



English Department Equity Retreat Agenda

9:00-9:30: Breakfast Mixer and Sticker Response

(14 people attended)

9:30-10:30: Large group conversation establishing equity challenges in the English department

Overview, Sarah and Michael

Identified Issues: Attendance (Jack) and how to deal with the external factors which affect students. Conversation re Canvas and grading. Struggle with students who show excessive absences as of the beg of the semester. (Isabel) How to communicate to students how to deal with external influences. (Jack) Conversation re lack of safety nets or student services for our students, esp as each failed semester contributes to the potential for a student failing. What can we offer that student other than try again next semester? (Melissa) Our pathways do give students some traction, eg why don't you try 360? (Isabel) What are the next choices by students—cites course data reports. Success on this front in FYE as compared to general pop of students. Should explore LCs as a solution (Melissa). Community is the piece we are talking about—if students feel a sense of belonging, more likely to persist even when failing a course (Josh). Part of the issue are students who are not sure—social

justice, cultural, et al—that school is the solution to their problems; it is instead another problem. Part of the struggle is convincing students that this is a solution, not a part of the problem; this is the place for you. (Guy) Sense of community is that the classroom is a safe place—a place they can rely on. Also, skill set—what success strategies can we build to equip students to communicate life events. (Sarah) Practical problems that the school should be more equipped to deal with. Student who passed note to convey that her electricity turned off. Lack of counseling services, esp in moments of crisis. Suggest for funding for emergency services. No infrastructure for the community we try to build in the classroom. eg student living in car and terribly ill. (Erin) Lack of connection between students, instructors and existing resources (Michael) Instructors are ill informed—unable to access resources/no effective process. In contrast, Umoja employs social work grad students as interns to provide support for students. In classroom. Good model for wrap-around services. This model could be worthwhile for the whole of the campus. How can we do this for the whole population? (Melissa) How to flag students to allow for success? (Michael) Cites ASC, dropin writing lab and 370L catches a lot of these students. (Emily) Case management, intake assessment, to address individual student needs to direct students toward the best resources. (Chris) VJO Cente cited—how to get to the main campus, or how to provide these resources. (Katie H) Cites practice by counseling at another school which accesses students. (Michael) 3SP funding could solve this issue, but has strict accounting practices. Dilemma is the reporting process/practice. Another question: what is the earliest we can intervene? “So many services are offered just before the student is about to hit the ground.” Suggestions: academic coach and periodic check-ins—modeled from ??? (Melissa) How to bring these resources into our classrooms in English as we access all students? SCC resource fair—we agree to

take our students. Builds into a conversation in the classroom. (Isabel) Was modeled in ASC as a scavenger hunt. Could build on this (Emily) Isn't this in their orientation? (Lisa) Needs to be more developed than only an orientation—plus students who need the catching don't always give orientation the proper weight. (Melissa and Josh) Model from DVC—classroom mentoring: mentor assigned to a classroom; and peer mentoring: a model successful transfer student works with BSI courses. (Sarah) Embedded tutors and redtape (Jack) Suggestions re ASC and centralized embedded tutors and/or SIs. (Michael) Another difficulty—incl FYE—we have a really hard time getting students to attend workshops/tutoring sessions. The more we take them outside of the classroom, the fewer students seem to access them (Melissa). Extra credit for students to show how to access these resources. (Isabel) Use of office hours in drop-in lab. Has this changed? (Jack) Now there is a distinction between instructors holding open office hours in public space. (Melissa) I've done this in classrooms (Lisa) A shared public space is something we should consider? (Michael) Suggests embedding these issues into our assignment—eg why are some people more prone to go to prison? Brings awareness to students—first steps to owning equity issues. Opportunity to access/discuss on-campus resources. (Guy) Struggle with how to create my classroom as a place where people might explore their own problems—sometimes I have assignments that are like this, and sometime I don't—but whatever I have is usually whatever I came up with due to the need for planning. But what of the problems that come up for students—how to persuade students that education is a part of the solution—but how to individualize instruction in this way given the need for planning and control? But, when I had instructors who did this—it drove us crazy; just tell me what to write. How to personalize for everyone? (Melissa) Could focus on the issues which affect all of us—eg stopped by the police; rights;

what we all face as members of the community—one of the things which all communities have in common—can address this/educate/awareness. (Sarah) That sense of powerlessness is a potent theme in the classroom. But, at some point, there is a hopelessness in the classroom as well. (Jack) Suggestions re writing as a public act—final exam as submitting assignments as a suggestion (Michael). How to connect relevancy for BSI students—struggle which results in buy-in for college as well—how to access communities (Melissa and Isabel). Have had a lot of success giving students choice for books which they vote on. More intrinsic buy-in. Would love to build units which access local communities. (Josh)

10:30-11:00: Establish 1-3 Equity Goals to apply inside and outside the classroom (small groups)

See breakout notes on sticky pages.

11:00-11:15: Break

11:15-12:00: Applying Goals to the classroom and identifying needs for classroom support

Reviewed results of S 14 survey with comments.

