WELCOME to GP Year 3!

B3- The Vision: Cultivating the Soil for a Collegewide Equity-Minded Approach to Student Services and Instruction

Fresno, CA
September 27, 2019

This Guided Pathways workshop is produced by the Career Ladders Project with funding from the California Community Colleges Chancellor’s Office.
The Vision: Cultivating the Soil for a Collegewide, Equity-Minded Approach Through Student Services and Instruction

Dr. Cynthia Olivo
Dr. Cristina Salazar-Romo
Pasadena City College
September 27\textsuperscript{th}, 2019
Session Outcomes

• Understand how to implement a vision at a community college
• Learn how to connect Student Services with Instruction to Implement an Equity Minded Approach
• Reflect upon ways you can implement vision at your respective campuses
Starburst Introduction
Starburst Introductions

• Red: Favorite hobbies
• Yellow: Favorite place on Earth
• Pink: Favorite memory
• Orange: Wildcard (your choice! Share what you would like about yourself)
LEADING FOR EQUITY
Signs of Improvement

Time to completion
3.6 years in 2016 → 3.2 years in 2017

Degrees awarded
3,151 in 2014-15 → 4,175 in 2016-17 → over 6,000 in 2017-18

Latino student degree completion rates
36.8% in 2014-15 → 43.7% in 2016-17
A cohort of 5,400 PCC students who first enrolled in Fall 2008 were tracked for 6 years.

241 (4% of the cohort) were African Americans.

African American Transfers to CSULA

2014

1 male
0 females
Data from the Aspen Institute, 2017
First-Year Retention

- U.S. Average: 52%
- Finalist Average: 64%
- Pasadena: 62%

Aspen College Excellence Program, Finalist Feedback Report, 2017
Three-Year Graduation and Transfer

- U.S. Average: 39%
- Finalist Average: 48%
- Pasadena: 49%

Aspen College Excellence Program, Finalist Feedback Report, 2017
Percentage of Students Who Transfer and Complete a Bachelor’s Degree

- U.S. AVERAGE: 42%
- FINALIST AVERAGE: 47%
- PASADENA: 52%

Aspen College Excellence Program, Finalist Feedback Report, 2017
Defining Equity at PCC

• In its simplest terms, we define equity as parity in educational outcomes for all students. This definition includes our understanding that historical and contemporary policies, practices, and discourses have created structural barriers for minoritized students. As such, we operationalize equity as an inquiry-based practice of identifying equity gaps (also called "achievement gaps"), and then investing the necessary material and human resources into strategic interventions to close those gaps.

• We embrace our identity as a college that is majority Students of Color and are committed to eradicating the equity gaps currently experienced most deeply by our African American and Latina/o/x communities.
PCC Students by the Numbers

Fall 2017 Credit Students:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino/a</td>
<td>50.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>23.6%</td>
</tr>
<tr>
<td>White</td>
<td>14.16%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3.6%</td>
</tr>
</tbody>
</table>
What did we do?

How did we change and improve?
PCC’s Equity Challenge:
Three-Year Graduation and Transfer

- PCC WHITE: 53%
- PCC URM: 38%
- U.S. AVERAGE URM: 34%

Aspen College Excellence Program, Finalist Feedback Report, 2017
PCC Completion Equity Gaps

Scorecard Data for Milestone Seeking students 2011-2017

Asian  
White  
Latino/a  
Black/African American

69.7%  
66.6%  
46.2%  
36.7%

CCC 2018 Student Success Scorecard
https://scorecard.cccco.edu/
How do we continue to change and improve?

1. We are nurturing a community of equity leaders.
2. We are shifting the campus mindset.
3. We are operationalizing equity.
Three legacy moments
The actions we took
The impact of those actions
1 Nurturing a Community of Equity Leaders

- Identifying our noble purpose
- Debunking the myths
- Creating a sense of urgency
- Coordinating our efforts
Legacy Moment:

CENTER for URBAN EDUCATION
5,537 first-time students tracked for 6 years...

