MJC Evidence Team Kick Off
Building Equity at Modesto Junior College
CUE Introductions

Deanna Cherry
Román Liera
Debbie Hanson
Before Lunch

10:00 AM  Registration, Coffee, and Light Breakfast
10:30 AM  Welcome & Introductions
          - Agenda Review & Icebreaker
          - Equity and Equity-Mindedness
11:15 AM  Modesto’s Course Completion Data
          - Presentation
          - Small group discussion
          - Reporting & prioritizing
12:30 PM  Lunch
After Lunch

1:00 PM  Intro. to Inquiry into Course Completion
1:45 PM  Break
2:00 PM  Building Buy-In
3:00 PM  Group Planning – Goals & Next Steps
3:15 PM  Evaluation and Acknowledgements
3:30 PM  Complete
Evidence Team

Jenni Abbott
Flerida Arias *
Paul Berger
David Chapman
Shelley Circle
Jillian Daly
Jacquelyn Forte
Jennifer Hamilton
Bobby Hutchison

Scott Kerlin
Eileen Kerr
Curtis Martin *
Allan McKissick
Eva Mo
William Newell
Kurt Olson
Martha Robles
Aishah Saleh
Al Smith
The **Evidence Team** engages in activities designed to learn how things are done on a campus.

They are a research team.

Team Leaders and members are selected for their:
- Capacity to engage in equity-minded discussion
- Ability as practitioner-researchers
- Knowledge of, or association with, the focal area.

**Team Introductions**
Warm up:

What is your favorite part of being on a team?
California Student Equity Plan

Success Indicators:
- Access
- Course Completion
- Basic Skills (ESOL, Math, English)
- Degree & Certificate Completion
- Transfer

Examine Data Disaggregated By:
- Race/Ethnicity
- Foster Care Status
- Veteran Status
- SES
- Gender
- Ability Status

Identify Equity Gaps:
- Course Completion Rate
- African American: 51%
- Asian Students: 73%

Equity Gap: -22

Set Equity Goals:
- Increase rate to 5% by Fall 2017.
Modesto’s Student Equity Plan

EQUITY GOALS

STUDENT EQUITY ACTIVITIES

- Professional Development & Research
- Direct Student Support
- Curriculum and Course Development
The Equity Scorecard Process

Laying the Groundwork
Defining the Problem
Assessing Interventions
Implementing Solutions
Evaluating Results
Principles of Change

1. Doing the Good
2. Participatory Process
3. Remediating Practices
4. Inquiry as a Change Strategy
5. Racial Inequity as a Problem of Practice
What success might look like...

### NEW INSIGHTS INTO INSTRUCTION

<table>
<thead>
<tr>
<th>Present</th>
<th>Could add</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation of participation (Could clarify “attendance vs. participation”)</td>
<td>Statements about all students being able to succeed</td>
</tr>
<tr>
<td>Policies, requirements, grading</td>
<td>Mention of student aspirations</td>
</tr>
<tr>
<td>Mention of CORE as campus resource</td>
<td>Connection to students’ historical and cultural backgrounds</td>
</tr>
<tr>
<td></td>
<td>Statements about how class can relate to lived experience</td>
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### IDENTIFYING BARRIERS TO GRADUATION

![Venn Diagram: Why am I not Transfer Ready?](image)

- Red: Math
- Green: GPA
- Blue: English

1, 3, 4, 6, 7, 19
THE WILL TO PUSH FORWARD WITH COURSE REDESIGN

NEW LANGUAGE

“Equity sightings”

READING

42 College Reading and Study Skills I
48 College Reading and Study Skills II (Formerly English 56)

WRITING

43 English Review
49 Basic Composition (Formerly English 51)

ENGLISH 101 PREPARATORY COURSES

All courses at this level are offered for college credit. Three units of course work at this level may be applied to the associate degree. Credit for courses at this level will count toward the determination of a student’s workload and eligibility for financial aid.

47A Accelerated Reading, Writing and Reasoning
64 Writing Essays
97 College Writing Skills
101 Reading and Composition
**Teacher A – Dev Math Success Rates Over 2 Years**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Teacher A</th>
<th>Average</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>55.6%</td>
<td>79.5%</td>
<td>-23.9%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>43.5%</td>
<td>55.8%</td>
<td>-12.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>78.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>65.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56.4%</strong></td>
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</tbody>
</table>

**Teacher A – Dev Math Success Rates for 2014/2015**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Teacher A</th>
<th>Average</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>62.1%</td>
<td>N/A</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>63.6%</td>
<td>53.6%</td>
<td>+10.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75.0%</td>
<td>70.3%</td>
<td>+4.7%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>81.8%</td>
<td>76.6%</td>
<td>+5.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68.4%</strong></td>
<td><strong>65.9%</strong></td>
<td><strong>+2.5%</strong></td>
</tr>
</tbody>
</table>
SUPPORTING INNOVATION THROUGH LEADERSHIP COACHING AND CHANGE LABS
Leveraging your work to expand equity campus-wide

- How to engage faculty in dialog about improving outcomes for special populations
- How to gain allies and how to engage the resistant
- Strategies to gain buy-in on campus
- Student equity is still a touchy subject
- Ways to represent data to faculty and administrators that is palatable enough to foster change
- Getting more faculty, staff, and administrators involved
What do we mean by equity?
Equity is...

