

Studying Equity and Inclusion Trainings at Century College

PRESENTED BY:


PAKOU YANG
VICE PRESIDENT OF
STUDENT AFFAIRS

NICHOLE PETERSEN
DEAN OF
INSTITUTIONAL RESEARCH

DANA LEMAY
ENGLISH FACULTY,
DEVELOPMENTAL
EDUCATION AND
PLACEMENT
COORDINATOR

2019 CADE, SAN DIEGO

Why equity-minded developmental education reform is needed

- 
- Disproportionate enrollments of Students of Color, Pell-eligible, and First-Generation Students
 - Opportunity gaps in persistence, retention, and completion continue to exist
 - Limited research has looked at how current developmental education reforms impact underrepresented students

Bottom Line: If we are to address the access and completion gaps for underrepresented students, we need to institutionalize equity-informed reforms and we need to evaluate each component through an equity lens.

Minnesota Landscape

93% campuses with
Reading
innovations (IRW, LC or
Paired, Accelerated)

84% campuses with
Writing
innovations (IRW, LC or
Paired, Accelerated –
Corequisite)

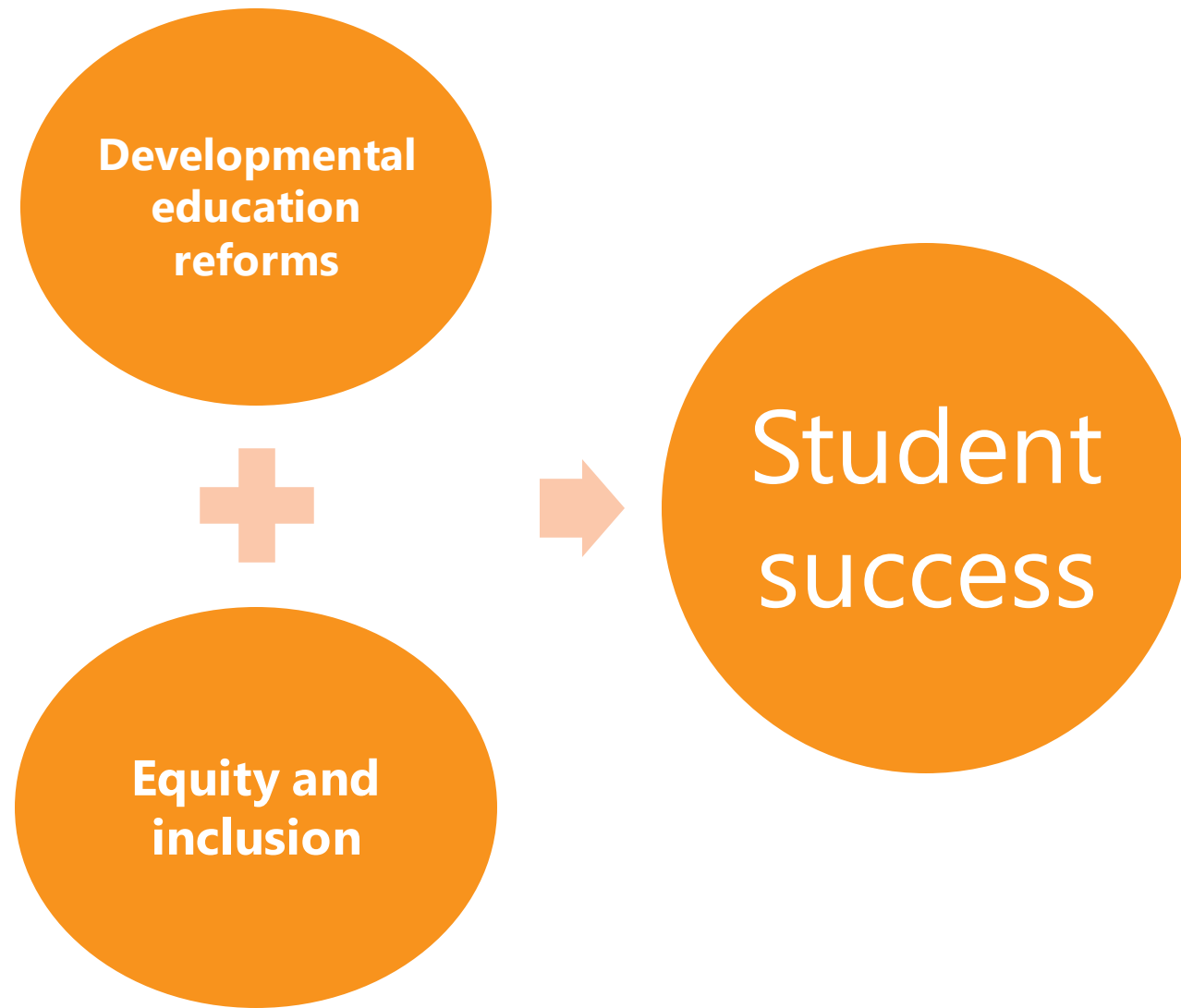
86% campuses with
Mathematics
innovations (Pathways,
Modular, Web-based,
Technical programs)

