MJC Embedding Equity Institute Check-In Call

September 30, 2016
8:00am Welcome and Individual Check-Ins: What's working about your data conversations? What's challenging?

8:40am Review of faculty evaluations from the September 16th Kick Off

9:00am Preparing for our next Embedding Equity Institute session on October 14th

9:20am Check-Out and Next Steps

9:30am Conclude
Individual Check-Ins

What's working about your data conversations?
What's challenging?
Highlights
Seventy-seven percent (77%) often felt engaged during the workshop.

One hundred percent (100%) agreed or strongly agreed that CUE's facilitators were effective in their presentation of the information.

Eighty-three percent (83%) agreed or strongly agreed that their understanding of equity issues was deepened through this workshop.

One hundred percent (100%) agreed or strongly agreed that their participation made them feel optimistic about taking positive steps to improve equity on their campus.
“I want to message to others who are not in this training that we are trying to improve the lives of our students. We want all students to be successful and it will take all of us to make it happen.”

The aspects of this workshop I found most useful were...

“Being able to talk to my dean about our data and how we can do to improve our success rates”

“The fact that I can work with my dean on improving the success stories in our division!!!”
3. I felt engaged...

77% Often
23% Sometimes

Figure 3. Out of 13 responses to this question, 10 said they often felt engaged and 3 said they sometimes felt engaged.
I expect my engagement would have been higher if...

“It would have been more hands on, but I guess creating a base knowledge is important”

“I had my area data before to look at”

“Our data was available”

“We broke off into groups in our department more”
Feelings

2. As we conclude today's activities, my feelings...

Figure 2. Out of 36 responses to this question, 10 were interested, 6 were curious, 4 were concerned, 10 were excited, 2 were nervous, 1 was vulnerable, 2 were satisfied and 1 was tired.

6. My participation has made me optimistic about taking positive steps to improve equity on my campus.

Figure 6: Out of 12 responses to this question, 6 said strongly agree and 6 said agree.
Feelings

My remaining concerns are...

“How I recognize my weaknesses / inequities”

“Being brave to continue to walk through my vulnerability”

“How can we openly talk about race with our colleagues”

“About classroom observations where some people may feel they are being “criticized”?”
5. My understanding of equity issues was deepened through this workshop.

83% Strongly Agree or Agree

17% Neither Agree Nor Disagree

Figure 5: Out of 12 responses to this question, 4 said strongly agree, 6 said agree, and 2 said neither agree nor disagree.
Thinking back on the day, I learned...

“To pay closer attention to what happened to students in my class. Who leaves in the middle of the semester and why? Also who fails my class and what were the reasons behind their failures. Could I have done more to help them succeed?”

“I am not alone in my goals and concerns”

“What equity vs. equality is.”

“About my own as well as others’ bias”

“More about my department ethnic breakdown”
4. The facilitators were effective in their presentation of the information covered throughout the workshop.

![Pie chart showing 58% Agree, 42% Strongly Agree, 42% Strongly Agree, and 58% Agree]

Figure 4: Of 12 responses, 5 said strongly agree and 7 said agree.
Workshop Feedback

I wish we had more time to discuss...

“Student success strategies”

“How to help the underprepared students”

“Examples and strategies to use in the classroom”

“Analyzing the data”

“Understanding the data and how to use it”
INQUIRY FOCUSED
  o How can I determine what part of the problem is student-related, and what is institutional?

PRACTICE FOCUSED
  o How can I determine what I’m doing well as evidenced by data?
  o What can I do to entice students to consistently attend and to participate?
  o How do I approach students that need more help without making them feel they are being targeted?

FAIRNESS
  • How can I avoid being unfair to others by my policies in my classroom?

SOLUTIONS FOCUSED
  o What type of change in my classroom would be most beneficial to all students?
  o What can I do for my students to improve my 10% of the problem?
Data Questions

FORMAT

DATA - online
  o Can we discern data between lecture and on-line sections?
  o F2F classes vs. OL classes – data
  o What are strategies for online or technology (canvas) classes?
  o How to serve on-line hybrid, and in class students

DATA – qualified students
  o Are we doing entrance requirements that restrict enrollments?
  o What can we do about the students who start the class totally underprepared?
  o Chem. 101 is an upper division class. Is there data showing if students have taken a science course before?

PRIOR COURSES

DATA - repeaters
  o How many of the students lost or unsuccessful came back and repeated the course?
  o Which ethnic group is most represented among the repeaters?
  o Any information on repeat students?
  o Does this take into account students who are retaking the class? Any way to get that data?
Data Questions

DATA – retention & success gaps – African American and Latino
  o Why are students staying in the class but not succeeding
  o Why do students stop attending?
  o Why are my numbers so low among African American students?
  o Why are the success rates of African American students lower than for all other groups?
  o What is happening in my classes that speaks to the high retention of Black students
    but the low success rate in my sociology of family class?
  o What am I doing different with my Latino students compared to the department?
  o How can I retain more Asian students?
  o What am I doing well with my Latino students that I retain them at a higher rate
    than any other group?
  o How can I increase the success of my Latino students?

DATA – retention
  o My retention % is below the department % - what can I do to increase that %?
  o What can I look at to change the success of lower % of retention groups?
  o What is the difference or definition of retention success?
  o How do I increase the success rate of students I retain?
DATA Questions

DATA - comparisons
  o How does my information compare to colleagues teaching the same course?
  o Can we look at groups that are student athletes vs. general population?
  o Can we discern between genders in the data?
  o Can we disaggregate to male / female for each racial / ethnic group?
  o Can we disaggregate to students who do or do not have an ed plan on file with college?

DATA - routines
  • Is it possible to get our class data before we start each class?

DATA - validity / size
  o How do I interpret my graph? Everyone seems to have a line on their graph, I only have a black dot.
  o I have a very small number of African American students. Is the data statistically relevant?
  o Data for the entire department doesn’t make sense. Where are our real numbers?
  o Is there a way to be more specific data?
  o Is the data for the entire department?
  o What does two or more mean?
  o Can success rate graph be clearer?
  o Why is my data an anomaly?
Oct. 14 Tentative Agenda

8:00am - 11:00am
DEANS ONLY
Leading Inquiry (Syllabi Reviews & Classroom Observations)

11:00am – 12:00pm
DEANS and FACULTY
Group Check-In and Lunch

12:00pm – 2:00pm
FACULTY ONLY
Preparing for Inquiry
Check-Out

Next Steps

• Meeting with faculty and setting section-level equity goals
Thank you!

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