

PRACTICES THAT PROMOTE EQUITY IN BASIC SKILLS IN CALIFORNIA COMMUNITY COLLEGES

ADOPTED SPRING 2010

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
ABSTRACT	2
INTRODUCTION	3
THE LANGUAGE OF DIVERSITY AND EQUITY	5
WHY INVEST IN EDUCATIONAL PRACTICES THAT PROMOTE EQUITABLE OUTCOMES?	7
STRATEGIES THAT PROMOTE EQUITABLE OUTCOMES	8
COMMUNITY-WIDE PRACTICES THAT PROMOTE EQUITABLE OUTCOMES	10
EQUITY EFFORTS IN SANTA ANA COLLEGE	10
LONG BEACH CITY COLLEGE PROMISE PROGRAM	14
PRACTICES THAT PROMOTE INSTITUTION-WIDE EQUITABLE OUTCOMES	17
CREATING INSTITUTION-WIDE EQUITY DIALOG	17
FROM DIALOG TO DATA	17
DEALING WITH INSTITUTIONAL EQUITY DATA TO CREATE ACTION	19
PROGRAMMATIC PRACTICES THAT PROMOTE EQUITY	20
THE STATEWIDE PUENTE PROJECT MODEL	20
COLLEGE OF SAN MATEO - WRITING IN THE END ZONE (WEZ)	22
GROSSMONT COLLEGE EXTENDED OPPORTUNITY PROGRAMS AND SERVICES	24
EL CAMINO COLLEGE PROJECT SUCCESS	24
SANTA BARBARA CITY COLLEGE PARTNERSHIP FOR STUDENT SUCCESS	25
THE ROLE OF NONCREDIT IN PROMOTING EQUITY	25
CLASSROOM-BASED EQUITY PRACTICES	28
CULTURAL COMPETENCE	28
UNIVERSAL DESIGN FOR LEARNING	29
BRAIN RESEARCH	31
CONCLUSION	34
RECOMMENDATIONS	36
REFERENCES	37
APPENDICES	41
APPENDIX A: CCC ETHNICITY IN CREDIT AND NONCREDIT BASIC SKILLS	43

APPENDIX B: EQUITY-MINDEDNESS 44

APPENDIX C: CULTURAL COMPETENCY 45

APPENDIX D: UNIVERSAL DESIGN 46

APPENDIX E: THE SANTA ANA PARTNERSHIP 48

APPENDIX F: A-G REQUIREMENTS 49

APPENDIX G: USC – CENTER FOR URBAN EDUCATION’S EQUITY SCORECARD
AND BENCHMARKING 50

APPENDIX H: STARTLING STATEMENTS 52

APPENDIX I: EL CAMINO COLLEGE PROJECT SUCCESS PROGRAM DETAILS 54

APPENDIX J: SANTA BARBARA CITY COLLEGE PARTNERSHIP FOR
STUDENT SUCCESS, WRITING CENTER DATA 55

APPENDIX K: EXAMPLES OF ADDITIONAL PROGRAM STRATEGIES FOR
PROMOTING EQUITY FROM THE BSI EFFECTIVE STRATEGIES 56

APPENDIX L: CULTURAL COMPETENCE FOCUSES ON FOUR KEY ISSUES 59

APPENDIX M: RESOURCES FOR ACTIVE LEARNING 61

EXECUTIVE SUMMARY

PRACTICES THAT PROMOTE EQUITY IN BASIC Skills in California Community Colleges provides an overview of proven practices that can be used to promote success for our varied and diverse student population. The paper describes the anatomy of concentrated efforts where the macro meets the micro on college campuses across the state. Three important strategies are described: Equity-Mindedness, Cultural Competence, and Universal Design for Learning. Equity-mindedness is an evidence-based practice that identifies and removes barriers to student success. Cultural Competence is an effort to understand the role of culture in equitable outcomes. And finally, Universal Design for Learning critically examines the everyday practices in student services and classrooms that not only create access but also identifies ways to make student success a priority.

California is predicted to experience the largest demographic shifts and greatest diversity in the nation; we must become adept at educating and training our future workforce lest we allow educational and workforce gaps to widen. The student population of the California community colleges (CCCs) already mirrors statewide population projections for 2050. In essence, the almost three million students within the CCCs are a proportional preview of the state’s future population. With California in such a critical place and with the CCCs poised to address the needs of today and tomorrow, what better time than now to adopt practices that promote equitable outcomes and success for all? There are many successful, concrete practices that have promoted equitable outcomes for students within the CCC system. We must expand these efforts to every college.

Included in this paper are examples of institutional dialog and suggestions for framing and communicating data in order to construct equity-mindedness. Impressive programs, marked by success and bridging equity gaps can be easily adapted to local populations, costing little more than motivation and a focus on our future. Ultimately these actions must be adopted within the student services arenas, in the classrooms, in clearly defined program pathways – examples of these universally designed learning strategies are detailed in this paper.

The paper concludes by recommending that local senates create venues to discuss data and barriers related to equitable outcomes. Local senates should examine the key components of programs that have promoted student success in order to determine if their own institutional programs could adopt key principles from effective programs or initiate similar programs. Student equity plans should be developed in conjunction with college-wide discussions that link the equity plan to curriculum development, program improvement, budgeting and planning. And finally, the Academic Senate should continue to conduct training and professional development activities to continue statewide dialog on best practices to support student success, including the examination and expansion of noncredit programs to address the needs of the basic skills student population.