Multiple measures
placement (ACT/SAT,
MCA, HS GPA,
ACCUPLACER)

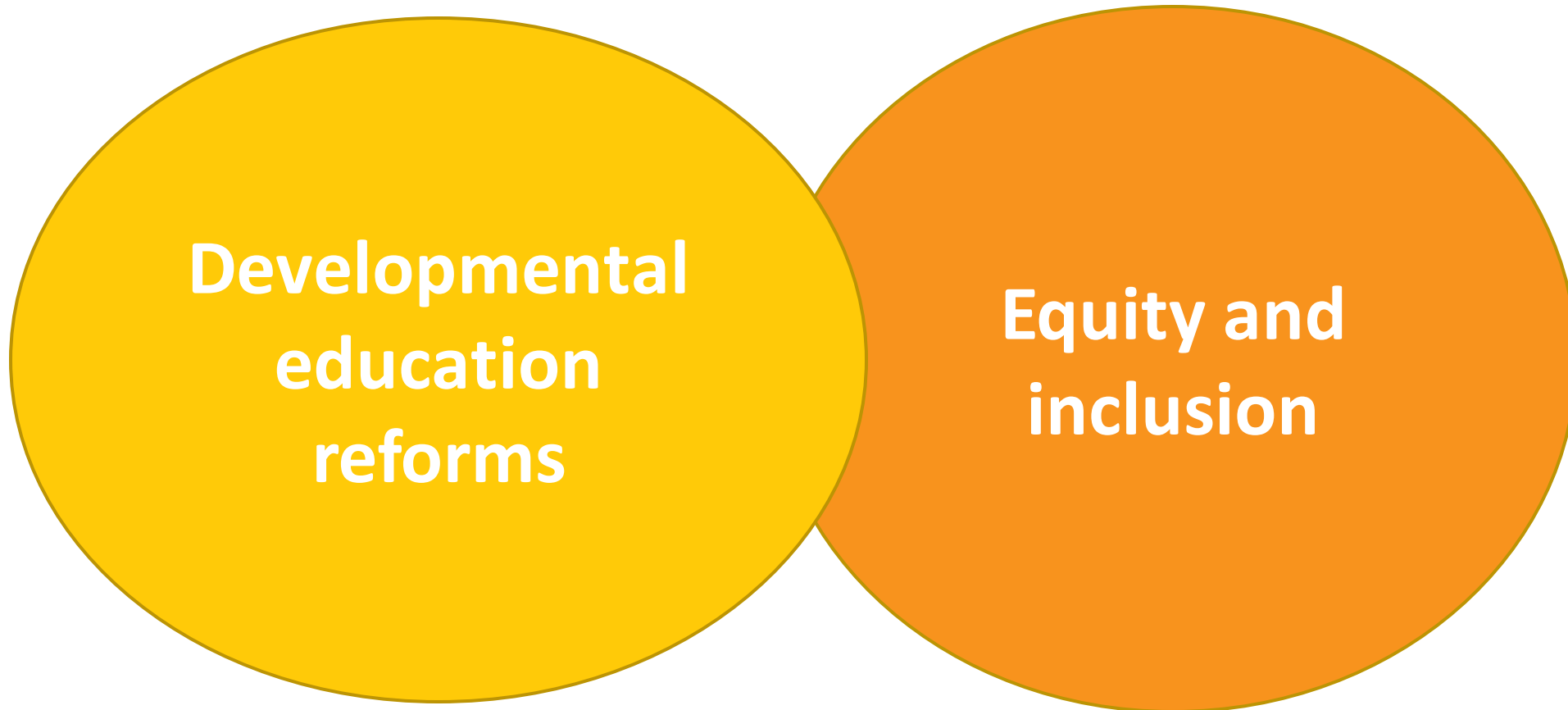
Some with summer
bridge programs,
bootcamps,
partnerships with K-12
and ABE

Minnesota State Board of Trustees
Presentation, October 2016

Bottom Line: None of these reforms were intentionally designed to address opportunity gaps.



