

**CCCS Teaching Excellence with Equity
Multi-Institutional Grant Report
11/01/21-12/01/22**

I. **Program Name.** High Impact Equity Practices: Asynchronous Workshop and Coaching

II. **Program Leads.**

POC--Robin Schofield, Pikes Peak State College (PPSC), English Faculty, Faculty Director of High Impact Practices

Jo Ellen Becco, PPSC, English Faculty and Faculty Director of High Impact Practices

Bobby Pace, Interim VPIS, Community College of Aurora

Carmen Wade, Dean of Academic Affairs and First Year Success, Community College of Aurora

Abby Ruby Crew, part-time instructor in English, History, Sociology and Gender Studies,
Assistant Dean of Academic Planning, Assessment, and Improvement, Colorado
Mountain College

Lynette Bates, VPIS, Trinidad Junior College

Desi Maxwell, Math Faculty, EDI chair and Assessment Coordinator, Trinidad Junior College

Frank Vazquez CCCS, Director of Academic Technology

Grace Whiteaker, CCCS, Senior Instructional Designer

III. **College(s).**

Pikes Peak State College, Community College of Aurora, Colorado Mountain College, Trinidad Junior College, and CCCOnline (course designers and academic technology).

IV. **Program Description.**

The primary strategy to advance equitable student outcomes was to develop and offer a faculty training course on High Impact Practices, coupled with expert facilitation and coaching for partner colleges. The goal was to provide high quality, interactive pedagogical training on equity practices that was both interpersonal and accessible to faculty and instructors across the state of Colorado.

PPCC designed this HIPs Workshop in D2L in collaboration with CCC Online and CCCS eLearning partners. This asynchronous, facilitated workshop was a tool for partner colleges with a goal that 15-20 faculty and instructors at each institution-- CCA, CMC, PPSC, and TSC—would complete the HIPs workshop from November 1, 2021 through January 28, 2022.

This course included three deliverables: a *What are HIPs?* quiz, an *Identify Your HIPs* exercise, and a *HIPs Assignment Design Template* (with the assignment to be implemented in a course in 2022). The *Make a HIP* module guided educators through the design template resulting in an assignment for Diversity Global Learning, Service Learning, or Collaborative Projects (3 top HIPs). As part of the *Diversity Global Learning* module, the workshop addressed Culturally Inclusive Practice. Faculty and Instructors at the pilot colleges finished the HIPs Workshop in

approximately 10-15 hours and received a \$400 stipend for completion. Many of the pilot educators from CCA, CMC, TSC, and PPSC implemented HIPs in their classrooms.

Lessons Learned:

- We increased the stipend for faculty participants (from \$400 to \$1000). *Reasoning:* it was challenging for some institutions to recruit participants and some faculty did not complete. We believe this amount will give more incentive to sign up and complete. It also communicates more value of faculty time.
- Two-day Site Visits focused on HIPs Workshop completion, and assessment framework (from 1-day visits with varied focus). *Reasoning:* The priority is that faculty design a high quality assignment that they can use the next semester. The in-person sessions will be compensated from a portion of the stipend, and will provide in-the-moment coaching. Also, partner college leads will receive comprehensive training on assessment of High Impact Practices.
- Leadership of High-Impact Equity Practices Functional Group. This group began Fall 21 as a way of scaling equity teaching and learning strategies (HIPs), and sharing best practices in professional development and assessment across CCCS institutions, with primarily faculty membership. *Reasoning:* Scaling equity practices is a strategic priority for CCCS, and faculty are at the core of delivering these transformational experiences to students. Previously this role was compensated through PPSC Directors of HIPs role, which transitions in Fall 2023. The grant partner colleges and the functional group share membership and aligned goals.
- Further emphasis on Culturally Relevant HIPs (from Discussion Board and some design prompts to richer DEI content and engagement throughout the HIPs Workshop). *Reasoning:* Feedback from year-one participants revealed a need for more examples and instruction on Culturally Relevant HIPs. Cultural Relevance should be integrated more fully into the HIPs design and delivery.
- More compensation for grant writing, program reporting, overseeing facilitators, and coordinating with partner colleges on the HIPs Workshop (from multiple design and development stipends to more coordinating and coaching from faculty leadership). *Reasoning:* Year one, we didn't compensate the program leadership at the appropriate level for the administrative work that was required for multi-institutional grant coordination. Additionally, grant leads will deliver two-day workshops at each site, and coach each partner institution in HIPs equity assessments. With the design of the HIPs Workshop mostly complete, the priority is on the partnership, assessment initiative, managing the program, and scaling in CCCS..

