



ARAPAHOE COMMUNITY COLLEGE

# Teaching Excellence Grant

2022 Annual Report

We revised the planned activities in June 2022 due to changes in senior project personnel that created delays in implementing the original plan. The new plan included collaborating with the Racial Equity Institute and Achieving the Dream to develop and host four workshops designed to expand faculty/instructor understanding of how racial inequities are affecting our students (and our society) and developing core best practices for improving student success outcomes and closing equity gaps.

## Racial Equity Institute (REI)

### Understanding Racial Inequity: A Groundwater Approach

This workshop is an interactive presentation on the nature and impact of structural racism and what it looks like across institutions. The REI facilitators will examine narratives around racial dis-proportionality and make use of compelling research data to illustrate the systemic nature of racism and the fallacy of typical explanations like poverty, education, social class, individual behavior, or cultural attributes that often get associated with racial groups. Before addressing racial inequity or perceived acts of discrimination or oppression it is critical to understand what institutional racism looks like and the devastating impact it wields on people, economy, and social institutions. The Groundwater Approach teaches how to use data to measure the systemic impact. 3-hour workshop

### Results:

The Understanding Racial Inequity workshop has been offered three times for a total of 124 total participants. Twelve of the attendees were part-time instructors.

## Achieving the Dream (ATD)

### Workshops

- **Equitizing Syllabi** - This workshop explores how syllabi can be reconfigured to support and validate students from marginalized groups. 2-hour workshop
- **Culturally Responsive Curriculum Analysis** - This workshop will introduce the Culturally Responsive Curriculum Scorecard as a tool for faculty to take a deep look into the content of the curriculum to critically analyze whose knowledge the texts' privilege, and how are different groups being represented if they are being represented at all. 2-hour workshop
- **Equity-minded course-level data** - This workshop explores how disaggregated "in the moment" course level data, course outcomes, and institutional trends can illuminate opportunities for addressing equity through teaching and learning. 4-hour workshop

## Results

Two offerings of each of the above workshops were held during Fall 2022. The first were held during BCC week for the full campus community. The second were spaced throughout the fall during the evenings so that they were more accessible to part-time Instructors. All of the sessions were recorded, and the recordings were used to create asynchronous D2L courses so instructors can complete the curriculum on their own schedules.

To date, attendance in the ATD workshops is as follows:

- Equitizing Syllabi – 175
- Critically Responsive Curriculum Analysis – 167
- Equity-minded course-level data - 167

## Network membership

Project included one year of network membership to get started as an ATD network school. This will engage ACC in a strategic process of evaluating our current climate around equity, establish clear and measurable goals, provide faculty & staff with an understanding of best practices for closing equity gaps, and how to assess and adjust as needed to meet our goals.

## Results

The application process for ATD network membership was delayed this year with the new early bird deadline occurring in January 2023. The application for network membership has been submitted and funds encumbered to cover the costs of first year network membership.

## Equity Minded Teaching Academy

The Equity Minded Teaching Academy (EMTA) seeks to increase academic success and retention of all students and close equity gaps in student course pass rates and grade distribution between students of color and white students.

## Results

Ten faculty participated in the EMTA offering in the spring. Due to personnel changes, EMTA was not offered in the spring or fall of 2022. EMTA was relaunched in Spring 2023 with three planned cohorts and over 30 registered participants. As the semester launched, a few folks dropped out due to heavy teaching loads, so we now have two cohorts running with 21 total participants.