Developmental education reforms and equity and inclusion work have traditionally functioned in silos.



At times, developmental education reforms and equity and inclusion work have intersected; sometimes intentionally but mostly coincidentally.



Developmental education reforms and equity and inclusion needs to be strategic and intentional, when developing, evaluating, and continuously improvements.



PAUSE TO PROCESS

- **Do you have equity or inclusion training programs at your institution?**
- **What are the goals of these professional development opportunities?**

This Photo by Unknown author is licensed under [CC BY-SA](#).

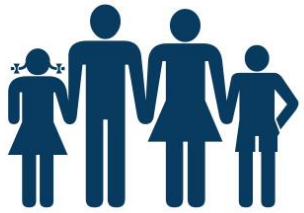
Century
College
generates

\$368.5M

in economic
impact per year



\$21.9M in state and
local revenue



\$3.4M

in community
contributions

OVER
2K
graduates
annually



Supports and sustains **3,269**
 **JOBS**

Our context: Century College

Part of Minnesota State public higher education system (30 colleges and 7 state universities)

Located in the northeast St. Paul & Minneapolis metro area

12,000+ credit students per year

42% Students of Color

36% of new students are Pell eligible

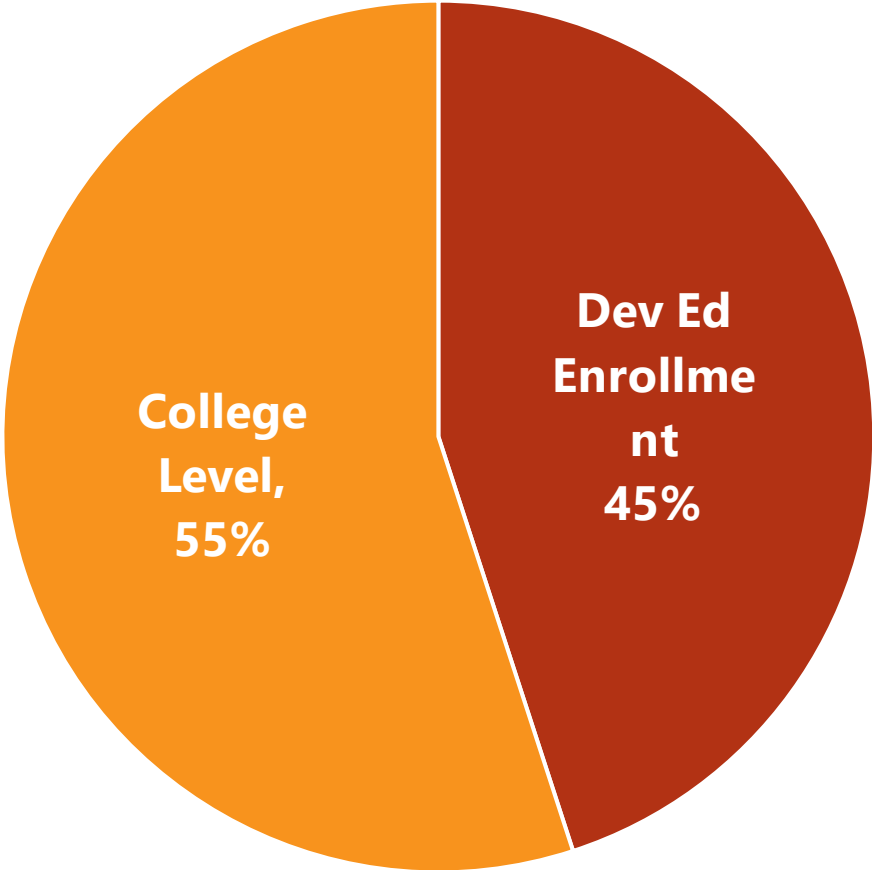
49% of new students are First Generation

