FACULTY PARTICIPANT FINAL REPORT TEMPLATE: DATA
As an Embedding Equity Workshop participant you examined your classroom through an equity lens. The following prompts are intended to help you 1) facilitate your course reflection, 2) identify actions you will take to support equitable outcomes in your course, and 3) complete your final, three-page project report.

1) After reviewing my course completion data I learned ...

I have a very strong success rate among Hispanic students and need improved enrollment to diversify my classroom. From the Course Enrollment and Success data from Fall 2013, my GUID 110 had only Hispanic and White, Non-Hispanic Students.

My GUID 111 course was slightly more diverse but by slight representation of Non-Hispanic students including 1 Black, 1 Filipino, and 1 Native American- they were all retained and successful in completing the course.

My data shows my undeclared students had 100% success rate, compared to my department’s 83% success rate. My undeclared students had an overall +17-success rate.

The data/success rates does not reflect the attempts I made to reach out to students and offer accommodations to help them meet the required assignments. For example, I offered to accept late work, offered to meet with the student one-on-one at another time outside of class and office hours if those times were not options.

Hispanic students are very successful in my classroom, my success rate is 83% while the department is 79%. All things being equal, the increase in success may be representation and connectedness to an instructor who Hispanic students can relate to on a cultural level.

2) Based on my course data I set the following equity goals...

<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>Current Retention Rate</th>
<th>Current Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. African Amer.</td>
<td>56%</td>
<td>65%</td>
</tr>
<tr>
<td>White</td>
<td>100%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>Retention Goal</th>
<th>Success Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. African Amer.</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>White</td>
<td>100%</td>
<td>79% (Department Level)</td>
</tr>
</tbody>
</table>
I understand our efforts are supposed to focus on improving equity for our disproportionally impacted groups. The course I taught for the Equity project was GUID 110, the desired improvement is based off my numbers from the Fall semester, and the only group I struggled to retain and assist in reaching course completion was my White, Non-Hispanic Students. I suspect there may be non-racialized “at-risk” factors the students may be a part of, such as: Foster Youth, Veteran, low income etc.

FACULTY PARTICIPANT FINAL REPORT TEMPLATE: CLASSROOM OBSERVATIONS

As an Embedding Equity Workshop participant you examined your classroom through an equity lens. The following prompts are intended to help you 1) facilitate your course reflection, 2) identify actions you will take to support equitable outcomes in your course, and 3) complete your final, three-page project report.

3) The classroom observations I conducted, as well as the feedback I received on my own class, has prompted the following reflection ...

I had two faculty members observe my course, the feedback was very positive in regards to my interactions with students. Observers noted they appreciated the welcoming atmosphere and my approachability.

OBSERVATIONS

I had the opportunity to observe Belen Robinson in her Guidance 111 classroom. I chose to observe her because as a new faculty member she served as a mentor and I was able to shadow her for an entire course when I first joined the Counseling team. I wanted to see Belen’s classroom pre-CUE and post-CUE.

Belen welcomed all of her students as they walked in the door, before class started; she was also engaged in conversation with her students.

Belen had her class arranged in teams of four, and students were very relaxed and comfortable.

As a startup for the discussion she reviewed what was discussed last class session, asked if anyone had questions.

Before moving into the new topic, she posed a question and asked students to provide examples of the type of campus resources that helped them. It was a great way to share about campus programs using personal testimony.

FROM THE DISCUSSION

- **TEACHING PHILOSOPHY**
  Belen’s beliefs about teaching and learning came were observed in her kind facilitation of requiring students to be involved in the process. She calls on students to answer questions, is affirming if student gets the answer wrong. There are no penalties in her classroom.

- **ROLES**
  As an instructor, she creates a safe learning environment and guides students through the learning process by providing prompts, involving students in learning activities with each other.
• **RULES**
  Being present in conversation/activity/assignment is required.

• **ROUTINES**
  Belen included theory in her class, gave students reading assignments, included thoughtful group activities, class discussion was used as a check-in for understanding and students had opportunity to ask questions. The format was methodical; the delivery was very casual and supportive.

4) I changed / will change my course by ...

The constructive criticism offered was for me to try to practice calling on students instead of posing questions to the greater group. I tend to not do things that made me feel uncomfortable as a student or still make me squirm as a learner in someone else’s classroom. I understand this approach is used to build confidence; I will incorporate the technique into my practice once I have develop strong rapport with students.

5) My goal with these classroom changes is to...

As an instructor in courses designed for first Time College students, my goal is to prepare students for what they will encounter in classrooms across campus. Cold calling is a common practice, I want them to be prepared, and comfortable if they do not answer something correctly, it is a learning process. I want students to understand the college expectations and their role. As students they have a lot of power, I would like to empower students to recognize their rights, how to exercise them, ask for the support they need in order to be successful in completing their course work.
As an Embedding Equity Workshop participant you examined your classroom through an equity lens. The following prompts are intended to help you 1) facilitate your course reflection, 2) identify actions you will take to support equitable outcomes in your course, and 3) complete your final, three-page project report.

6) After reviewing my syllabus, I made the following observations ...

2. I do not provide detailed resource list, the only resource is DSPS
3. Language does not convey a willingness to help student succeed- minimal.
4. Syllabus does not incorporate content that fosters diversity, inclusivity, and empowerment.
6. The syllabus does not mention that the course will provide students with opportunities to share cultural knowledge.

7) I changed / will change my syllabus by ...
   Including comprehensive services so students know from day one what is available to them on campus.
   Create an inviting, welcoming message of support and inclusion.
   Include images and quotes that promote student success and inspire motivation.
   I have an assignment called Palabra, I do not have a detailed description for example, I will work on expanding this assignment so students have more information and are able to better prepare. Palabra is a practice common to the Danza community. At the end of Ceremony the dance group gathers in a circle, the lead starts by offering closing thoughts and other members follow offering appreciation, meaning, intention – whatever they are moved to share. In the classroom I assign each student a date for their Palabra, in our classroom it is an opportunity for students to share words of advice in the form of an inspirational quote, personal story and/or a teaching from a loved one. Each class I close with the assigned person for Palabra. I did not include the activity in the CUE class because it was a shred half unit course, the rationale for this practice is to create space for students to share their story, it is a way for the student to share an impactful story, builds community and develops a student strength for being vulnerable in sharing their thoughts with the class.

8) My goal with these classroom changes is to...

My goal is to create an inclusive space that is welcoming to all students, especially underrepresented students who may already feel like an outsider in our institution. I want all of my students to have a sense of belonging. The syllabus and classroom environment have the potential to positively impact learning and the overall connection a student has with the campus and instructors.