

Closing Equity Gaps through Teaching Excellence Grant
“The Equity Project (TEP)” Interim Report
Pikes Peak State College
Period of Performance: 11/01/21-12/01/22

- I. **Program Name:** The Equity Project (TEP)
- II. **Program Leads:** Tiko Hardy, Chief Diversity Officer, Equity & Inclusion and Jacque’ Gaiters-Jordan, Vice President for Instructional Services
- III. **Program Description:** Utilizing materials provided by the Association of College & University Educators (ACUE), the CDHE Toolkit, and various other related resources, a hybrid course was designed to address our desired goals of closing the equity gap for young men of color, impacting success rates for all students using inclusive excellence, and collaborating in building lasting relationships. This course is delivered through D2L, a blend of in-class learning & discussions, activities, readings, and reflections.
 - a. The TEP training breaks down into six parts:
 - i. Onboarding—Recruiting efforts followed by meetings between the individuals and the program coordinators.
 - ii. Meeting 1—Introduction to the process and among the cohort; preparing for the Day 1 Class Observations
 - iii. Meeting 2—Data gathering, analyzing, and discussion of disaggregated data for each of the participants; debriefing Day 1 observations; & introducing attendance and grade mapping
 - iv. Meeting 3—Engagement regarding education/discussion on microaggressions and implicit bias; preparing for Observation #2 on engagement with an equity perspective; and debrief on data and mapping activities.
 - v. Meeting 4—Engaging language utilized within a race-conscious lens; observation; debrief, and syllabus review protocol.
 - vi. Meeting 5—Wrap-Up with a debrief of syllabus review, next steps & ongoing growth opportunities.

IV. Timeline and Implementation Plan with Outcomes:

Time Frame	Activity	Outcome
Late Fall 2021	Recruit & onboard Spring 2022 TEP cohorts & facilitators	15 participants; 3 returning facilitators secured
January 2022	Assess & report out on Fall 2021 TEP cohorts	100% participants found program beneficial and 87% said it was very likely their students would benefit, with the remaining 13% saying students would likely benefit
Spring 2022	Begin work with TEP cohorts, recruit Fall 2022 TEP cohorts & facilitators, evaluate & access participant demographics, interests, program experiences, & persistence	11 grant funded participants, with 15 total participants
June 2022	Assess & report out on Spring 2022 TEP cohorts	100% participants found program beneficial and 67% said they would very likely recommend TEP to peer with the remaining, likely would recommend
Fall 2022	Begin work with TEP cohorts, recruit Fall 2022 TEP cohorts & facilitators, evaluate & access participant demographics, interests, program experiences, & persistence	5 grant funded participants; more people interested but changes to instructor load and assignments due to growth model meant interested people could not participate
January 2023	Assess & report out on Fall 2022 TEP cohorts	100% participants found program very beneficial and 100% said they would very likely recommend TEP to peer
Spring 2023	Recruit designers, consultants, & facilitators to update TEP curriculum in Fall 2023	3 designers working on a scale-up model for TEP with multiple formats to reach more instructors
Fall 2023	Begin work with designers, consultants, & facilitators on creating TEP 2.0 by exploring & expanding equity plans for the College	Design various modalities (online/remote/hybrid) and length of time (4,6, & 8 weeks)

V. Lessons Learned:

The mission of The Equity Project (TEP) is to provide meaningful and relevant research, training, and support for instructors (FT/PT) resulting in a demonstrable reduction in the attainment gap for men of color at Pikes Peak State College (PPSC).

We evaluated success in TEP by comparing students' pass rates in the instructors' courses before and after completing the program. We pulled three years of success data for all classes taught by the instructor for the semester of participation and previous semesters (up to three years). Then compared the success rate of the participants accumulating the semesters after participation, ending in Fall 2022.

The target population of TEP is primarily Black males. The table below demonstrates a higher success rate for Black males with a 10% positive change. We also see an 11% and 15% increase in pass rates for Native American female and male students. There were slight increases for Black and Asian females, and for multi-raced males and females. There was no change for Hispanic students. And only a very slight positive change for White males. There was a drop in success for Native Hawaiian and other Pacific Islander females of 29%. This population was made up of 11 students who failed to pass compared to 24 that did pass in the Fall of 2022.