Group 1: (Josh, Melissa, Emily, Garret)

What kind of goals do we want to define? Are we okay with “fuzzy language”? Or, do we want to establish more specific, measurable goals? Can/should we set a goal re what data is actually available? (Melissa) Measure what you value; don't value what you measure? How to value identified groups without feeling beholden to state-ID categories? (Josh) ID'd some groups

which perform lower than average based on some program review data—see poster. (Melissa) At one point do these points intersect and what data might this do for our understanding of our students. (Garret) Also—how much higher our success rates are for our summer classes—couldn't help but wonder if the shorter sessions (eg 8 wk) or late starts. Should we plan/build them intentionally/planning?

Group 2: (Erin, Sarah, Lisa)

How to encourage students to evaluate themselves? Empower students by encouraging and prompting personal responsibility through initial and ongoing self-assessment? (Erin) Students identify their support—who has their backs? Whose your cheerleader/in your corner? Tool to pull the students' own community into the conversation? (Sarah) Reading and writing assignments which promote assessment, self-eval. (Erin) Concern coming into the classroom re: equity means that instructors must address their assumptions—we cannot assume who will have problems with the semester. Hence, giving the power back to the students. Should work with resource access/data. Eg Student with a kid who has a fever disorder—it would have been helpful to know that ahead of time. Have them ID their own stuff (Lisa) so as to turn their assessment into a diagnostic (Sarah) plus exit interview for students: which of your cited obstacles killed you this year. Should help to address future reasons for excessive drops/retention/et al. (Lisa)

Group 3: (Tracy, Guy, Renee, George)

We looked at how to incorporate LCs (.5 counseling unit?) where students ID their own issues to find solutions to their issues, to include resource ID as well as gaps in service for our students. Self-help research unit. (Tracy) Consolidates previous ideas and

relates to our previous conversations—build foundation in 300 level to better prepare students at the transfer level. (George)
The assignment could then point to the issues that affected positively or negatively each student. (Guy) We (us) need education on what resources are available? (Tracy)

Group 4: (Chris, Katie, Michael, Isabel)

Do these goals need to be attainable? Aspirational? Focus might be on how to build community in the classrooms. Tools? Professional dev? Resources for faculty? How to develop these resources? (Katie) Equal access does not equal equity. (Michael)

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GOALS:

1. Empowering students in order to address retention rates.
2. Increase faculty knowledge of support services—college- and community-based.

12:00-12:45: Lunch

YOUR LUNCH CONVERSATION: “Applying Goals to the classroom and identifying needs for classroom support”

1:00-2:30: How can equity goals inform a common assessment in identified courses (break out sessions: Basic Skills and Transfer Level)

1. Bookending courses with pre-assessment and post-assessment re increase in knowledge of support services.

2. Common Rubric or Guideline as a way toward common assessment, esp. in transfer-level courses.

3. Reflection on Professional Dev. Can we as a group ID the kinds of professional dev. we desire/require?

- a. Overall sense of financial aid, number of units, how to counsel students on this issue? Student services literacy.
- b. DSP—testing procedures; criteria; how they determine who gets what and why? Plus, autism spectrum and behaviors. Bridge-building with Counselors.
- c. Can the counselors expedite some of their sources online?
- d. Practice classrooms. Faculty model behaviors of students for discussion and instruction.
- e. Peer observations and discussion.
- f. Teaching demos; best practices.
- g. Training: in communicating with at-risk students struggling in class. Inter-cultural communication. How to deal with authority issues; micro-aggression.
- h. Training in equity versus equality. Perception.
- i. Intercultural communication: code switching. Gender?
- j. Awareness of how students are treated previous to their entry into our classrooms. “The baggage issue” creates triggers. (Garret)

→Discussion of gender of student and gender of instructor. (ALL)

→Hesitant to use social context to as a pretext to abdication of all responsibility. (Melissa). Not just the way it is; it is a question of where the change needs to happen to make good changes. (Tracy)

- k. Faculty access to support services regarding student behavior services.
- l. Community building for faculty. United faculty. Issues of faculty equity—diversity (fear of loss of passion as a result).

4. Conversation followed which clearly voiced various and opposing positions so as to somehow co-align equity with assessment. Conflict between assessment of self versus assessment (grading) of students?

- a. Lisa suggests two essays which might inform the room given ideological conflicts. Relates to identity.
- b. Erin asks: are we going to inadvertently not include students.

- c. Melissa: are we getting away from our goals?
 - d. Isabel/Tracy/Lisa/Erin: argues against as the connection between SLO assessment and equity assessment are not related.
 - e. Josh: argues for unraveling
 - f. Tracy: equity goals are steps toward the SLOs—two separate categories. Not working; not the same.
 - g. Sarah: Initial assessment is the common assessment. To be run again at the end of the semester.
 - h. Josh: who are you? What are your fears? Observations re: writing skills?
 - i. Each group to come up with 3-5 questions to be on assessment. CME to be used as common assessment. Somehow to inform new faculty to compose and upload assessments. Breakouts of four groups.
 - j. Department does not see a way to combine directly equity assessment as SLO assessment. Instead to work on equity assessment as way toward SLO assessment. Still looking at common assessment. After the fact, to compare equity success data and exit surveys with SLO assessment success versus class success.
5. Discussion in small groups re: 4.i. to come up with to be defined concrete outcome:
- a. Group One: Josh, Melissa, Garret--
 - b. Group Two: Isabel, Katie, Jack--
 - c. Group Three: George, Guy, Renee--
 - d. Group Four: Lisa, Erin, Sarah—

2:30-3:00: Share out and Next Steps forward