ABSTRACT

THIS PAPER DISCUSSES THE IMPORTANCE OF institutionalizing practices that promote equitable outcomes for all students within the vast California Community College (CCC) system. The CCC system, which annually provides educational opportunities for almost three million students, exists at the heart of the state economy and future labor pool. Because the CCC system is the most diverse higher education system in the world, providing open access and post-secondary opportunities for large numbers of students of color, it represents an immeasurable opportunity to identify effective practices that can enhance success and increase equitable educational outcomes. The disproportionate representation of students of color in credit and noncredit basic skills, combined with the unique Basic Skills Initiative focus that began in 2005, translates into a powerful epicenter for advancing equity among diverse Californians. While the colleges have done a remarkable job providing access to educational opportunity, access alone does not ensure success. This paper explores how student success is the result of a concentrated, integrated effort where classroom, program, and institution work together to articulate clear pathways to promote success for our varied and diverse student population.

This paper describes three important equity considerations: Equity-Mindedness, Cultural Competence, and Universal Design for Learning as a means to enhance success for all students. Equity-mindedness is an evidence-based practice that identifies and alleviates barriers to student success. Cultural Competence, as applied to education, is an effort to understand the role of culture in equitable outcomes. Finally, Universal Design for Learning looks at the everyday practices in the student services and the classrooms that not only create accessibility but provide access to the course content, student support services, and other integral components of student success. To that end, the paper provides examples of evidence-based practices and interventions from the institutional level to programmatic levels in instruction and student services, concluding with course level practices that have been substantiated through research as tools of equitable student outcomes. The paper explores examples specific to community, institutional, and programmatic efforts that have made progress toward fostering student success, increasing retention rates, strengthening employability, and goal attainment of students who take part in the CCC system. The paper concludes with concrete classroom practices that promote equitable outcomes for students within the CCC system.

The demographics of California community college credit and noncredit basic skills students already represent the diverse demographics predicted for the state's future population in 2050. These millions of students represent California's economic health and academic wealth. Never has there been a more critical time to focus on practices that will enable equitable outcomes for these Californians. Failure to address California's well-documented future needs for an educated workforce have been described by many educational, economic, and social researchers. This paper presents some effective strategies to tackle some of the well-described problems; it represents a key to a new future and hope for our current students and coming generations. This paper and its related publication, the Academic Senate paper describing Student Equity Planning called *Student Equity: From Dialog and Access to Action*, describe viable, locally-driven practices to promote equity among diverse students in the community colleges.

INTRODUCTION

THE PURPOSE OF THIS PAPER IS to provide a review of effective educational practices that promote equity in the California community colleges. While most community colleges in the United States are seen as an access point to higher education for the traditionally underserved populations, California community colleges, with their low cost tuition (currently at its highest yet still only \$26 per unit, but still lowest in the nation) and widespread geographic reach (112 colleges with many more additional centers), are the epitome of open access. The involvement of the Academic Senate for California Community Colleges in the recent Basic Skills Initiative, with an emphasis on student success within basic skills, clearly demonstrated that access alone does not promote equity. This paper, in conjunction with a new Academic Senate paper describing strategies for developing mandated student equity plans called *Student Equity: From Dialog and Access to Action*, seeks to promote active engagement in equity issues and action. While access, as a first step in opening doors to students, is clearly important, open access resulting in failure rates of 50% or more does not promote equity nor provide what our students need to succeed. Equitable practices include access coupled with support and guidance that promotes equitable outcomes regardless of the ethnicity, culture, or socioeconomic background.

For the purpose of this paper, the Academic Senate describes equitable practices as beginning with a fundamental frame of mind, an equity-mindedness. Related to this, the paper describes evidence-based equity practices from the classroom level to the institutional level that address those inequitable outcomes which pervade all of higher education. Underlying these practices is the belief that every person can learn and meet a potential that benefits the individual and society if given access, support, and opportunity for success. This paper concludes that equitable outcomes and support for those students with traditionally low success rates, and not solely equitable access, need to be the focus to ensure California's future. Disparate success rates of various groups of students have been documented nationally for decades, and they are not improving. Substantial research describes disproportionately low success rates in student populations from diverse ethnic, immigrant, and socioeconomic backgrounds (Achieve, 2010; Child Trends DataBank, 2008; Bensimon, 2005 & 2007; NCES, 2006; NCHEMS, n.d.; Ornelas & Solórzano, 2004). California community colleges, particularly credit and noncredit basic skills, are an epicenter of opportunity to address the problem because the majority of students served here are those students with the traditionally lowest success rates. The Basic Skills Initiative data clearly painted a picture of student demographics, concentrated in basic skills and English as a Second Language (ESL), that represents the focal point of diversity and equity issues within our system but more importantly in California's future. Currently the diversity of credit and noncredit basic skills and ESL students is indistinguishable from what the majority of Californians will look like in 2050. The colleges are a time machine, imaging the state's future and serving the majority of California's future workforce (as shown in Table 1 and displayed in Appendix A). Local academic senates and the California Community College System must recognize the potential to invest in California's future diverse ethnic populations now—through noncredit and credit basic skills and ESL—to ensure California's economic health.

