>
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<td></td>
<td>3. Workshops/Forums/Speakers/conferences/trainings (spring 2015 - fall 2015, throughout the academic year)</td>
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<tr>
<td></td>
<td>4. Faculty Academy (spring 2015 - fall 2015, throughout the academic year)</td>
</tr>
<tr>
<td></td>
<td>5. Teaching/Learning Center (spring 2016)</td>
</tr>
<tr>
<td></td>
<td>7. Student Equity Faculty Co-Chair (2015-2016)</td>
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</table>
Traditionally, marginalized students experience challenges and barriers that result in lower completion rates and inequitable outcomes.
HISPANIC SERVING INSTITUTIONS (HSI)

• Academic success is an important family goal
• Desire to make money, support family and make a difference.
• 1st generation parents and family members need to understand the commitment needed for college success.
• Family support and role increases the Hispanic students academic success.
• Language and college culture can be a barrier
• There is a desire to be a part of organizations and classes
• Over ½ who attend college attend community college
• Encourage transfer and higher earning potential
THE STUDENT ATHLETE

• Academic and athletic success are connected and need to be encouraged.
• Student athletes face specific stereotype threat
• Connect to their knowledge of winning and hard work
• Strengths are based on team support and student-centered culture.
• Need time management, focus, and academic skill building
SHIFT FROM A DEFICIT-MINDED FRAME......

- Deficit-Minded Frame
  Emphasis on qualities that students lack or knowledge they “should” have...
  - How to Learn
  - Discipline
  - Time
  - Motivation
  - Commitment
  - Engagement
  - How to “Be a College Student”
  - Direction
  - How to Navigate the University System

USC Center for Urban Education
TO AN EQUITY-MINDED FRAME

- Conscious of diversity
- Focus on those capable of making change
- Assume responsibility for the elimination of inequity
- Minding equity gaps
- Institutional effort
- Call attention to inequities

Equity-Minded Frame

Emphasis on institutional responsibility

USC Center for Urban Education
CULTURE

Culture is the characteristics and knowledge of a particular group of people defined by

- Language
- Religion
- Cuisine
- Social habits
- Music and the arts

Cultural Identities
Cultural Competence

• Knowledge, attitudes, skills, and practices

• Allows individuals to form relationships and create learning environments

• Supports the academic achievement and personal development of learners from diverse racial and cultural groups
Cultural Humility

• Process of self-reflection and self-critique

• Commitment to understanding and respecting different points of view

• Promotes engaging with others humbly, authentically, and from a place of learning (Tervalon & Murray-Garcia, 1998)
Cultural Humility ask us to…

• Meet each person where he or she is
• Suspend judgment
• Resist the need to impose personal values, beliefs, “truths,” and notions of right and wrong
• Reduce the harm of prejudice and oppression
• Challenge and name assumptions and biases
• Share the hidden rules of success
• Redefine the cultural norms of an organization
• Open opportunities for equity
Equity Principles

• Content Integration
• Knowledge Construction
• Equity Pedagogy
• Prejudice Reduction
• Institutional Culture
Three dimensions of Cultural Humility

• Lifelong learning & critical self-reflection

• Recognizing and challenging power imbalances for respectful partnerships

• Institutional accountability

• https://youtu.be/SaSHLbS1V4w
CULTURALLY RESPONSIVE TEACHING & LEARNING (CRTL)

• Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. (Ladson-Billings, 1994).

PRINCIPLES
• Communication of High Expectations
• Active Teaching Methods
• Teacher as Facilitator
• Inclusion of Culturally and Linguistically Diverse Students
• Cultural Sensitivity
• Reshaping the Curriculum
• Student-Controlled Classroom Discourse
• Small Group Instruction and Academically-Related Discourse
Meanings of Culture and Race
- Culture is everywhere
- Race matters

Exploring Mindsets and Learning
- Fixed vs. Growth Mindset Praising Effort (Carol Dweck)

Overcoming Stereotype Threat
- Learning Barriers
- Unconscious Bias, Microaggressions, Stereotype Threat, Privilege

Social Capital and Learning
- Who you know greatly influences what you will learn and know.
- Importance of creating “knowledge” capital networks
- Access to certain social resources within networks of people and knowledge systems.
What is Appreciative Inquiry?

• An approach to change and development that is
• Grounded in strengths, assets, and capabilities
• Forward thinking and possibility focused
• A positive way of doing AND thinking and that
• Builds on the understanding that what we focus on grows
• Practices the art of asking unconditional positive questions
• Values the power and potential of the stories we construct and tell
How can AI help us look at things another way?