Developmental Education  
N = 3,408  
- 12% earned an AA/AS  
- 5% earned a certificate  
- 25% transferred  
- 69% had no discoverable milestone

Non-Dev Education  
N = 2,129  
- 10% earned an AA/AS  
- 4% earned a certificate  
- 41% transferred  
- 55% had no discoverable milestone
Actions: risk-taking and innovation
Impact:
equity-minded leaders across the campus
Shifting the Campus Mindset

- Placing students first
- Being asset-minded
- Talking about race
- Focusing on career
Legacy Moment:

Working Together for Student Equity
October 6, 2016

Your participation will be imperative as we discuss strategies to address the needs of our most vulnerable students and develop strategies to close the achievement gap. You must RSVP via Eventbrite by September 30, 2016 if you plan to attend workshops or eat lunch.

Equity Pathways
An Equity Pathway is a series of professional development opportunities (-4) that will offered throughout the year focused on one of six themes:

- Equity in the Classroom
- Equity in Student/Customer Service
- Equity in Leadership
- Equity in Hiring
- Equity in Campus Culture
- Equity in Infrastructure

Kickoff workshops for each Equity Pathway will only be offered during Breakout session I. If you think you will participate in sustained professional development throughout the year, your attendance is highly encouraged. Any employee that completes the 4 professional development opportunities in a pathway earns an $800 laptop for the laptop loan program and a certificate of achievement.
Action: a year of planning
Impact:
student-centered services for students
Operationalizing Equity

- Communicating the message
- Braiding resources
- Revising policies and practices
- Hiring equity leaders
Action: equity training
Impact: conversations about our students
Legacy Moment:
2016, a dearth of diversity
New Faculty Seminar: Timeline

- Early 90s: Logistics
- Early 00s: Teaching and Learning
- 2010: Innovative Teaching for Social Justice
- 2015: Equity-minded and culturally responsive teaching
New Faculty Seminar: Learning Outcomes (18-19)

• Understand and apply frameworks of equity-mindedness and culturally responsive practices to best serve our students;
• Investigate PCC's student demographics, learning outcomes, and campus experiences through an equity lens;
• Become familiar with PCC's campus culture and student support services;
• Cultivate a community of social support with colleagues across the campus.
New Faculty Seminar: Core Texts

• *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* by Schoenbach, Greenleaf and Murphy

• *Note to Educators: Hope Required When Growing Roses in Concrete* by Duncan-Andrade

• *Preparing Culturally Responsive Teachers: Rethinking the Curriculum* by Villegas and Lucas

• *Gangstas, Wankstas, and Ridas: Defining, developing, and supporting effective teachers in Urban Schools* by Duncan-Andrade
The Equity-Minded and Culturally Inclusive Syllabus: Analysis Activity
New Faculty Seminar: Resources

• Personal Counseling
• DSPS
• Shared Governance
• FYE
• Early Alert
• Library
• Veterans Resource Center
• Guided Pathways
Learning from our students:
Student data
Student panel
Student writing
Student Video

Evidence/Interpretation Log
10 Most Critical Resources on your campus

Brainstorm List
New Faculty Summer Orientation: Pre & Post 2015-2016

- Assessment
- Student Population
- Culturally Responsive Pedagogy
- Equity-Mindedness
- Instructional/Pedagogical Best Practices
- Syllabus
- Campus & Facilities

![Bar chart showing comparison between Pre and Post surveys for various topics.](chart.png)
Hearing from our Faculty
“I have become more aware of my students as individual people, with individual struggles. I often find myself thinking that students who do poorly are solely responsible, and just don't care, or are lazy. This seminar has been a constant reminder that is nearly never the case. I have become more empathetic.”
“I hope to always work to improve my teaching by putting the affective domain of students first. I have felt this way for awhile but this seminar reinforced it all.”
“The conversations and reflections from our discussions have inspired me to approach my classes and students with a different mindset that focuses on their well-being along with their education.”
“Challenge myself to constantly re-evaluate my lessons. Be a better instructor by being invested emotionally. Be transparent and always teach the "why" of what we are doing. Encourage, elevate, expect more.”
Creating an Equity Framework for Campus-Wide Transformation
Leading for Equity

• Act with intention and courage
• Use evidence to persuade and change
• Be solution-oriented
• Talk about race
• Take risks
• Support and protect
• Stay relentlessly student-focused
CONTACT

Dr. Cynthia Olivo

cdolivo@pasadena.edu

Dr. Cristina Salazar Romo

cxsalazar@pasadena.edu