TABLE 1: COMPARISON OF THE CCC GENERAL, CREDIT AND NONCREDIT STUDENT POPULATION ETHNICITY 2008-2009 TO CALIFORNIA TODAY (2010) AND IN THE FUTURE (2050)

ETHNICITY	% Total Enrollment	% Total Credit Basic Skills/ESL	% Total Noncredit Basic Skills/ESL	California Population 2010	California Population Ethnicity Projection 2050
AFRICAN-AMERICAN	7%	11.3%	3.5%	6%	5%
ASIAN	12%	17%	15.5%	12%	13%
HISPANIC/LATINO	30%	41.3%	52.1%	37%	52%
NATIVE AMERICAN	1%	0.9%	0.3%	1%	1%
PAC ISLANDER	1%	.9%	.3%	0%	1%
WHITE	35%	21.8%	12.3%	42%	26%

These percentages do not add up to one hundred percent because the data collection is different. The CCC data disaggregates Filipino, other non-white and unknown populations whereas the California data does not include these groups separately but does include multi-race while the CCC data does not. Data sources: CCCCCO ARCC Basic Skills Supplemental Report (2009) and the California Department of Finance Population Projections (2007).

In addition to the ethnicity data, we know that credit and noncredit basic skills courses and programs are home to many students that are typically underserved and find themselves as adults without the level of academic and workplace skills necessary to support themselves. These courses and programs may be the last chance for those adults who did not complete high school requirements, lost their jobs, are single parents, are immigrants, are in need of job skills, or are impoverished and have no other means to link to the training they need to become productive citizens. Credit and noncredit basic skills represent a door to the future that, if shut, will seal the fate of these student populations forever and remove them as contributors to a healthy California.

THE LANGUAGE OF DIVERSITY AND EQUITY

WHEN DISCUSSING EQUITY AND DIVERSITY, IT is important to note that California is the most diverse state in the U.S., and the Academic Senate is concerned with all aspects of diversity and equity for all students. The Academic Senate recognizes the pivotal role the CCCs play as a point of access for a wide diversity of students: students of color, students from low socioeconomic conditions, immigrants, single parents, returning adults, and many others. Focusing on a particular ethnic population or a particular underserved group would not serve the diverse nature of our institutions and our state. Rather, this paper, combined with other Academic Senate papers about equity and student equity plans, advocates a perspective that recognizes the importance of equitable access, support, and successful outcomes for all students.

Language is an important factor when speaking about equity, but also a complicated one. For instance, terminology used to report data for various ethnic and immigrant populations varies based upon data collection conventions, and those conventions will be changing again with the 2010 Census. Some federal and state data refer to Hispanic or Latino/a, which are not the same and are not consistently defined, even among those who self select these descriptors. Some data refer to Black, while other reports specify African-American. Reference to Asian as a group ignores the vast differences among those with roots in India versus China, Japan, or the Middle East. Where data are discussed, the terminology from that report will be used; it would be inappropriate to select and use a single term when the conventions used to collect and categorize data are not similar. In other words, you will see information referring to both Hispanic and Latino/a, according to the description in the data source. Occasionally the population requiring more attention crosses ethnic and cultural descriptions, relating more to other commonalities affecting success such as veterans, single parents, or immigrants, to name just a few. While choice of ethnicity categories is important to acknowledge, the take-away message from this paper needs to be that local colleges must look at their particular student populations that are not succeeding and investigate whether a change of practice or elimination of certain institutional barriers would create a rigorous and effective method to promote success. These types of analyzes and subsequent improvement of practice for any particular group most often benefit all students because the focus is on the students and on success. Therefore, this paper will refer to equitable access, support, and success for all students and refrain from identifying specific student populations except where practices have been designed to address particular needs or data are reported for specific populations.

The purpose of this paper is to direct attention to any and all populations that are not succeeding, identify any barriers, and explore practices that will mitigate those barriers to success. Later, in the effective practices portion of the paper, the term Universal Design for Learning (UDL) will be used to build upon this concept. UDL practices are universally accessible and beneficial to all students with a purpose of promoting access. For the purposes of this paper, universal design refers to creating an environment that recognizes and respects diversity and asks, “What barriers could be preventing access to learning material or comprehension?” This approach offers a stark contrast to the reflexive response that blames the lack of success on deficit thinking or condemns particular attributes of students or previous educational systems. It is true that many of our current students are characterized by fundamental and significant academic and workplace skills gaps. It is also true that educational statistics consistently show disproportionate success rates in Hispanic and

Black populations. UDL guides us to ask if these factors may be the result of the educational design rather than some problem with our students. This paper seeks to challenge individual faculty, local senates, and institutional leaders to embrace equitable access and support through substantive institutional inquiry with a goal to promoting equitable outcomes for all students.

But before exploring these issues, one must first ask, “What is equity?” Collegially defining equity is an important beginning exercise and should be customized to each institution’s populations, needs, and mission. In developing a foundation for this paper, a focus group of California community college faculty collected individual equity definitions from faculty across disciplines in credit and noncredit. The focus group then worked collaboratively to integrate this input and to define equity for the purpose of this paper:

Equity is an institutionally-driven, data-informed approach to provide optimal conditions for success for all students and to change the focus to actively address barriers in an effort to promote equitable outcomes.

