

Student Equity and Achievement

College Hour Teaching and Equity Series

From the Chancellor's Office

Student Equity and Why it
Matters

Date: March 5, 2015

Room: SOCS 127

Time: 1:00-2:00 p.m.



Student Equity and Achievement

Future Symposiums



Student Equity and Achievement

College Hour Teaching and Equity Series

"Equity is not about equal treatment of students, but equal educational results. With equity, all students—no exceptions—are guaranteed success in school." - Curtis Linton

Date:	Topic
3/5	<i>From the Chancellor's Office: Student Equity and Why it Matters</i>
3/12	<i>Decoding the Discipline: How Threshold Concepts can contribute to Equitable Outcomes</i>
3/19	<i>Funds of Knowledge: Equitable Learning Environments through Student Cultural Practices</i>
3/26	<i>Balancing the Playing Field: Technology Infusion, eLearning and Equity</i>
4/2	<i>Minority or Minoritized? Exploring the Language of Equity</i>
4/9	<i>From the Chancellor's Office: Student Equity and Why it Matters</i>
4/23	<i>Decoding the Discipline: How Threshold Concepts can contribute to Equitable Outcomes</i>
4/30	<i>Funds of Knowledge: Equitable Learning Environments through Student Cultural Practices</i>
5/7	<i>Balancing the Playing Field: Technology Infusion, eLearning and Equity</i>
5/14	<i>Minority or Minoritized? Exploring the Language of Equity</i>

Time: 1:00-2:00 p.m.

Location: SOCS 127



The Goal of the Symposiums

Vision for Success



Student Equity



What instructor does:

What transpires in learner's mind:

What the learner does:

Manipulation

- Causes experience



Experience

- Causes knowledge



Knowledge

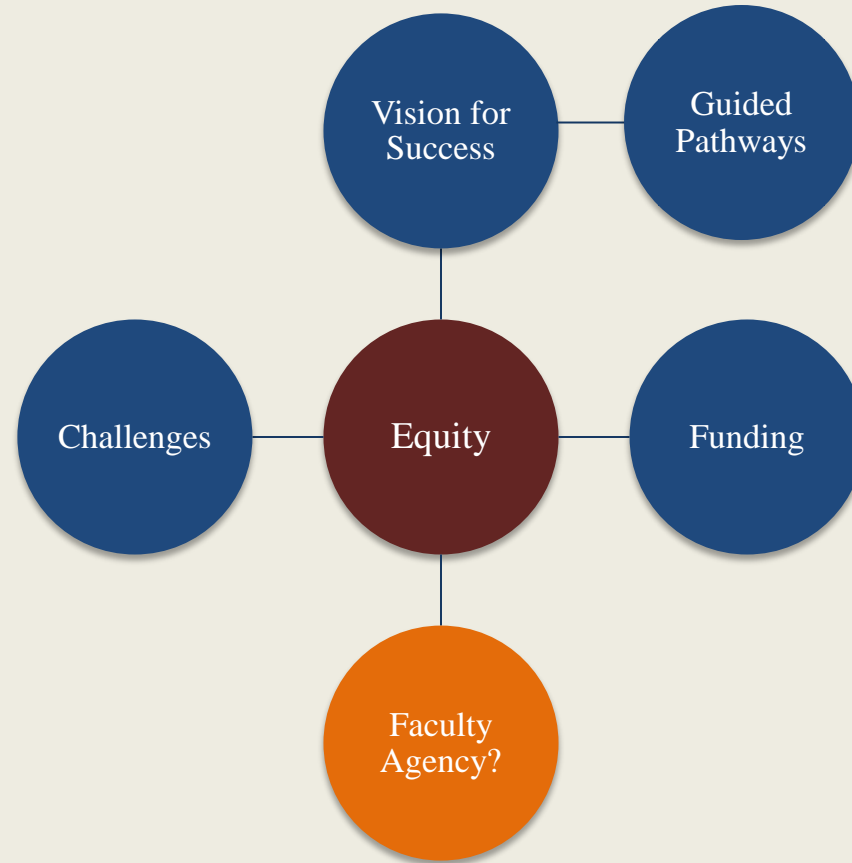
- Enables performance



Performance

- Assessment confirms knowledge

Framing Equity in 2020



The State of the System 2019



Most students who enter a community college never complete a degree or certificate or transfer to a 4-year university. Researchers project that California's public higher education system is not producing nearly enough educated graduates to meet future workforce needs.