## Budget and Expenditures

<b>BUDGET/COST CATEGORIES</b>	<b>Modified Budget</b>	<b>Expenditures/Encumbrances</b>
<b>Expenses:</b>		
A. Personnel		
20 Instructors (\$30/hour for 52 hours) - EMTA	\$ 37,144.80	\$0
Summer Intensive Teaching and Learning Institute (8 faculty) \$30/hour * 8 hours	\$0	\$0
100 Instructors (\$30/hour for 3 hours) - Groundwater	\$9,000	\$1,080

100 Instructors (\$30/hour for 14 hours including applying techniques to class/curriculum) - ATD	\$42,000	\$18,937.33
<b>B. Fringe Benefits</b>		
Faculty Fringe (1)	\$13,000.68	\$4,122.19
Summer Institute Fringe	\$0	\$0
Faculty Fringe (2)	\$17,850	\$0
<b>C. Travel</b>		
Mileage	\$400.00	\$0
<b>D. Other Direct Costs</b>		
Materials Costs	\$1,604.52	\$0
Racial Equity Institute: Two 3-hour Groundwater workshops	\$7,000	\$ 14,000.00
Achieving the Dream: Two offerings of each workshop		
Equitizing Syllabi - 2-hour workshop	\$11,000	\$ 11,000.00
Culturally Responsive Curriculum Analysis - 2-hour workshop	\$11,000	\$ 11,000.00
Equity-minded course-level data - 4-hour workshop	\$22,000	\$ 22,000.00
Achieving the Dream: Network Membership (encumbered)	\$78,000	\$ 78,000.00
<b>Indirect Costs (%)</b>		
<b>TOTALS</b>	<b>\$ 250,000.00</b>	<b>\$ 158,328.66</b>

## Results of Summative Workshop Surveys

Overall, we are very pleased with the outcomes from the Achieving the Dream (ATD) workshops. The concepts covered in these workshops help to establishing how we at ACC work to meet our students where they are and help all of our students succeed and achieve their educational goals.

### Equitizing Syllabi:

This workshop had the highest indication of prior engagement with the concepts. Even with this high level of engagement, more than 85% of participants indicated the session was informative and useful for their role at ACC and more than 83% indicated it was at an appropriate level of expertise. It is very encouraging that over 54% came away more confident in creating and implementing equitized syllabi, 57% feel they are more prepared to implement practices that will lead to equitable outcomes, and more than 65% say they are empowered to address inequities in their syllabi.

One respondent identified, *“Being able to review on this topic was most useful for me since I’ve participated on a similar training before and have given presentations on implementing the building blocks of equity to course syllabus and assignments before.”* Another indicated, *“realizing the tone that*

*can be set in the syllabus and how to address language that is harmful to inclusion” was beneficial to advancing equitable instructional practices.”*

### Survey responses

#### Culturally Responsive Curriculum Analysis:

More than 94% of participants indicated this session was informative and useful for their role at ACC and 97% indicated it was at an appropriate level of expertise. Even though participants indicated needing more time with this topic, 82% indicated they were confident in analyzing curriculum through a culturally responsive lens, 74% indicate they are capable of utilizing the scorecard to assess curriculum with their colleagues, 87% indicate they understand the importance of implementing innovative culturally responsive curriculum that centers student experience and 79% say they are empowered to address inequities in the classroom.

The comments from this workshop demonstrate a need for a deeper workshop on the topic with more time to work through examples and discuss. *“I felt like it tried to drill down too quickly. I could have used more overview to better understand when and why to implement a culturally responsive curriculum”*. There were lots of new concepts presented, but it can be somewhat overwhelming to keep track of everything. *“The score card and our discussions around it seem very helpful” “I like the concise/boiled down parts to help me focus my work. I love all the theory, but it's hard to keep track of my notes when I need to revise curriculum and syllabi.”*

### Survey responses

Next workshop, Thursday, October 20, 2022, 6:00 PM – 8:00 PM. Advance registration required. [More information](#)

#### Course-Level Data Analysis:

This workshop was a bit long. The recommendation for future implementation is to break it into two sessions, giving some time for reflection in between. The session was considered to be informative and useful by 88% of respondents, with 92% indicating the content was at an appropriate level of expertise. Confidence level was a bit lower with this workshop at 61% saying they are more confident in collecting and disaggregating course-level data to inform instruction, 73% indicating they are more confident in collecting and disaggregating course-level data to address inequitable outcomes, 80% can recognize and draw upon data-based and equity focused approaches related to teaching and learning and 76% indicate they can put data informed equity minded instructional practices into action. Sixty-one percent indicate they have a better understanding of the importance of implementing course level data

analysis in their courses to improve my teaching practices and 73% indicate they are empowered to address inequities in the classroom.