This equity is institutionally-driven. It represents a perspective that administration, faculty, and staff adopt that shifts conversations and focus to identify and address success barriers for all students.

This equity is data-informed and based within an equity-mindedness. Equity-mindedness¹ occurs as a result of a data-informed culture that relies upon quantitative and qualitative research to provide actionable information guiding responses to the needs of student populations and the demands of the workforce and responsible citizenry.

This equity focuses on conditions for success. Success, defined here, is a multiple measure as students develop personally, vocationally, and academically along one or more pathways. Further, a key aspect of equity is the intentional construction of clearly defined and articulated educational pathways (e.g., noncredit to credit) that meet diverse needs and outcomes.

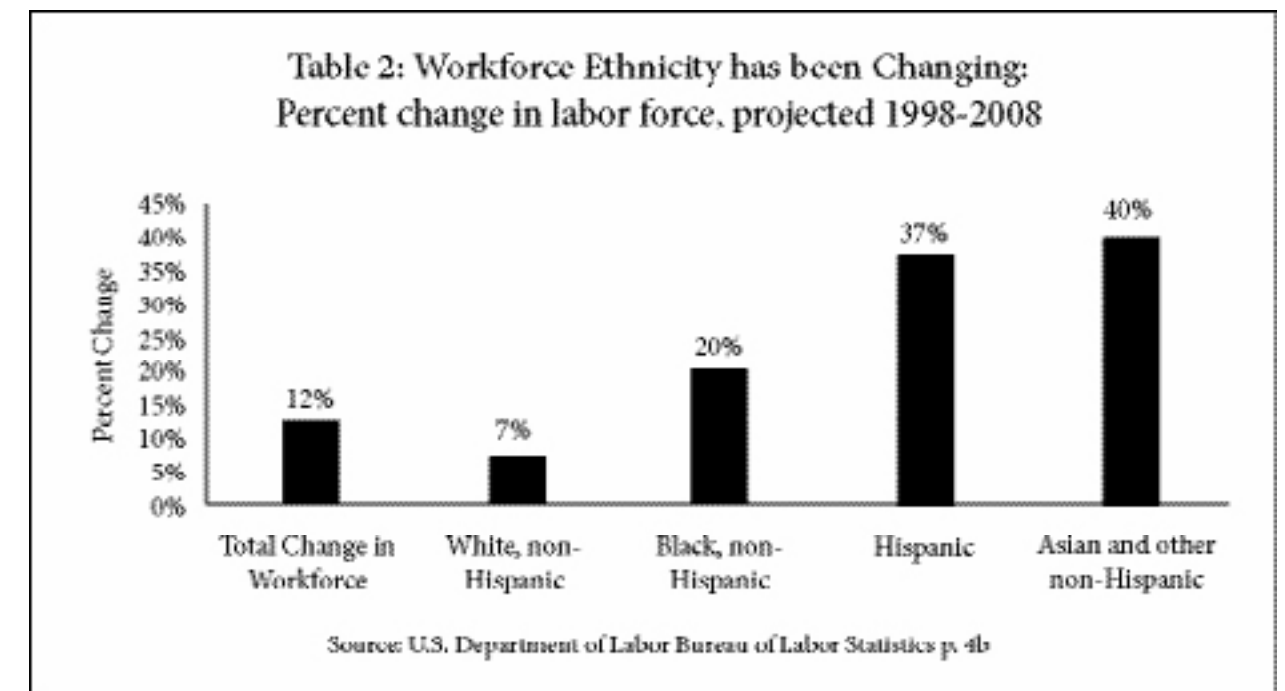
Because the definition of equity should be something owned and custom-tailored to the inherent institutional diversity and community population, the effective practices section of this paper describes several valuable strategies to begin this conversation. Active engagement in defining equity by campus constituents motivates and engages those within the institution. When defining equity, a college must consider equitable outcomes on individualized, group, and societal levels. Limiting and measuring outcomes by transfer and degrees alone can undervalue the important and intermediate outcomes that validate the educational process for academically underprepared students (Redden, 2008). Increasing success and decreasing barriers depends upon adequate support and includes attention to better English skills, engaged citizenry, and cultural and academic sophistication.

¹ This concept of “Equity-Mindedness” comes from the Center for Urban Equity (CUE) at USC, whose web site is found at <http://cue.usc.edu/>. Equity-mindedness is a focused research and inquiry to reveal institutional barriers to equitable outcomes.

WHY INVEST IN EDUCATIONAL PRACTICES THAT PROMOTE EQUITABLE OUTCOMES?

RESEARCH HAS SHOWN VALUE IN DIVERSITY at all levels of employment and academia. California community colleges must capitalize on their existing diversity in credit and noncredit basic skills and ESL as a source to promote and perfuse diversity in all areas of California’s future.