25 is the average age of our students

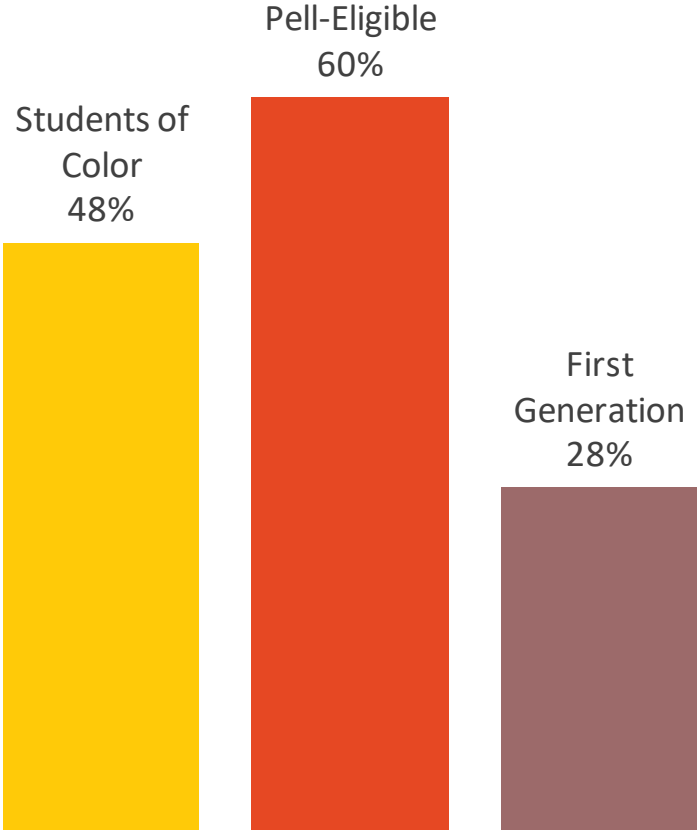
55% of our students identify as Female



Century's Enrollment

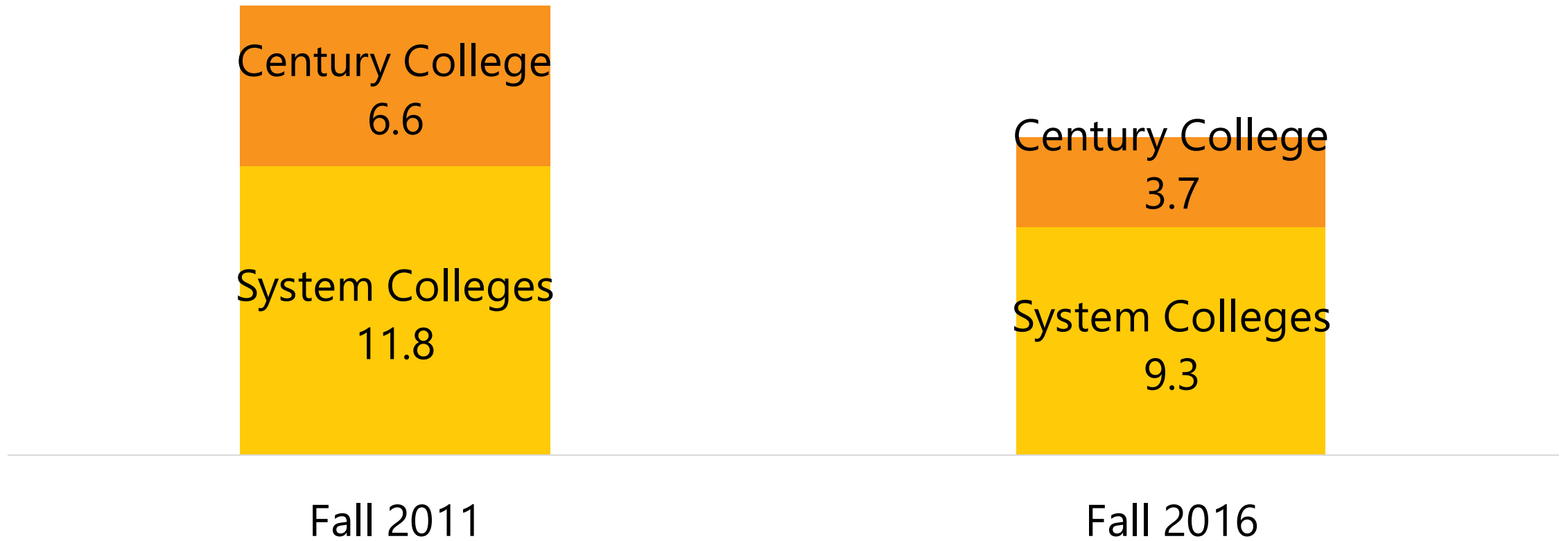


DevEd Student Enrollment profile



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
English	ALP Pilot	Incremental ALP Roll-out			Full-scale ALP	ALP integrated Reading & Writing for high-placed DevEd student	
Reading	Traditional sequence + Student Success Course			1-semester sequence + Student Success Course			Integrated Reading & Writing 1-level below college
Math	Traditional sequence		Shortened Sequence, non-STEM Stats sequence, Math Boot Camps				
Placement	ACCUPLACER + ACT			ACCUPLACER, ACT, SAT, MCA	+ Mid-semester-English Placement Exam	+ GPA and LASSI	
Support	Well-funded, robust Tutors-Linked-to-Classes program and Reading, English, and Math Centers						
Professional Development	SEED (2001)	Acceleration Writing Training & Inst Culturally Responsive Pedagogy			Integrated Writing & Reading Training		

MinnState Leader in reducing the college completion gap for Students of Color



THE NATIONAL SEED PROJECT

EST 1987, BY PEGGY MCINTOSH

EQUITY AND INCLUSION TRAININGS AT CENTURY

From the organization's website, "The National SEED Project is **a peer-led professional development program** that creates conversational communities **to drive personal, organizational, and societal change** toward greater equity and diversity."

"Key Concepts [include] Curricula, teaching methods, and workplace practices that are gender fair, multiculturally equitable, socioeconomically aware, and globally informed create the most effective environments for all people to learn and flourish."