Completion

Units



CCC students who do reach a defined educational goal such as a degree or transfer take a long time to do so, often accumulating many excess course credits along the way.



Older and working CCC students are often left behind in the system, lacking services and financial aid that suit their needs.

Inclusion

Cost



CCCs are more expensive than they appear—both to students and taxpayers—because of slow time-to-completion and a lack of financial aid to cover students' living expenses.



Serious and stubborn achievement gaps persist across the CCCs and high-need regions of the state are not served equitably.

Inequities

The Vision for Success

“The North Star guiding the California Community Colleges is the *Vision for Success*, adopted by the Board of Governors in 2017.”



Guided Pathways – Making Vision of Success a Reality



Department of
History

Guided Pathway Program Map

The History Department, part of El Camino College's Behavioral and Social Sciences Division (BSS), offers a comprehensive curriculum that seeks to expose students to the diversity and complexities of the human past, to engage students in the historian's craft and research methodology, to provide students with the essential knowledge and critical skills needed for the successful study of history at four-year institutions and to cultivate student awareness of the many applications of the study of history. All courses offered by the History Department provide students with a solid framework to continue the study of history at four-year institutions and to serve as a solid foundation for students pursuing a degree in non-history academic disciplines. The History Department's Guided Pathway provides history majors at El Camino College with a clear course-taking pattern that promotes better enrollment decisions and prepares students for future success and academic goal attainment. Students who complete the History Guided Pathway Program Map satisfy the following:

- 60 UC/CSU transferable units: *note that some students may be able to apply AP credit towards these units. Please see a counselor for details.*
- Intersegmental General Education Transfer Curriculum (IGETC): *note that there is a Language other than English requirement for IGETC. See a counselor for details about this requirement.*
- California State University (CSU) General Education
- History Associate Degree for Transfer
- History UC Transfer Pathway: *see a counselor to learn which degree programs accept this pathway.*

To Learn More Contact:

Jason Suárez
History Department
(310) 660-3593 ext. 3769
jsuarez@elcamino.edu

First Semester Recommended Courses	Notes
History 101: United States History to 1877 (3 units)	History 101 can be substituted with History 101H (Honors).
English 1A: English Composition (4 units)	English 1A can be substituted with English 1AH (Honors).
Math 150: Elementary Statistics with Probability (4 units)	Math 150 can be substituted with Math 150H (Honors) or any IGETC Area 2 course.
Psychology 109A: Introduction to Statistics and Data Analysis for the Behavioral Sciences (4 units) or Sociology 109A: Introduction to Statistics and Data Analysis for the Behavioral Sciences (4 units)	CSU only bound students may substitute Business 15 (Business Mathematics) or Business 17 (Personal Finance) or additional math courses. Please speak with a counselor.
Human Development 110: Strategies for Creating Success in College and in Life (3 units) or Human Development 115: Career Development Across the Lifespan (3 units)	These courses will assist students with career exploration and will fulfill the CSU GE Area E requirement. Other options are available. Please speak with a counselor.
14 Semester Units	Meet with an academic counselor, career counselor and financial aid counselor to explore and learn about services.

Principles of Guided Pathways

THE GUIDED PATHWAYS MODEL CREATES A HIGHLY
STRUCTURED APPROACH TO STUDENT SUCCESS THAT:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.



The Four Pillars of Guided Pathways are:



Create clear curricular pathways to employment and further education



Help students choose and enter their pathway



Help students stay on their path



Ensure learning is happening with intentional outcomes

Funding Formula - Motivation

A base allocation, which largely reflects enrollment at the district

A supplemental allocation based on the numbers of students who received a College Promise Grant, a Pell Grant, and Assembly Bill 540 students

A student success allocation based on outcomes related to student success metrics

Old Formula	New Formula
Enrollment Driven (FTES) \$7 Billion Annually	Base Allocation - Enrollments (FTES). \$4.9 billion (70%) Supplemental Allocation - Counts of low-income students. \$1.4 billion (20%) Student Success Allocation - Counts of outcomes related to the Vision for Success, with “premiums” for outcomes of low-income students. \$700 million (10%)

Student Success Allocation	All Students	Promise Students	Pell Students
Associate Degrees	\$1,320	\$333	\$500
Baccalaureate Degrees	\$1,320	\$333	\$500
Associate Degrees for Transfer (ADT)	\$1,760	\$444	\$666
Credit Certificates (16 units or more) Granted	\$880	\$222	\$333
Completion of nine or more CTE units	\$440	\$111	\$167
Successful Transfer to Four-Year University	\$660	\$167	\$250
Completion of transfer-level mathematics and English courses within first academic year of enrollment	\$880	\$222	\$333
Attainment of Regional Living Wage	\$440	\$111	\$167

What is Equity?