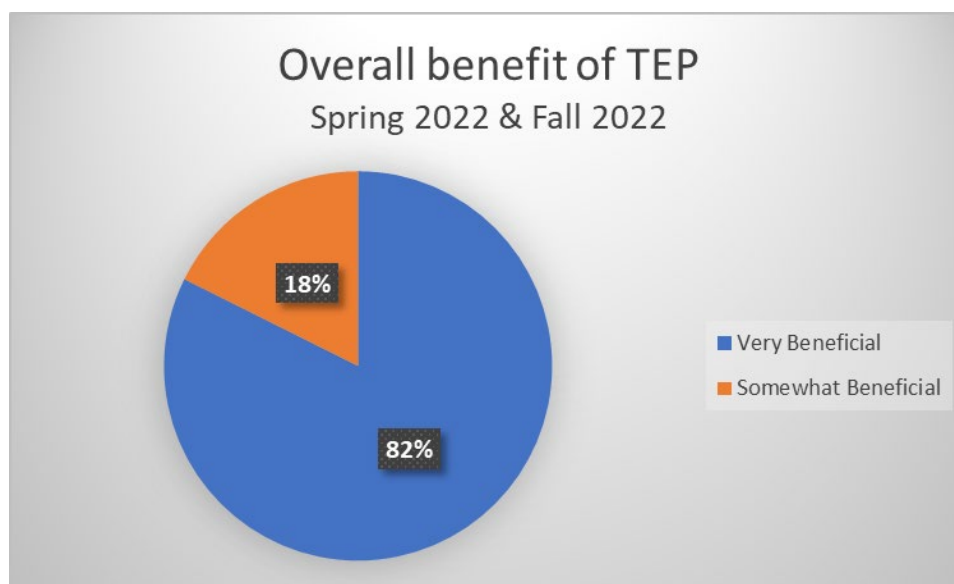
Some of the critical lessons learned from TEP are associated with the following tables and graphs, including comparing success data before and after taking TEP, the overall benefit of the program, whether the disaggregated data was helpful, and the likelihood of participants recommending TEP to colleagues.

Comparing TEP Participants' Success Data Before Taking TEP and After Taking TEP (for Fall 2022)

	PRE TEP	POST TEP	%
Race/Ethnicity & Gender	Pass Rate	Pass Rate	Change
American Indian or Alaskan Native	65%	76%	11%
Female	69%	80%	11%
Male	54%	69%	15%
Asian	86%	90%	4%
Female	88%	93%	5%
Male	84%	83%	-1%
Black or African American	68%	73%	5%
Female	72%	74%	3%
Male	61%	71%	10%
Hispanic	75%	75%	0%

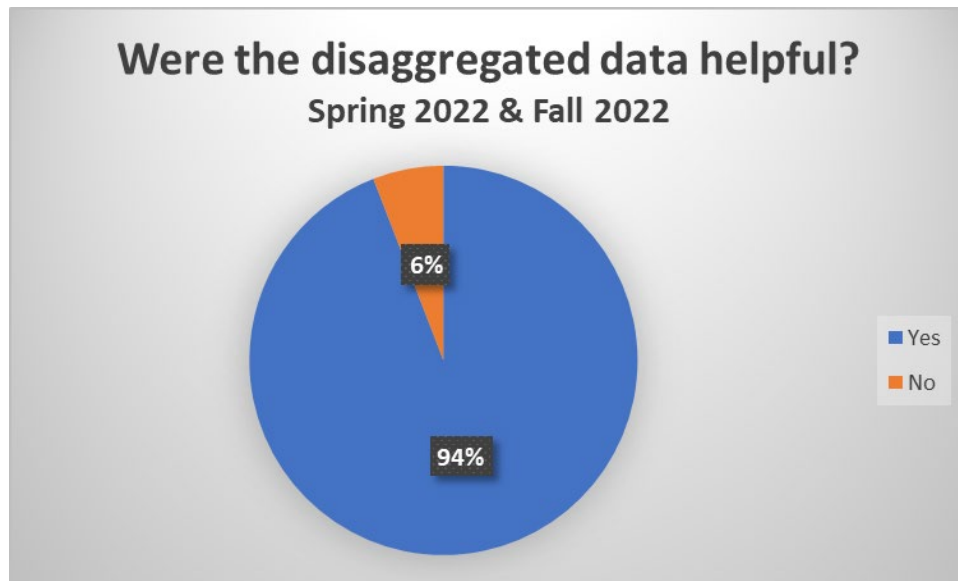
Female	78%	77%	0%
Male	70%	70%	0%
Multiple races	77%	78%	1%
Female	79%	79%	1%
Male	73%	75%	2%
Native Hawaiian and Other Pacific Islander	68%	50%	-18%
Female	75%	46%	-29%
Male	59%	56%	-3%
Non-Resident Alien (International)	83%	83%	0%
Female	82%	84%	3%
Male	86%	81%	-5%
Unknown	87%	87%	0%
Female	91%	90%	-1%
Male	82%	84%	2%
White	83%	84%	1%
Female	85%	85%	0%
Male	80%	81%	1%
Grand Total	80%	80%	1%