Representational Equity: The proportional participation of historically underrepresented student populations at all levels of an institution.
Equity is...
Diversity ≠ Equity

Equality ≠ Equity
How do we typically understand the problem of racial-ethnic educational inequities?
We typically think that...

Student Commitment + Student Effort = Student Success
**Counselor:** This may be an issue for Latino students because of pressure from family to stay close to home.

**Dean:** More Black and Latino students may transfer to the local four-year college than to the state's leading university because the state college is closer to home.

**Pie Chart 1:**
- Total College Enrollment:
  - White: 35%
  - Latino: 40%
  - Other: 25%

**Pie Chart 2:**
- Transfers to Flagship U:
  - White: 48%
  - Latino: 20%
  - Other: 32%
But our understanding of the problem is a PROBLEM

Lack of...

- Preparedness
- Direction
- Engagement
- Commitment
- Interaction with Faculty
- Time
- Study Skills
Deficit Perspective

Viewing inequities as a result of student deficits.

Attributing unequal outcomes to the students who experience them.
Noticing racial inequities

Acknowledging that practices may not be working

Understanding inequity as a dysfunction of structures, policy, and practices

Questioning assumptions, recognizing stereotypes and implicit biases

Taking action to eliminate inequity
But what if we think that...

Institutional Commitment + Practitioner Effort = Student Success
Becoming Equity-Minded involves...

 Aggregate | Disaggregate

All Students: 49% | White Students: 57%
Latino/a Students: 40% | Asian Students: 32%
African Am. Students: 29%

...noticing racial inequities
Becoming Equity-Minded involves...

...acknowledging that practices may not be working.
Becoming Equity-Minded involves:

- Focusing on what we can control.
- Reframing the problem of racial inequity.

Student Deficits

Responsibility
Becoming Equity-Minded involves...

...questioning assumptions and recognizing stereotypes.
DATA PRESENTATION
LUNCH
INQUIRY INTO COURSE COMPLETION
<table>
<thead>
<tr>
<th>Inquiry Questions</th>
<th>Possible Inquiry Activities – EXAMPLES</th>
</tr>
</thead>
</table>
| 1. What is the ‘course culture’ in classrooms with low success rates? With high success rates? | • Classroom Observations  
• Syllabi Reviews  
• Review of Course Evaluation Responses  
• Review of Faculty Training Opportunities and Content                                                                                   |
| 2. How are students connected to support services?                                | • Student Support Map: What support services are available at MJC? How is their existence communicated to students? Which students use these services?  
• Observations: Observations of orientation sessions, tutoring services, student support events, etc.  
• Document Reviews  
• Interviews                                                                                                                               |
| 3. What is the process for course withdrawal and how do students learn about it?   | • Course withdrawal process map  
• Document reviews  
• Interviews                                                                                                                               |
| 4. What is the early alert process?                                              | • Early Alert Map: What is the early alert process?  
• Observations, Document Reviews  
• Considerations; Which faculty tend to use the early alert process? What are the implications of using or not using the process? |


In search...

...of EQUITY

THE BEST PRACTICES MODEL

Data  Equity Issue  Best Practices
In search... of EQUITY

CUE’s INQUIRY MODEL

Data → Identify Inequities → Goal Setting → Evaluation of Results → Practitioner Inquiry → Implementation of Informed Interventions
WHAT IS INQUIRY?

Why does this situation exist?

Why are things done in this particular way?

institutional policies and practices

FOCAL EFFORT
The purpose of inquiry is to make the familiar unfamiliar.
INQUIRY ACTIVITY
A STUDENT LENS

- Adopting a student lens - that seeks to understand how students experience your institution -- allows faculty and staff an opportunity to better understand the impact of their practices.

- This ‘lens’ may lead to new insights that might be lost if you looked at classes, academic support services, etc. from your own point of view.

- It can also prompt dialogues about shared or differing beliefs about practices on campus.
1. Review the data

2. Note down: What messages might this pattern of course taking communicate to a student – in particular a student of color?