INSTITUTE FOR CULTURALLY RESPONSIVE PEDAGOGY (ICRP), EST 2014

EQUITY AND INCLUSION TRAININGS AT CENTURY

With credit to Dr. Rose Brewer of the University of Minnesota, Century's Chief Diversity Officer, Nikyia Cogshell and faculty leader, LuAnn Wood, built our in-house equity and inclusion training, known on campus as simply ICRP.

Goal: **challenge participants to critically reflect on self**, explore education socio-historical-politically, and develop a philosophy and approach to improve the success of students of color and other at-risk, underrepresented students."

Focuses include how the effects of socio-historical-political factors that have shaped the US education system and how they impact our individual teaching practices and classroom content and policies in order **to meaningfully change the way we show up in the classroom and how we build our courses.**

PAUSE TO PROCESS

- **If your institution offers equity and inclusion trainings, how does your institution measure the impact of them on students? On faculty and staff?**
- **What are the benefits of having these trainings?**



Parameters of our initial study

...control, control, control...



Goal: to identify the impact of our diversity and inclusion training programs on student outcomes in English courses



Included all students of 15 tenured faculty over a 5-year window



Included a total of 4,289 students in 190 course sections between 2012-2017



Students sorted according to their teacher's level of training at the time of the course: No training, SEED, ICRP, both SEED& ICRP



These trainings don't work.