V. Scaling and Pandemic Impact: PPSC perspective

The pandemic nearly dealt a deathblow to progress in scaling HIPs. In Fall 20, only 21% of sections at PPSC were reported as HIPs. And the reporting number fell every subsequent semester. When the pandemic hit, many faculty likely stopped doing HIPs, and at least, most stopped reporting them. We made the difficult decision to not count "*always HIPs*" classes during the pandemic years (AY 20-21 and AY 21-22), like Writing Intensive for ENG and JOU, and DGL for those who assess DGL for Gen Ed. We also stopped counting formerly identified and

aligned HIPs agreements, such as Anthropology's intro course was *always* Service Learning. We couldn't be sure that an actual HIP experience was being delivered to students. This meant we were solely reliant on faculty reporting through a tracking survey.

During the past two years, faculty had to adjust their teaching and change modes of delivery multiple times, and they navigated so many other challenges of the pandemic, that we are a little heartened that we were even at 21% of sections in Fall 20. We are concerned by the downward trend, however, and believe faculty are ready to re-engage, in both delivery of HIPs and reporting them. We have seen an uptick in faculty engagement around HIPs during Fall 22. These two years will serve as a comparative point.

The HIPs Workshop is a key strategy to institutionalize HIPs further. Chairs have struggled to onboard their instructors, and now chairs can recommend that they take the asynchronous workshop. Associate Deans and Deans can recommend that their chairs take the workshop. Participants work at their own pace and produce a usable (peer-reviewed) assignment to implement in a class. The workshop is facilitated by HIPs master teachers, to include Zoom drop-in sessions, feedback on work (using a rubric for the final deliverable), and engaging discussions.

During the pandemic our entire team was cut, so we began rebuilding HIPs leadership in a new way in spring 2021. We have more shared responsibility, more communication as a team, and liaisons for each academic division. We try to keep the work meaningful, engaging, and supported. AY 2022-23 is key to rebuilding momentum.

As for academic pathways/required courses, we have approached that by embedding HIPs into entry-level courses. This way there's no change in requirements, just unavoidable HIPs for all students. Prior to the pandemic, it might have been difficult to make valid comparative analyses because all educators for a particular course might be using a High Impact Practice. A good problem to have.

We do have weak spots. Reporting is our first priority for Fall 22. We are working on re-engaging faculty through a HIPs Professional Learning Community and broadening leadership. Online courses need a much higher implementation level. ENG, AAA, MAT, and CTE need much closer fidelity to the 8 elements of HIPs. And faculty and students are exhausted. We continually look for ways to make HIPs easier to implement, and less stressful to do. To address student stress we've created syllabus statements and student-facing infographics for faculty to use.

Our data shows that the law of diminishing returns is in play. If students take 3 or more HIPs in a semester, there is a lower impact. One or two HIPs is the sweet spot, which means we have an opportunity to sequence HIP experiences. The CCCS High-Impact Equity Practices functional group, created in AY 21-22, has also laid the groundwork for expansion of HIPs across Colorado.

CMC is following a very similar pattern to PPSC. TSC and (newly) Morgan Community College are still in the fledgling stages. CCA decided not to participate as a partner in the grant for year two, due to lack of bandwidth. However, CCA and three other non-partner colleges have faculty enrolled in the workshop.

VI. Reporting.

Multi-institutional partners shared data in the following ways:

- CCCS TE Institute October 2022
- HIPs in the States at IUPUI National Assessment Conference (national conference for High Impact Practices)
- PPSC's website and Faculty HIPsGuide (ppcc.edu/hips)
- Professional Development Week HIPs Seminars
- Executive Leadership at Colleges
- And in this CCCS TE grant report for AY 21-22

VII. Budget.

PPSC, CCA, CMC, and TSC received full budget amounts from CCCS in November 2022.