3. Discuss: What else would you want to know?
1. Review the excerpts

2. Note down: What unintended messages might this language communicate to a student – in particular a student of color?

3. Discuss: What else would you want to know?
1. **Review the excerpts**

2. **Note down:** What might these practices communicate to a student – in particular a student of color?

3. **Discuss:** What else would you want to know?
WHY DO INQUIRY?

INQUIRY HELPS TO IDENTIFY:
• institutional practices that are supporting African American, Latina/o, Native American, and Asian students;
• practices that are inadvertently contributing to or failing to address inequities; and
• how practices could be modified, reconsidered, or replaced to increase equity.
Methods to study a practice

• Create a map of the practice—as espoused and as practiced
• Review documents associated with the practice
• Conduct a web scan for information on the practice
• Observe the practice
• Interview people involved in the practice
• Review data about practice outcomes
• Observe peer departments/schools to identify alternative practices
• Summarize “equity” inhibitors and enablers (practices, unspoken rules, language, expertise, people, policies, structures) in the practice
BUILDING BUY-IN
Common Forms of Resistance

1. Blame students

“They’re just not prepared. There’s nothing I can do about that.”
“If only they had tried harder.”
“I can lead a horse to water, but I can’t make them drink.”
Common Forms of Resistance

2. Statistical Reasoning

“I’m a scientist and so are my colleagues. We aren’t going to do anything based on such a small ’n’.”
Common Forms of Resistance

3. Why Race?

“Shouldn’t we really be talking about class rather than race? Shouldn’t we be talking about diversity of thought rather than diversity of people?”
Break It Down

Identify and Address the Speaker’s Needs

Identify Activities Palatable to the Speaker

Talking Points to Elicit Initial Buy-In
Activity

Read and discuss examples we provided.

Add your examples and talking points.

Plan to develop your strategic storyline.
Building Equity Plan Buy-In

1. Which people, departments, and groups need to know about Modesto’s course completion gaps and goals?
   A. 
   B. 
   C. 
   D. 

2. Choose no more than four and list them below.

3. What are their priorities? How do we connect Equity-Mindedness to these priorities?

4. What might be their questions or concerns about Equity-Mindedness? How can we best respond?

Who on the team is best positioned to reach out to them?
Discussion of Buy In

- What might we do as a first step to building buy-in for equity at MJC?

- What do you think will be most important to remember as we continue this conversation of buy-in?
We anticipate Team Members will rotate based on the topics

- **Phase One**: Course Completion
- **Phase Two**: Certificate and Degree Completion
- **Phase Three**: Basic Skills and ESL
- **Phase Four**: Transfer or Equity-Minded Practices
## Modesto Junior College Equity Scorecard Project Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Leadership Planning Calls (1 hour)</th>
<th>Evidence Team Meetings (2 hours)</th>
<th>Data Collection &amp; Inquiry (4-6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2015 (Month 1)</td>
<td>#1</td>
<td>#1 (In-Person)</td>
<td>• Equity Planning Meeting with the MJC Data Committee</td>
</tr>
</tbody>
</table>
| December 2015 (Month 2)   | #2                                |                                  | • Equity Plan Review  
• IR Data Discussion (Course Completion)  
• Finalizing Evidence Team (Additions to Data Committee?) |
| January 2016 (Month 3)    | #3                                | #2 (In-Person)                   | • Jan. 29, Kick Off Institute  
• Data Discussion (Course Completion) |

**Phase One: Course Completion**

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<th>Month</th>
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| February 2016 (Month 4) | #4                                | #3                               | • CUE Interviews/Observations (Baseline of Practices)  
• Second-level data discussion |
| March 2016 (Month 5)     | #5 (In-Person)                     | #4 (In-Person)                   | • Preparing for Inquiry  
 o Observations (Group 1)  
 o Document/Sylabi Reviews (Group 2) |
| April 2016 (Month 6)     | #6                                | #5                               | • Conducting Inquiry  
 o Observations (Group 1)  
 o Document/Sylabi Reviews (Group 2) |
| May 2016 (Month 7)       | #7 (In-Person x 2)                | #6                               | • Day 1: Processing Inquiry Findings, Identifying and Embedding Actions  
• Day 2: Certificate & Degree Completion Kick Off (Summer Team) |

Memo #1
Roles of team leaders

• Coordinate Meeting & Calls
• Facilitate Equity Minded Discussion
• Monitor Progress & Deliverables
• Attend Monthly 1 Hour Calls
• Facilitate Gathering of Data

TWO LEADERS TO SHARE RESPONSIBILITIES
Critical Next Steps

• Set up regular Leadership Calls

• Set up regular pattern of 2-3 hour evidence team meetings

• Bring those who were not able to come up to speed for the next meeting (have one on one with them)