In addition to the pass rates, we evaluated feedback provided by the participants. Of the participants from the spring and fall cohorts of 2022, 100% said the program was beneficial with 82% saying it was very beneficial.

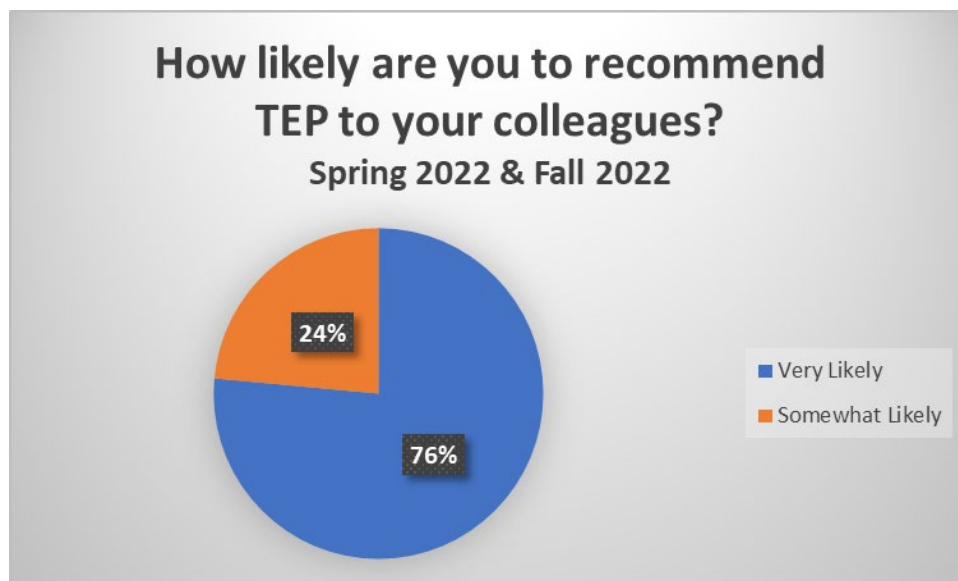


A cornerstone of TEP is providing instructors with their personal success data disaggregated by race and gender, as well as other important markers such as first-generation college students, Pell

recipients, etc. 94% of participants reported that receiving their data was helpful. (Note: Data is used in a positive manner and instructors are encouraged to look for patterns, specifically, as it pertains to race).



While 100% of participants said they would recommend the project to colleagues, 76% said they would very likely do so.



Some insightful qualitative feedback from participants suggests that two specific audiences would most benefit from TEP: co-concurrent and part-time instructors. For example, a participant who teaches college classes in a high school district that is predominantly Hispanic and Black said, "As we all teach classes that are majority students of color, I recommended all the full-time Concurrent Enrollment professors in my district participate in TEP."

The participant brought attention to an audience that we have considered in the past. The second audience is part-time instructors. While TEP has been open and inviting to part-time instructors, communication with that contingent could be more deliberate. A consistent theme in the feedback from part-time instructors has been the benefit of community building and collegial conversations around race and ethnicity, as that group has felt more disconnected from the college than the faculty.

VI. Future Plans:

It is a priority to make TEP a scalable program at PPSC. To do this, we need to provide more options for participation. We will now focus on creating more program options at various times and formats, including online options. An online option would enable numerous instructors with conflicting commitments to participate, such as our Vet Tech instructors who hold day jobs in the vet industry. These part-time instructors have limited time, as well as concurrent high-school instructors who are teaching during the week.

Additionally, the success data suggest that we must broaden our focus to all historically underserved groups, particularly Hispanic students and Native Hawaiian and Pacific Islanders. While we are improving the success rates of Black males, which will remain our target population, more students could benefit from increasing the focus to include more experiences.