“Equity refers to **achieving parity** in student **educational outcomes**.” - *Center for Urban Education*

“A key phrase for understanding student equity data is **adverse or disproportional impact**. Typically, this phrase reminds educators to examine data for differences in outcomes and consider if the cohort with fewer successes than other cohorts is experiencing barriers that specifically impact that group.” - *Student Equity: From Dialog and Access to Action*



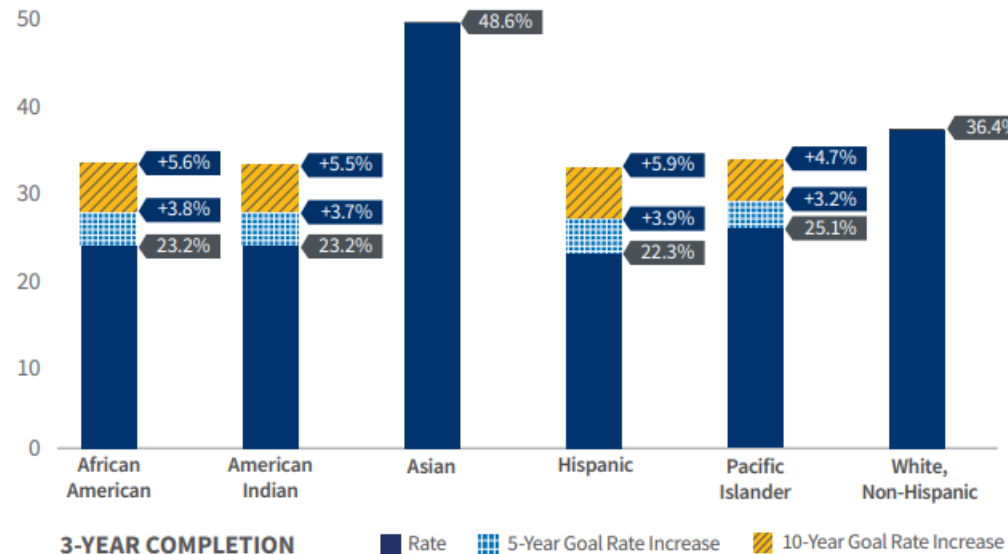
“Equity-mindedness involves **data-driven inquiry** into student outcomes, new and intensified awareness of **identity-based inequities as institutional problems**, and personal and collective responsibility for achieving outcomes.” - *Vicki Washington, Understanding Equity-Mindness*

“Equity is not about equal treatment of students, but **equal educational results**. With equity, all students-no exceptions-are guaranteed success in school.” - *Curtis Linton, The Equity Framework*