PPSC and CMC used the full amounts awarded to pay participant and college and grant lead stipends. Additionally, PPSC paid for Workshop design, site visit travel, and student experiences with NASA.

CCA and TSC did not utilize the full grant amount awarded. They both paid a college lead and for workshop participant stipends. Both institutions will use the roll over amount (approximately \$6000 in each case) to fund more faculty participants in the workshop in AY 22-23. TSC will also fund assessment work for their HIPs program for AY 22-23 using AY 21-22 funds.

A full accounting spreadsheet can be produced if needed.

VIII. Timeline and Implementation Plan. ACHIEVED with adjustments.

Dates	Activity	Stakeholders	Outcome
July 2021	Assemble multi-institutional team	PPCC, CCA, CMC, TSJC leads; CCCOnline and eLearning	Application approval and input on draft; processes for online training through CCCS
July - September 2021	Write grant proposal, reviews and input from	PPCC, CCA, CMC, TSJC, CCCOnline	Build collaboration and clarity; submit a clear and compelling proposal

	all institutions; submit proposal		
August-October 1 2021	CCCS Instructional design team reviews and edits HIPs Workshop in D2L	PPCC and CCCOnline	ADA compliance User friendly Engaging
August 30-October 15	PPCC pilots HIPs Workshop prototype internally	15 PPCC faculty/instructors; PPCC leads Jo Ellen Becco, Robin Schofield, Bruce McCluggage	Build HIPs capacity at PPCC; practice and improvement for statewide workshop
October 1-29, 2021	Each partner institution signs up 15 interested faculty and instructors for the HIPs Workshop through CCCS eLearning process	Leads from PPCC, CMC, CCA, TSJC, CCCOnline	Fully enrolled HIPs Workshop by October 29 COB
November 1-January 28, 2022	60 faculty and instructors complete HIPs Workshop training	Faculty and instructors from PPCC, CMC, CCA, TSJC, CCCOnline; PPCC facilitates the asynchronous workshop hosted in CCCOnline D2L	Fully trained faculty and instructors are ready to implement a HIP in a Spring 2022 course. Primary deliverable of the workshop is a HIPs assignment ready for students.
December - February 2022	Each partner institution process pay (\$400 plus benefits) for faculty and instructors who complete the HIPs Workshop	Leads from CCA, CMC, PPCC, TSJC	Faculty complete workshop and are rewarded for designing an high impact equity practice for Spring 2022 implementation.
Spring, Summer, and Fall 2022	Pilot faculty implement a quality HIP in 1 course; students are surveyed by faculty on learning and experiences	60 pilot faculty from CCA, CMC, PPCC, TSJC <i>Implemented to varying degrees</i>	Engaged learning, deeper learning, career and life skills, greater retention and persistence in college; faculty are energized by HIPs
Spring 2022	PPCC makes coaching site visits; partner institutions coordinate logistics and content of site visit according to unique priorities	PPCC, CCA, CMC, TSJC	Support pilot faculty and partner leads
Spring 2022	Pilot faculty give feedback via survey	Leads from CCA, CMC, PPCC, TSJC	Evaluate the implementation

			experience of pilot faculty
May-September 2022	Analyze data from the Workshop, student survey, and faculty survey	Leads from CCA, CMC, PPCC, TSJC	Discover efficacy of HIP Workshop and strategies for improvement
October 2022	Present findings at Teaching Excellence Institute	Leads from CCA, CMC, PPCC, TSJC	Edify fellow educators and identify methods for improving college success for all Colorado Community College students

IX. Success and Assessment.

Year 1 of the HIPs Workshop focused on faculty participants’ completion of the workshop, implementation of HIPs and student impact, the quality of the HIPs Workshop, and the multi-institutional partnership.