VII. Budget Progress & Revision:

Description	Grant Amount	Budget Revision	New Grant Amount	Expenses	Remaining Funds
Salaries	\$ 79,800.00	\$ (1,679.55)	\$ 78,120.45	\$ (61,320.45)	\$ 16,800.00
Spring 2022-TEP Cohort Member Stipends (11 each for 45 hours @ \$56/hr)	\$ 27,720.00	\$ -	\$ 27,720.00	\$ (27,720.00)	\$ -
Spring 2022-TEP Co-Director Stipends (2 each for 90 hours @ \$56/hr)	\$ 10,080.00	\$ -	\$ 10,080.00	\$ (10,080.00)	\$ -
Summer 2022-TEP Program Developer (2 each for 30 hours @ \$56/hr) --second developer added	\$ 1,680.00	\$ 1,680.00	\$ 3,360.00	\$ (3,360.00)	\$ -
Summer 2022-Institute Presenter Stipends (3 each for 15 hours @ \$56/hr) --institute was cancelled	\$ 2,520.00	\$ (2,520.00)	\$ -	\$ -	\$ -
Fall 2022-TEP Cohort Member Stipends (11 each for 45 hours @ \$56/hr) --only 5 participated	\$ 27,720.00	\$ (15,119.55)	\$ 12,600.45	\$ (12,600.45)	\$ -
Fall 2022 -TEP Co-Director Stipends (2 each for 90 hours @ \$56/hr) --one director reduced hours to 45	\$ 10,080.00	\$ (2,520.00)	\$ 7,560.00	\$ (7,560.00)	\$ -
Summer 2023-TEP Bilingual English Composition Course Design (1 @ \$2,800)	\$ -	\$ 2,800.00	\$ 2,800.00	\$ -	\$ 2,800.00
Fall 2023-TEP Math with Inclusive Teaching Support Course Design (1 @ \$5,000)	\$ -	\$ 5,000.00	\$ 5,000.00	\$ -	\$ 5,000.00
Fall 2023-TEP Delivery & Scale Redesign (1 @ \$1,500)	\$ -	\$ 1,500.00	\$ 1,500.00	\$ -	\$ 1,500.00
Fall 2023-TEP HSI Expert Stipend for 2 Faculty Workshops (1 @ \$7,500)--topics include on inclusion of HSI-centered Teaching Practices & Instruct Design	\$ -	\$ 7,500.00	\$ 7,500.00	\$ -	\$ 7,500.00
Fringe Benefits	\$ 17,556.00	\$ (952.81)	\$ 16,603.19	\$ (14,454.89)	\$ 2,148.30
Spring 2022-Fringe Benefits @ 22%--rate increased	\$ 8,316.00	\$ 184.21	\$ 8,500.21	\$ (8,500.21)	\$ -
Summer 2022-Fringe Benefits @ 22% --hours of facilitators decreased	\$ 924.00	\$ (190.50)	\$ 733.50	\$ (733.50)	\$ -
Fall 2022-Fringe Benefits @ 22% --number of participants reduced	\$ 8,316.00	\$ (3,094.82)	\$ 5,221.18	\$ (5,221.18)	\$ -
Summer 2023-Fringe Benefits-Stipend @ 23%	\$ -	\$ 646.80	\$ 646.80	\$ -	\$ 646.80
Fall 2023-Fringe Benefits-Stipend @ 23%	\$ -	\$ 1,501.50	\$ 1,501.50	\$ -	\$ 1,501.50
Travel	\$ 468.00	\$ (389.60)	\$ 78.40	\$ (78.40)	\$ -
Summer (October) Institute Mileage (3 ea @ 300 miles/day for 2 days @ \$0.52/mile) --only one person traveled	\$ 468.00	\$ (389.60)	\$ 78.40	\$ (78.40)	\$ -
Supplies	\$ -	\$ 3,021.96	\$ 3,021.96	\$ -	\$ 3,021.96
Books for Faculty on HSI Teaching Practices (100 @ \$30 each plus \$21.96 shipping)	\$ -	\$ 3,021.96	\$ 3,021.96	\$ -	\$ 3,021.96
Requested from Grant	\$ 97,824.00	\$ -	\$ 97,824.00	\$ (75,853.74)	\$ 21,970.26