The comments from this session highlight the presentations by Joelle and Scott as phenomenal (**way to go Joelle and Scott!**). They also speak to the need to continue this work, *“I think this work requires sustained, yearlong work. I think the workshop is good but can only do so much in terms of creating change.”* They indicate that additional feedback from fellow faculty would be beneficial to advancing equitable instructional practices. *“Feedback from fellow faculty who have used various methods and surveys to capture data and provide a more equitable teaching experience to their students”*

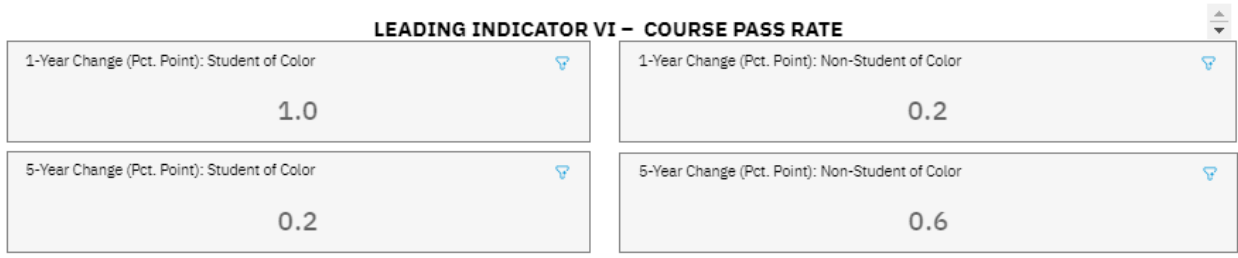
[Survey responses](#)

## Outcomes

Looking at the leading indicators of course pass rates and fall-to-fall retention rates we see some slight movement in the results. We must keep in mind however, that it is hard to know what the other influencers are on this data. Our overall course pass rates are higher than system average of 77.1% for student of color and 84.2% for non-students of color. As shown in Figure 1, our course pass rates increased by 1% for students of color and only .2% for non-students of color. Our retention rates are also higher than the system averages of 56.1% FT / 39% PT for non-students of color and 52.7% FT / 37.7% PT for students of color. We've seen four years of increased retention rates for full-time students of color to 61.3% (39.6% PT) while non-students of color are at 55.5% FT / 41.6% PT.

## Plans for remaining outcome & expenditures

There is currently \$91,671.34 in unspent funding. This amount is allocated to Instructor salary, fringe and materials for the Spring 2023 implementation of EMTA and expanding completion of the ATD workshops using the asynchronous D2L versions of the course. If we are not able to reach our goal of 20 Instructors completing EMTA in the Spring cohort, we will offer a summer cohort.



\* To drill down on the chart, right click 'Race/Ethnicity' on top of the chart and select the 'drilldown' icon. To roll back up, right click 'Race' again and select the 'back' icon.