1.) Number of faculty who completed the workshop:

Initial HIPs Workshop Participation Numbers from AY 21-22

- 94 Enrolled participants (includes PPSC pilot in Fall 2021)
- 62 Participants completion or partial completion of the workshop requirements
- 66% Completion rate

2.) HIPs Implementation (The number of HIPs courses, student impact and experiences):

Tracking the implementation of HIPs during Year One was difficult. The information reported here is varied: HIPs sections taught, persistence data, qualitative report on the student experience, and narratives on implementation from faculty.

Moving forward, each partner college will develop their own tracking plans to collect clearer data and improve reporting. A goal in Year Two of the grant is to prepare partner colleges for this process.

CCA: Sociology Faculty Tanya Cook takes on a deep dive into the teaching and learning experience.

CMC:

	College Persistence	HIPS Persistence	Statistically Significant (Y or N)
OVERALL	49%	64%	Yes (.001)
Latinx	49%	63%	Yes (.05)

PPSC: 76 HIPs sections 1520 students in HIPs learning experience

TSC: All completers used HIPs, even non-completers did. Students highly engaged. HIS and ENG primary disciplines.

3.) Workshop quality

Success is also the creation of a tool for delivering high quality, low-cost asynchronous training and coaching across the state.

To gauge the quality of the workshop experience, we asked workshop participants reflection questions about the workshop and in anticipation of implementing HIPs.

Feedback we received from the AY 21-22 session cohort: (It was overwhelmingly encouraging.)

What was the most helpful part of the HIPs workshop for you? Why?

- *I think this was a great class. I am super impressed by the integration of culturally responsive pedagogy and the community cultural wealth lens.*
- *I felt the workshop was very well set up. The workshop did well in explaining the different terminology and providing background and statistics to illustrate its effectiveness.*
- *I think the most helpful part was working through my equity concerns in the Culturally Relevant section and then being FORCED to create my assignment. :-)*
- *Terrific resources for virtual service learning projects. I love actually getting out into the community, but with the current Omicron variant, I may need to offer lots of flexibility to enable students to be safe and supported.*
- *The peer projects and the feedback provided to them. They really opened my eyes to ideas for incorporating HIPS content into my classes, as opposed to just the big capstone-type ideas presented earlier. Seeing some of the ideas for jig-sawing and for students providing presentations beyond the classroom made me think of new ways to approach not just my HIPS assignment for this class, but also some of my other class assignments. Seeing how others approached this was the most beneficial part of this workshop for me.*

Following this workshop, share your priorities for implementing HIPs:

- *Engaging students that would otherwise feel disconnected from the course material.*
- *My first priority is to make this a rewarding and achievable project that students can be proud of.*
- *Encourage collaboration and help students hone their skill set for real world situations*
- *Increase collaborative practice and real-world context and public demonstration of competence.*
- *Deeper and more engaged learning & continuing my own exploration of implementing and tweaking HIPs in my classroom.*

- *I am really excited about this in-depth semester project and for students to be able to connect so deeply with an issue important to them (and to the people impacted by and impacting that issue).*

4.) Coordination, communication, site visits, and TE Institute presentation.

The site visits were key to the multi-institutional partnership, especially with Colorado Mountain College and Trinidad State College. The “site visit” to the Community College of Aurora ended up mostly virtual with an on campus debrief with the CCA college lead. Colorado Mountain College had a robust attendance of faculty and administrators for a full day of HIPs sessions. Some faculty travelled three hours in snowy conditions to attend even though there was a hyflex option. TSC had a similar turn out, to include a brief virtual meeting with the college president. We were even treated to a tour of the TSC robotics labs.

Coordination was a learn as you go situation. We had to onboard our facilitators, experiencing some challenges in expectations and performance. We learned the processes for distributing funds to other institutions and paying our own folks. Assistance from the CCCS online design team was invaluable and from IT as well. We sought input broadly and received feedback somewhat inconsistently. In the end, we realized we needed more time for communication, team building, and processes for the workshop and the grant.

The work of building a team is bearing fruit in the quality and quantity of participation in the HIPs Workshop for year 2, with 90+ workshop participants, hefty representation from STEM disciplines, and significant activity from day one of the 2023 workshop. We are also experiencing broader and more substantive participation in the Statewide High Impact Equity Practices functional group. We have subcommittees on Professional Development and Assessment, with representation from nearly every community college in CCCS.