Supporting Student Success Through Equity-Mindedness in the Classroom

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What is Equity?

**Equity** refers to a heightened focus on groups experiencing *disproportionate impact* in order to remediate disparities in their *experiences* and *outcomes*.

Students of color; Former foster youth; Food & housing insecurities; Students with disabilities; Veterans; Formerly incarcerated & more...
What is equity-mindedness?

- **Recognizing** that systemic inequities **disadvantage** groups and individuals in a range of social contexts

- **Reframing** outcome disparities as **institutional** underperformance rather than **student** underperformance

- **Rejecting** models that center perceived deficits in **students**’ identities or abilities in explaining disparate outcomes

- **Critically reflecting** on one’s **roles** and **responsibilities** as an educator and the ways in which **we** allow inequities to persist

- **Adopting** humility and a growth-mindset in understanding one’s own assumptions, cultural competence, comfort with diversity and implicit bias
Student Experience: Student Voice

● What are some of the challenges you have faced in the classroom?

● What about obstacles at NVC that you felt worked against your ability to be successful in the classroom?

● What are some of the things classroom instructors have done that supported your success?

Kyler Thompson
Major: LGBT Studies
56 Units Completed

Joshymar Graham
Major: Psychology and Sociology double major
87 Units completed

Gilberto Ramirez
Major: Communication Studies
92 Units Completed
NVC Retention & Successful Course Completion Rates

[Bar graph showing retention and successful course completion rates for different racial/ethnic groups.

Source: California Community Colleges Chancellor’s Office Data Mart
Rates calculated across three Fall semesters, 2017-2019
Racial/Ethnic groups claiming <2% of Napa Valley College enrollments across the three Fall semesters (American Indian, Alaskan Native, Pacific Islander, & unknown) not pictured]
Retention & Successful Course Completion Rates: In-Person Courses

Source: California Community Colleges Chancellor’s Office Data Mart; Rates calculated across three Fall semesters, 2017-2019

“In-Person” denotes delivery through “non-Distance Education methods”

Racial/Ethnic groups claiming <2% of Napa Valley College enrollments across the three Fall semesters (American Indian, Alaskan Native, Pacific Islander, & unknown) not pictured
Retention & Successful Course Completion Rates: Distance Education Courses

Source: California Community Colleges Chancellor’s Office Data Mart; Rates calculated across three Fall semesters, 2017-2019

"Distance Education" denotes delivery through "delayed interaction (internet based)"

Racial/Ethnic groups claiming <2% of Napa Valley College enrollments across the three Fall semesters (American Indian, Alaskan Native, Pacific Islander, & unknown) not pictured
Six Success Factors

**Directed** students have a goal and know how to achieve it

**Focused** students stay on track, keeping their eyes on the prize

**Nurtured** students feel somebody wants and helps them to succeed

**Engaged** students actively participate in class and extracurriculars

**Connected** students feel like they are part of the college community

**Valued** students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus, and feel their contributions are appreciated

**Source:** The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.

**Things to consider:**
How can we infuse this research into our classroom practices? How can we support student success while delivering content and attending to other classroom business?
Classroom Strategies

**Directed**
- Communicate and reinforce how course furthers student goals
- Design syllabi for clarity, consistency and accessibility
- Support the work of the Transfer Center in your class

**Focused**
- Communicate clear expectations, due dates, context of work, grading rubrics
- Provide examples of successful work to model
- Use a variety of teaching and assessment methods
- Be aware of days of religious/cultural significance when scheduling assessments

**Nurtured**
- Establish and model inclusivity, respect and cultural sensitivity
- Get to know your students and establish authentic relationships
- Be mindful during faculty-student interactions
- Be informed about and actively promote Student Support Services
# Classroom Strategies

## Engaged
- Create opportunities for dialogue and student feedback throughout the course
- Allow for student choice in assignments and assessments when possible
- Utilize student surveys to collect feedback and enhance student agency

## Connected
- Create opportunities for students to share who they are
- Be authentic, share your own educational story & build a community of learners
- Create opportunities for peer-to-peer connection and collaboration

## Valued
- Be conscious of diversity when choosing materials
- Engage with culturally-responsive pedagogy
- Be aware of preferred names and pronouns
DE - Specific Strategies to Consider

• Upload a picture of yourself and share who you are. Transparency builds trust.
• Encourage students to set their preferred names and pronouns in Canvas
• Build relationships: discussions, intro assignments, or short survey:
  ◦ What are some ways I can help support you in my class?
  ◦ What’s one thing I should know about you?
  ◦ What are your hopes for the class?
• Be there: hold regular office hours via zoom and provide details & links
• Scaffold assignments and rethink assessments for this modality
• Use a variety of frequent, low-stakes assessments
• Provide prompt, clear, constructive feedback
• Flexible due dates to accommodate current challenges
Top 3 Requests/Needs that Students are Communicating

- **BASIC NEEDS**: Food/Housing (43%)
- **MENTAL HEALTH**: (90%)
- **PRESCRIPTION REFILL**: (37%)
NVC Health Services

Your Clinic is OPEN!

- Free or Low-Cost
- In-person, phone, or Zoom
- Birth control
- Emotional distress
- Injuries
- Illnesses

Need support now?
24/7 Crisis Text Line:
Text “COURAGE” to 741741
The NVC Student Support Services document provides live-links & access to websites, information, and phone numbers of resources.
The NVC Red Folder is designed to support faculty in quickly & effectively assisting students in times of need.
Take-Aways

- Be Culturally Responsive
- Be Flexible
- Empathize with your students
- Build Community
- Be Race Conscious
- Empower Students

Embrace the CHALLENGE!

Resources

- 10 Ways Faculty Can Support Students’ Success
- NVC Student Support Services
- HSACCC COVID Survey Spring 2020
- Equity-Minded Teaching Strategies
- NVC Red Folder
- NVC Student Health Services
- The Effects of Racial Microaggressions on Belonging and Success for Students of Color