Appreciative Inquiry is

• a process-oriented change model that uses the power of
• appreciating and inquiring as the fundamental components
• for realizing transformation
• an invitation to a positive revolution
• a way of being
• a holistic posture of standing in front of a situation and of engaging with others with the will and the
• curiosity to look into what there is to be valued in order to imagine,
• most boldly, what is possible for the future”
How are Time (and Effort) Differently Spent?

TIME & EFFORT

ACTING

PLANNING

CONSIDERING POSSIBILITIES

BUILDING RELATIONSHIPS

Ai process

Traditional process
A Positive View of Organizations

“Organizations are, first and foremost, centers of human relatedness, and relationships come alive where there is an appreciative eye, when people see the best in one another and the whole, when they share their dreams and ultimate concerns in affirming ways, and when they are connected in full voice to create not just new worlds, but better worlds. By making it possible for every voice to be heard, a life giving process is enacted.”

(from The Appreciative Organization by Harlene Anderson, David Cooperrider, et. al.)
“The deepest principle in human nature is the craving to be appreciated.” (William James)

“The task of leadership is to create an alignment of strengths, making weaknesses irrelevant”
(Peter Drucker)

“When you live your life with AI, you are cultivating a helio-tropic mindset, one that is turning and growing toward the light.”
(Robyn Stratton-Berkessel)
Appreciative Inquiry - Simply Put...

If we continue to search for problems, we will continue to find problems.

If we look for what is best and learn from it, we can magnify and multiply our success.
Affirmative Topic

Discovery
Appreciate “the best of what is”

Destiny
Create “what will be”

Dream
Imagine “what could be”

Design
Determine “what should be”
Framework for Appreciative Inquiry for Equity and Student Success Initiatives

1. Discovery Phase
   Identifying everything that is the best of “what is”

2. Dreaming Phase
   Thinking about what the “possibilities” are

3. Designing Phase
   Discussing and analyzing what “should” be

4. Delivery Phase
   Creating clear objectives of “what is going to be”
1. With your team choose an integrated goal to work with.
2. Using that goal, walk through the 4 phases and answer on a poster a response for each AI phase.
3. Share out one of the phases.

### Applying AI

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Discovery Phase</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Dreaming Phase</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Designing Phase</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>Delivery Phase</strong></td>
</tr>
</tbody>
</table>
BREAK
Activity: Inquiry into Equity Goals

Step 1: Think about an achievement/opportunity gap you’d like to impact

Step 2: On your post-it –answer the following questions: 4-3-2-1

– What have been 4 high impact activities related to this goal thus far?
– What are 3 ways Equity is embedded in the activities related to this goal?
– What are 2 pieces of student success data/evidence you have gathered?
– What is 1 major achievement thus far in implementing this goal?
NEXT...

Step 3: Gallery Walk-

Walk around the room and place a post-it next to the answer(s) that correlate with each number.
Gallery Walk:

Insights and Share Outs
Thank YOU!

Dr. Arnita Porter
arnita@3csn.org

Paula Brown, M.S.
paula@3csn.org
RESOURCES AND SUGGESTED READINGS


- **Cultural Humility, Peoples, Principles and Practices.** [https://www.youtube.com/watch?v=_Mbu8bvKb_U](https://www.youtube.com/watch?v=_Mbu8bvKb_U)

- **THE SAGUARO SEMINAR: CIVIC ENGAGEMENT IN AMERICA.** Dr. Robert Putman, Harvard Kennedy School, [http://www.hks.harvard.edu/programs/saguaro/about/about-saguaro](http://www.hks.harvard.edu/programs/saguaro/about/about-saguaro)


- **Stanton-Salazar, Ricardo** “Manufacturing Hope and Despair: The School and Kin Support Networks of U.S. Mexican Youth”


• Steele, Claude - Whistling Vivaldi and Other Clues to How Stereotypes Affect Us

• Dweck, Carol - Mindsets, The New Psychology of Success

• A GIRL LIKE ME - https://www.youtube.com/watch?v=PAOZhuRb_Q8

• STUDENTS DISCUSS STEREOTYPE THREAT - https://www.youtube.com/watch?v=W2bAlUKtvMk

• Steele, Claude. On Stereotype Threat https://www.youtube.com/watch?v=FAILyIROnrY

• What is Stereotype Threat- https://www.youtube.com/watch?v=iOLdxZC3Yp8

• VIDEO – Say what?! Small slights, big impact
  https://www.youtube.com/watch?v=f83xc1sM_j4

• VIDEO – Microaggressions in everyday life
  https://www.youtube.com/watch?v=BJL2P0JsAS4

• VIDEO – “White Like Me: Reflections on Race from a Privileged Son” | Talk at Google
  https://www.youtube.com/watch?v=oV-EDWzJuzk