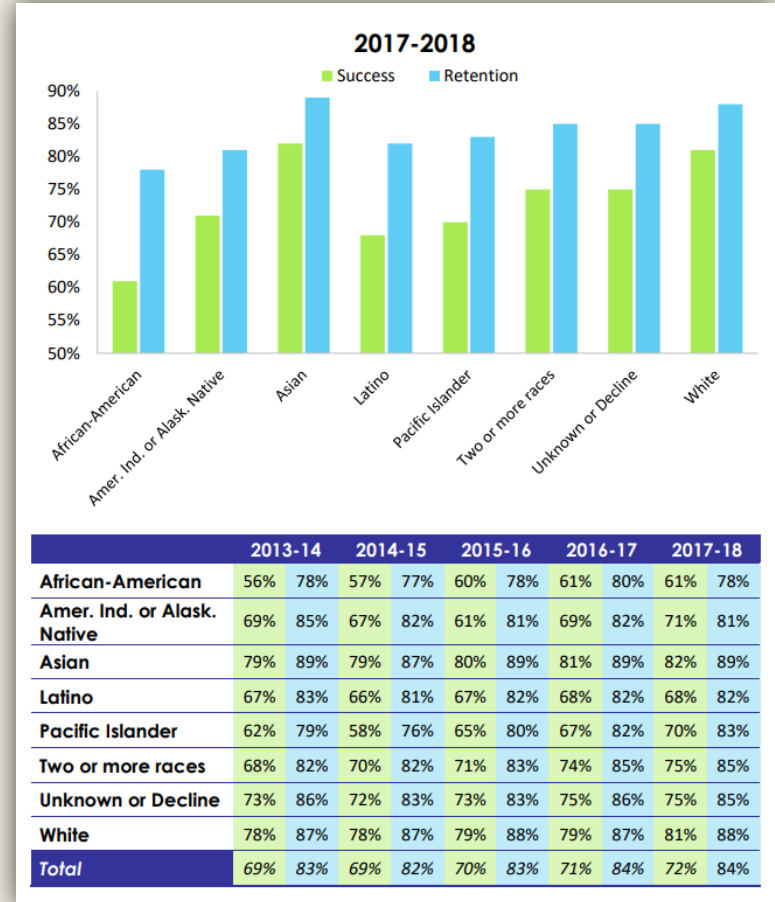
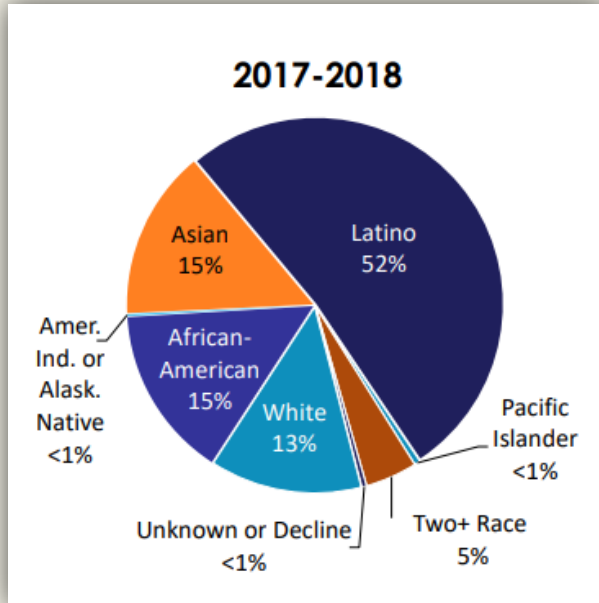
The State of Equity - California

RATE OF COMPLETION BY ETHNICITY*

*These are the 3-year completion rates for cohorts ending 2017-18.