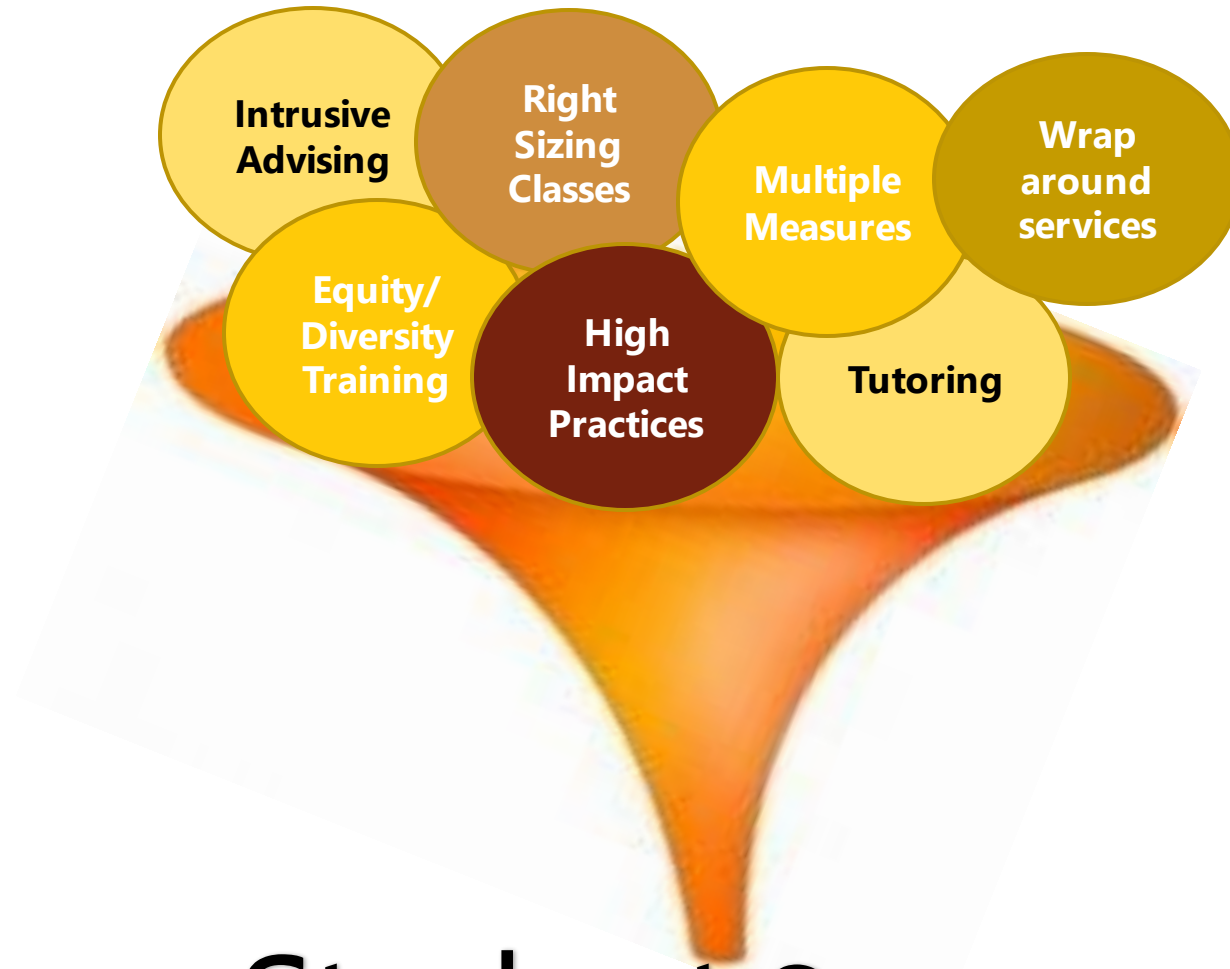
JUST KIDDING.



However, it is imperative that we set up comprehensive plans to measure the impact of these trainings.

What we
learned

Why Measurements MATTER



Student Success

Why the RIGHT Measurement Matters

Direct Measures

- Means of assessing that requires one to **display** their knowledge, skills, etc. in an observable or tangible way.

Indirect Measures

- Means of assessing which asks one to **reflect or self-assess** their knowledge, skills, etc.

Why the RIGHT Measurement Matters

DIRECT MEASURE

Pro:

- Clear,
- Actionable,
- Hang your hat on them

Con:

- Narrow,
- Harder to use for buy-in,
- Work intensive

INDIRECT MEASURE

Pro:

- Powerful,
- Familiar language
- Easy (readily available)

Con:

- Challenge in answering “what’s next?”,
- Difficult to use for resourcing discussions
- Lacks depth or detail

Measure Examples

Direct Measures

Impact of
Curriculum
Change

Test
Question

Pre-Post
Application

Time lapse/
Follow-up
application

Role play

Twitter Board

Card Sorting

Discussion
Prompt

Indirect Measures

Surveys

Persistence
Rate

Graduation
Rate

Pass Rate

Attendance

Course
Evaluation

Focus
Groups

Traffic/Emoji
Cards

Measures in ACTION

Direct Measures

Review the example syllabus and indicate if/where there are aspects that are not culturally responsive and how those aspects could be changed.

The success rate on this test question will increase by XX% after adjusting it to meet culturally responsive standards.

Provide a portfolio of specific course changes that you have made in the XX terms since completing the training. Use a rubric to evaluate them for application of training standards.

Indirect Measure

Indicate your level of agreement with the following statement:

Because of this training my course content has changed.

Courses led by an equity and inclusivity trained faculty will have higher pass rates than those that were not.

Students who complete a course led by an equity and inclusivity trained faculty are more likely to persist to the next term than those who did not.

Do you feel welcomed and valued in this class?