- ▶ When colleges examine the positive effect of diversity upon overall institutional outcomes, the results undeniably point to the rich and vital lifeblood needed in our state. “Studies of students in many different colleges and universities show that a diverse student body produces better educated graduates with more highly developed cognitive abilities, interpersonal skills and leadership abilities” (Handelsman, Miller & Pfund, 2007, p. 66)
- ▶ When businesses examine diversity, they report that greater diversity equates to better problem solving, increased creativity, global awareness, and improved skills, which result in better solutions and products (Lee, 2009, p.1, NRC, 2006).
- ▶ When the government examines diversity, it reports that “Minorities are the fastest growing part of the labor force (U.S. Department of Labor Bureau of Labor Statistics, n.d., p. 4a).” Immigrants are the fastest growing segment of the adult workforce, and they are facing some of the largest obstacles to success, particularly academic success (Myer, 2007). Of the 12% increase in the workforce, the majority are Asian (40%), Hispanic (37%) and Black Non-Hispanic (20%) as shown in the table below.



By 2016, more than 75% of California's workforce will require some education or training beyond high school (Skills2Compete-California Campaign, 2009, p. 11). Occupations that require only an associate's degree or a post-secondary vocational award are actually projected to grow slightly faster than occupations requiring a bachelor's degree or more (Executive Office of the President Council of Economic Advisors, 2009, pp. 11-12).

These statistics implicitly refer to the work of community colleges and particularly the students concentrated in credit and noncredit basic skills and ESL as the key to meeting future workforce and economic needs. Directing funding, improving practices and supporting effective strategies where these students are most concentrated aligns efforts where our most diverse students are trying to successfully acquire the education and training California needs for future economic health. Diversity matters intellectually and socially; it is the trademark of our credit and noncredit basic skills and ESL programs, but more importantly it is the hallmark of California's population. Diversity needs to become the face of CCC successful outcomes.

STRATEGIES THAT PROMOTE EQUITABLE OUTCOMES

How do we achieve equitable outcomes and equip our students to meet the future needs of California? The rest of this paper looks at practices nationwide and in California community colleges that have shown great success in promoting equitable outcomes. This paper makes an effort to provide a variety of strategies in order to meet the needs of our diverse colleges. The Academic Senate recognizes the importance of determining locally viable strategies for local populations. It also recognizes that some colleges, depending upon the health of the institutional governance system, may be more prepared for beginning these efforts at the institutional level. Other colleges may be at a timely point to integrate equity into programs, program review, clear program pathways, and program outcomes. Some colleges are not organized or ready to implement institution-wide or programmatic practices to promote equity. At these institutions, faculty will need to individually address equitable outcomes, whether in the classroom, in counseling, in the library, on the football field, or elsewhere. Ultimately, this focus on equitable outcomes must become an institution-wide effort deeply integrated into institutional learning outcomes, academic senate leadership, and institutional effectiveness. Therefore, this review begins with effective institutional practices and strategies, then proceeds to programmatic strategies in student services and instruction, and concludes with effective practices for individual faculty members in their classroom and student interactions. Many of the details of the practices and the data that validate their effectiveness will be included in appendices to provide an easy reading of the paper. In addition, these effective practices, and more, are available on the Academic Senate Basic Skills website at www.ccbsi.org, a searchable database that invites all California community college faculty, staff, and administrators to submit their work for others to review and implement.

This paper will discuss three major characteristics underlying successful equitable practices. These three fundamentals are summarized below and expanded in the appendices.

1) **Institution-wide Equity Mindedness:** Institution-wide Equity Mindedness is a pervasive effort by the institution to use evidence driven processes to identify student barriers with the purpose of informing and improving practices to promote equitable outcomes (USC, 2010). This approach must be driven by the faculty, administrative and staff leadership. Equity mindedness connects information to action, linking

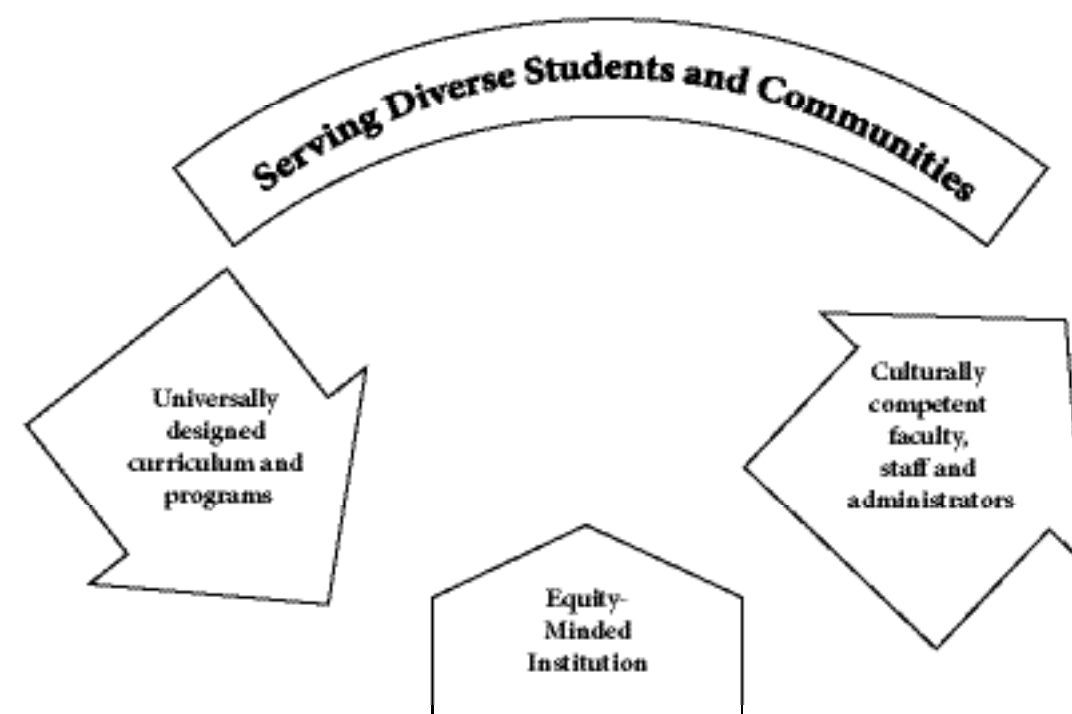
budgeting and strategic planning. Institutional Equity Mindedness cultivates an institution-wide (and perhaps community-wide) environment for action and culture change (see Appendix B for a more complete definition).