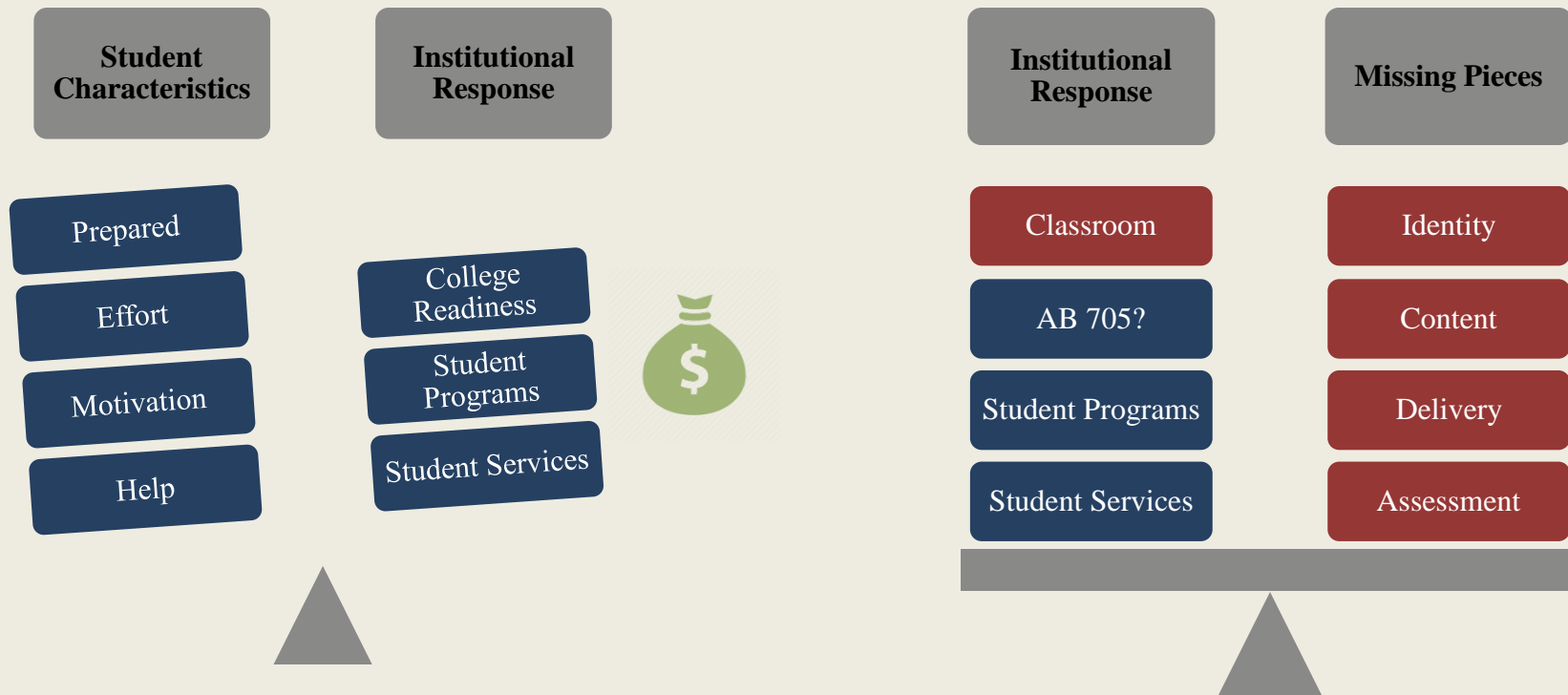
The State of Equity - ECC



Disproportionately Impacted Students

Disproportionately Impacted ECC Students		
American Indian or Alaska Native Black or African American Disabled Foster Youth Hispanic or Latino		Latino LGBT Native Hawaiian or other Pacific Islander Veteran

A Changing Paradigm



Faculty Agency

WHO AM I?

The Centrality of Historical and Social Context in Constructing Identity and Community

Why Enroll in a SER Learning Community?

- UC/CSU Transferable Courses
- PASS Mentor Tutoring
- Small Classes
- Student-Centered Faculty
- Student Relevant Themes
- Academic/Career Counseling Integration

Please consider joining us in Spring 2019 to explore this exciting theme.



Spring 2019 SER Learning Community Linked Courses

History 140: History of Early Civilizations - TTh 7:45-9:10am - SOCS 127
 Section #246 - UC/CSU Transferable / IGETC Area 3B or 4 / CSUGE Area C2 or D3 | Jason R. Suarez

Sociology 101: Introduction to Sociology— TTh 9:30-10:55am - ARTB 317
 Section #2912 - UC/CSU Transferable / IGETC Area 4/ CSU GE Area D | Melissa Fajurwa

*You will be automatically enrolled in both sections when enrolling in one.

The El Cerrito Community College District is committed to providing equal opportunity to which no person is subject to discrimination on the basis of race, ethnicity, gender, age, sex, sexual orientation, marital status, physical or mental disability or status, ancestry, social connections, physical or mental disability or status.




SOCIAL JUSTICE


Racial Inequality and Remaking a New World

Justice, Equality, Non-Violence, Transformation, Creativity, Resistance, Courage

Why Enroll in a SER Learning Community?

- UC/CSU Transferable Courses
- PASS Mentor Tutoring
- Small Classes
- Student-Centered Faculty
- Student Relevant Themes
- Academic/Career Counseling Integration

Please consider joining us in Spring 2019 to explore this exciting theme.



Spring 2019 SER Learning Community Linked Courses

Ethnic Studies 1: Introduction to Ethnic Studies - TTh 7:45-10:55am - SOCS 209
 Section #2268 - UC/CSU Transferable / IGETC Area 4 / CSU GE Area D | Hong Herrera-Thomas

History 102: United States History from 1877 - TTh 9:30-10:55am - SOCS 208
 Section #2354 - UC/CSU Transferable / IGETC Area 3B or 4 / CSU GE Area C2 or D3 | John Baranski

HERITAGE AND IDENTITY



ACROSS BORDERS

The History of Mexico and the Chicano Socio-Cultural Experience

Why Enroll in a SER Learning Community?

- UC/CSU Transferable Courses
- PASS Mentor Tutoring
- Small Classes
- Student-Centered Faculty
- Student Relevant Themes
- Academic/Career Counseling Integration

Please consider joining us in Fall 2018 to explore this exciting theme.

Fall 2018 SER Learning Community Linked Courses

History 154: History of Mexico - TTh 9:30-10:55am - SOCS 127
 Section #2445 - IGETC (Area 3B or 4) / CSUGE (Area C2 or D6) | Jason R. Suarez

Ethnic Studies 5: Chicano Culture TTh 11:15am-12:40pm - SOCS 121
 Section #2297 - IGETC (Area 4) / CSU GE (Area D3) | Xocoyotzin Herrera