Was your instructor open and responsive to diverse viewpoints?

XX% of faculty will attend an equity or inclusivity training.

An essential
outcome to
track measure..

Black Activist and Educators warn that these trainings can siphon emotional, spiritual, social, and professional energy from Black, Indigenous, People of Color (BIPOC), GLBTQ people, and people with disabilities.

Using her Instagram page, Black Educator Leesa Renee Hall brings to light some of the ways BIPOC are burdened and harmed in these spaces...

ebbnflowcoach So much of this is true for me. First, thank you [@leesareneehall](#) for opening the dialogue and creating the space. Following you and others who are championing for BIPOC as well as LGBTQ has been an enlightening education, unveiling of truth and shared lived experiences as well as emotionally overwhelming. I hadn't realized, contextually how duped I was, without language, explanation or understanding of the tropism. Much of what has been expressed has happened to me as well... being made to feel invisible, irrelevant, not welcomed, or used without my expressed permission to dump on. This has occurred in many white spaces, conferences, workshops and mostly by previous employers, undetected by me and that's why your message is so very necessary more so for Black women than WW, IMO. That's another topic for another time. Thank you!

1w 2 likes

*Dear BIPOC:
How have you been
made to feel unsafe
in workshops where
the majority of
attendees are white?*

▪

@LEESARENEEHALL



heartbunknitsandmore Being completely ignored.
Like I'm not even there.

1w 33 likes

*Dear BIPOC:
How have you been
made to feel unsafe
in workshops where
the majority of
attendees are white?*

▪

@LEESARENEEHALL



sonalifiske Yes. I have often felt like a symbolic representative of a non-white person, Sri Lankan, brown woman, immigrant, etc. I have yet to find an intersection in a majority white space. Yet. And then I'm caught up in doing the necessary mental gymnastics to of making wp feel comfortable & me having to recoil from the patterns of white dominance. And that has always left me emotionally, mentally & physically exhausted.

1w 26 likes

*Dear BIPOC:
How have you been
made to feel unsafe
in workshops where
the majority of
attendees are white?*

▪

@LEESARENEEHALL



nev_shortfornever when I'm "mistakenly" called by the name of THE ONLY other Asian person there, over and over and over again 😓 talk about feeling completely unseen, sorry I forgot there's only room for one token Asian (or BIPoC) in the room at a time (also can you literally not read my name tag??)

1w 17 likes

*Dear BIPOC:
How have you been
made to feel unsafe
in workshops where
the majority of
attendees are white?*

•

@LEESARENEEHALL

Recommendations:

- Leverage your power to ensure your college hires, empowers, and resources a Chief Diversity Officer
- Run and be accountable to regular **Campus Climate Reports**
- Be accountable for the **retention of BIPOC and GLBTQ faculty and staff** in your departments and area
- Be accountable for the **representation gaps** in your departments and areas
- Hire BIPOC Educators who center marginalized folx to lead your trainings





PAUSE TO PROCESS

Brainstorm ways to use direct and indirect measures to measure the impacts - both intended and unintended- of equity and inclusion trainings.

Examples: Survey students using these 3 questions... Track assignment completion/grades for essay assignment that was modified according to ICRP principles.



Thank you!

Dana LeMay: Dana.LeMay@century.edu

Pakou Yang: Pakou.Yang@century.edu

Nichole Petersen: Nichole.Petersen@century.edu

Works Cited

"About SEED." NationalSEEDProject.org, 1 June 2019,
<https://www.nationalseedproject.org/about-us/about-seed#what-makes-seed-different>

Barhoum, Sim. "Increasing Student Success: Structural Recommendations for Community Colleges." *Journal of Developmental Education*, vol 41, no 3, Spring 2018, pp. 18-25.

Developmental Education. Minnesota State Board of Trustees, Academic and Student Affairs Presentation, October 2016, <http://www.minnstate.edu/board/materials/2016/october-packet.pdf>

@leesareneehall. "Dear BIPOC: How have you been made to feel unsafe in workshops where the majority of the attendees are white?" *Instagram*, May 22 2019, <https://www.instagram.com/p/Bxx5UKTHI-P/>

@leesareneehall. "Dear White Workshop Leader: Missing BIPOC faces in your retreat, yoga, or workshop spaces means you have inner work to do. After awareness isn't action; it's self-reflection" *Instagram*, May 29 2019, <https://www.instagram.com/p/Bxx5UKTHI-P/>