2) **Individual and Institutional Cultural Competence:** Cultural competence is an individual and institutional ability to identify and describe cultural understanding and communication in order to create an educational environment resulting in equitable outcomes. Cultural competence helps institutions to reach out beyond the prevailing academic culture, effectively communicating with diverse cultures within the community (see Appendix C for a more complete definition).

3) **Course, Program, and Institutional Universal Design for Learning:** Universal Design for Learning (UDL) intentionally creates practices that are universally accessible and beneficial to all students. Universal Design addresses diversity by examining potential barriers and implementing varied and flexible instructional practices. The focus is on deploying the most encompassing and effective student-centered teaching and service practices to promote success (see Appendix D for a more complete definition).

The Figure 1 represents this multifaceted approach to equitable outcomes: reaching out to diverse communities through cultural competence, providing for that community by focusing on universally designed curriculum and services, and all of this sustained by an equity-minded institution.

Figure 1: The Relationship between Equity Minded Institutions, Cultural Competence and Universal Design for Learning



COMMUNITY-WIDE PRACTICES THAT PROMOTE EQUITABLE OUTCOMES

MANY FACTORS CONTRIBUTE TO INEQUITABLE SUCCESS rates in higher education. Some factors seem very difficult to resolve, such as the primary and secondary educational gaps, longstanding cultural issues, poverty, language barriers, and educational funding. These issues are not insurmountable. They are complex, but effective practices that address and alleviate some of the barriers to equitable outcomes are exemplified in the remarkable stories of two cities where community colleges combined efforts across educational systems, partnering with community groups to take on those persistent barriers to success. One core principle in both of these stories was a focus on success for all students, rather than a single population, that created a microcosm of efforts wherever educational barriers were encountered. Although the reported indicators focus on the Latina/o population, indicators for all student populations showed increased success as a result of the efforts.

EQUITY EFFORTS IN SANTA ANA COLLEGE

When Santa Ana College looked at future trends and predictions, it became apparent that the demographic shifts were going to be of a historic proportion. Santa Ana (population 350,977) was evolving into the most Latino/a, most Spanish-speaking, and youngest city in the United States (Census 2000). In anticipation of those shifts, a strategy which included an across-the-system (K-16) community-centered approach to diversity was constructed. The results of this forward-thinking are clear: Santa Ana has successfully eliminated gaps commonly found in higher education with regards to Latino/a educational achievement. The story is exemplary and should be a lesson for many communities in California.

Santa Ana's feeder high schools are approximately 97% Latino/a with the overwhelming majority being native speakers of Spanish. In the early 1980s, when the pace of demographic change began to accelerate in Santa Ana, educators noticed that as the community was becoming more Latino/a, it was becoming less college-ready. This became a "Call to Action" for the transformation of the public institutions serving the community and resulted in a partnership dedicated to developing the talent of all the young people and maximizing educational achievement in the Santa Ana community. Core educational partners included the K-12 school district, Santa Ana College, California State University (CSU) Fullerton, and University of California (UC) Irvine. Educational efforts have been supported strongly by the City of Santa Ana, the Chamber of Commerce, and a host of community based organizations. Since the late 1980s, the partnership has been led by Sara Lundquist, as part of her job as Vice President of Student Services at Santa Ana College (see Appendix E).

One product of this partnership and carefully planned and monitored strategy is a considerable amount of longitudinal data used to track the upward progress of students from K-12 to the community college to the university. Although the original data might have suggested a solitary focus on the growing Latino/a population, instead the approach has been systemic and holistic, designed to benefit and impact all students in the system.

Santa Ana's overarching and inclusive approach links policy and practice, which have been the fundamental key in areas where there has been progress. These changes were not viewed as addressing a particular

program per se, but rather as a set of coordinated strategies across institutions, customized to reflect and respond to the unique barriers that the community faced related to upward advancement educationally. While Santa Ana still has challenges ahead and areas where they would like to improve, there is a great deal of evidence that their strategies are effective and reproducible, worthy of consideration by all community colleges seriously addressing equity issues.

In an Equity-Minded approach for the entire community, educational barriers were identified. The goals of the strategy targeted three major barriers to academic achievement: 1) secondary school achievement, 2) financial support for students, and 3) parent involvement and empowerment.