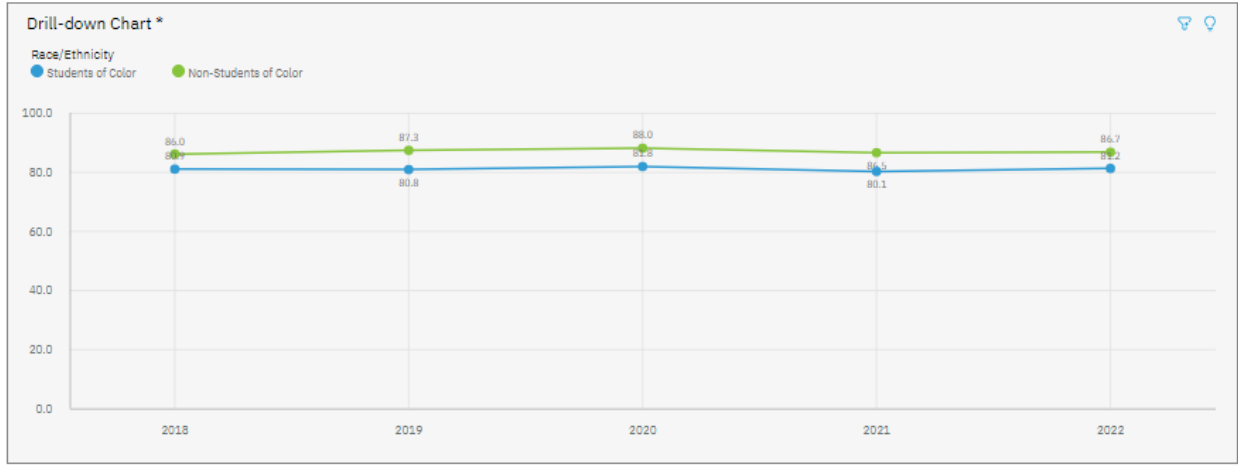
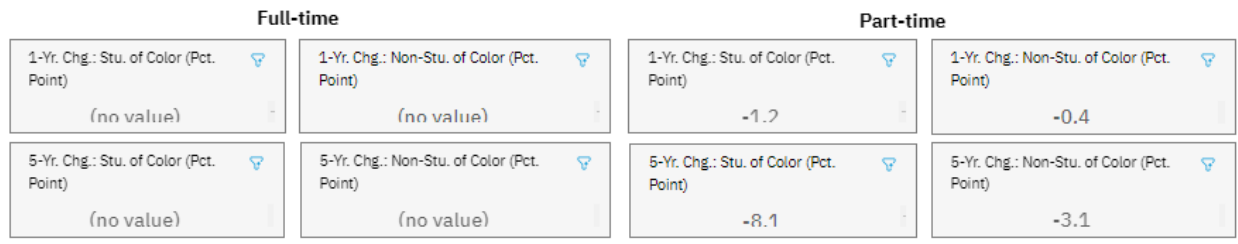


Figure 1: Course Pass Rates at Arapahoe Community College. Source: [CCCS Data Hub – IR Dashboards – All Course Pass Rates](#)



\* To drill down on the chart, right click 'Race/Ethnicity' on top of the chart and select the 'drilldown' icon. To roll back up, right click 'Race' again and select the 'back' icon.

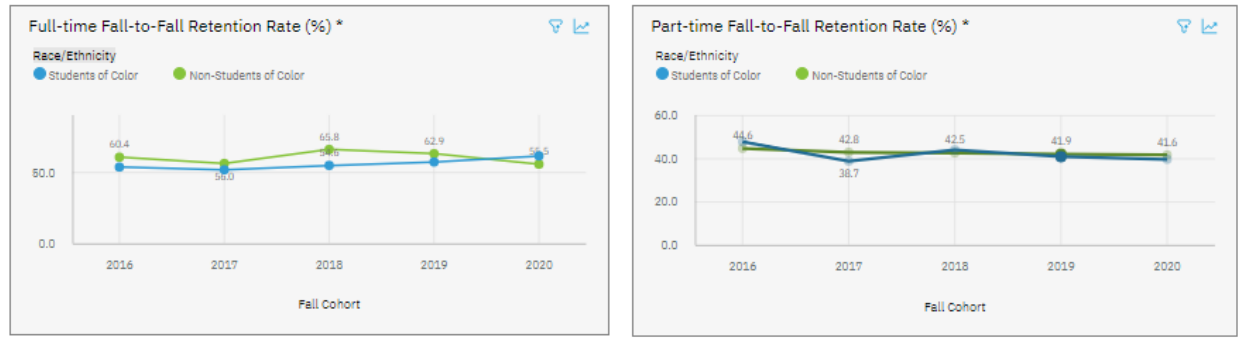


Figure 2 Fall-to-Fall Student Retention Rates at Arapahoe Community College. Source: [CCCS Data Hub - IR Dashboards - Retention Rates](#)