Strategy 1 — Secondary School Achievement

The strategy to address the first barrier, secondary school achievement, targeted increased knowledge and skills of English Language Arts (ELA)/Math as evidenced by an improvement of students' California Standards Test (CST) scores and an increase in the number of A-C letter grades in these courses. The results were that in the first year, students' mathematics and ELA proficiency increased by 5%; in the second year, Santa Ana Unified School District (SAUSD) students gained 21 points in the Academic Proficiency Index (API) and overall SAUSD's API rose from the 300s to 700s and is now approaching the state's target threshold of 800 points overall.

In addition to improving CST scores, a strategy to build a comprehensive college/career program in grades 6-12 was developed with a goal to prepare all students to be successful in higher learning beyond high school. The high schools targeted A-G course completion and college preparation with great success, doubling the number of students that completed college preparation courses over five years. At the community college level, the goal was to address assessment and placement trends in English and math. Although obviously work remains to be done, a clear and significant shift in academic preparation is occurring with a consistent trend reflecting fewer students placing at the remedial levels and more students placing into degree-applicable courses over the ten-year period. The success of these efforts is seen in Table 3.

The ultimate, long-term target was enrolling students in higher education. Currently the college-going rate for full- and part-time students in Santa Ana is 78%. This compares to 51% for the overall statewide college-going rate according to the California Post-secondary Education Commission (CPEC). At Santa Ana College, the goal was to increase transfers to university. The college employed a constellation of associated strategies to reach this goal, ranging from college learning communities for core courses to transfer mentoring and residential pre-transfer institutes. The biggest achievement here is that there is no transfer gap by ethnicity. Santa Ana College transfers to universities rose from 606 in 1997-1998 to a record high of 1,791 in 2008-2009. Latino/a student transfers rose from 109 to 716 and currently comprise the largest group of transfer students at Santa Ana College as seen in Table 4.

Table 3: Students Completing College Preparation Courses In Santa Ana High Schools 2003-2007

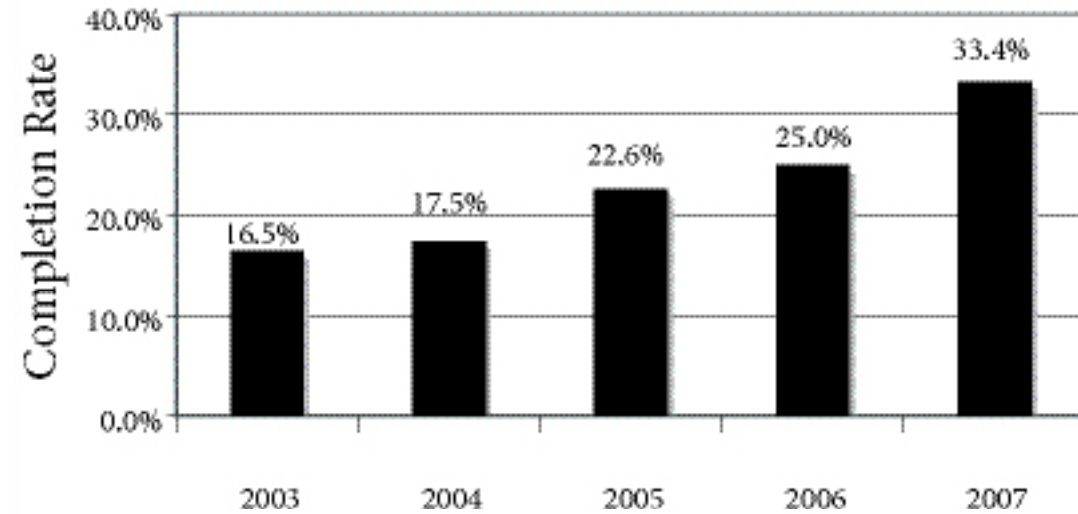
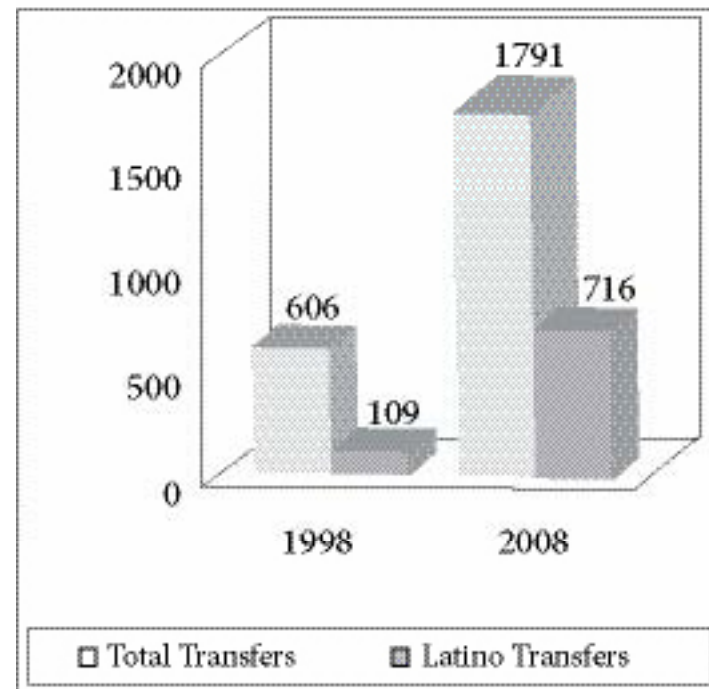


Table 4: Santa Ana College Transfer Rates 1998 and 2008



Strategy 2 — Student Financial Support

Without the supplemental financial assistance provided to students at every juncture, the progress in Santa Ana would not have been possible. The complexity and labor-intensity of this dimension has been extensive and collaborative within the community, signifying the importance of a holistic view of student success which includes social and economic issues beyond the classroom. These efforts are summarized below:

- ▶ *The Santa Ana 2000 Futures Fund* is supported by individual donors from the City of Santa Ana, SAUSD, and Santa Ana College who contribute monthly from their paychecks so that students from Santa Ana can attend college.
- ▶ The *Santa Ana College Foundation* awards more than 500 scholarships per year. The newest initiative, the Opportunity Scholarship Fund, is a partnership with the academic senate to support immigrant students working their way towards permanent residency while attending Santa Ana College. Some awards are renewable through to the achievement of the bachelor’s degree at partnership universities.
- ▶ *The Hispanic Education Endowment Fund* distributes resources from its \$2 million endowment to students annually to support college, university, and graduate study for Latino/a students in the region.
- ▶ *The Greater Santa Ana Business Alliance* funds college scholarships for Santa Ana students annually through its student recognition awards dinner.
- ▶ *Bank on Santa Ana and Comunidad Latina* are entering into a partnership to offer residency-blind micro loans to help students pay for classes they might otherwise lose and purchase textbooks for the first week of class.

Strategy 3 — Parent Involvement and Empowerment

About a decade ago, the Santa Ana Partnership invented the Padres Promotores because although the collaborative had parents involved, it was not in a sustained way or at the leadership level. In an effort to create a sustainable strategy that addressed leadership, Santa Ana College provided office space, administrative oversight, and funding to a program directed at educating parents about the value of higher education and training parents to take the message to the community in a structured way. College leaders met with parents and provided flyers and information about higher education and then sent them out to make house to house visits, particularly to parents of grammar school students, diffusing the information throughout the community. The effects of this organized strategy are impressive:

- ▶ Nearly 500 parent leaders have been trained and deployed since the Padres Promotores was founded in 2000.
- ▶ The Padres Promotores have made more than 8,660 home visits to talk with parents about the educational system and the pathway to college since the program’s inception.
- ▶ The Padres train approximately 4,000 parents annually through workshops at school/college sites and in the community.
- ▶ The Padres have written and published a bilingual guide for parents, Padre a Padre, to support their grassroots efforts to empower and connect parents with the education system.

Santa Ana College has been deeply involved in achieving equitable student achievement outcomes for decades as is reflected in early work in the classroom assessment movement and the creation and extensive expansion of academic learning communities. Santa Ana College has an extraordinary group of faculty leaders that are both scholarly and innovative in their work (and determined to avoid the deficit-model² trap that is so prevalent) as well as visionary administrative leaders that facilitate these impressive results. Basic skills funding has been a boost to this work and has helped to sustain student-centered efforts over the past three years.

The unique efforts of Santa Ana are spanning across disciplines and lines of authority at the college and are deeply intersegmental. Deep engagement with feeder schools and principals has been key. This engagement includes tracking and supporting high school and middle school students and collaborating to implement college and careers curriculum as part of the academic core in social science and English at SAUSD from 6th through 12th grades to all students. In addition, the university partners have coordinated across segments, working to align policies and coordinate the delivery of academic and co-curricular supports to students and their families.

Santa Ana College rejected the system of higher education as it was formerly structured, including “right to fail” and the replication of inequalities at every level, feeling those policies were the equivalent of aiding and abetting the very things they became educators to change. They know they still have a long way to go, but they summon the courage to look at the road ahead every day. The community of Santa Ana has vowed not to give up, as incremental as progress may be at times, because the result would be a world in which the dreams of children and learners in Santa Ana were left unfulfilled and the next generation of students was condemned to be unprepared for the working world that awaits them.

LONG BEACH CITY COLLEGE PROMISE PROGRAM

A similar community-wide effort began in Long Beach in 2008 when Long Beach Unified School District (LBUSD), Long Beach City College (LBCC) and California State University Long Beach (CSULB) developed and committed to the Long Beach College Promise. The promise to the Long Beach community, another community with rapidly changing and very diverse student populations, was a seamless and coordinated effort to help every student achieve a college education.

Beginning in Fall 2008, the Promise provides a variety of educational benefits and services:

- › **A Tuition Free Semester at LBCC:** As part of their Gateway to Greatness program, LBCC commits to providing a tuition-free semester to every LBUSD student by 2011.
- › **Guaranteed College Admission:** CSULB commits to accepting all students who complete minimum college preparatory or minimum community college transfer requirements.
- › **Early and Continued Outreach:** All three institutions will begin student and family outreach services in 6th grade and continue them through college to ensure college entrance requirements are fulfilled and students are successful.
- › **Multiple Pathway Support:** All three institutions will support the various college pathways students may choose based on their personal situation and interests.

² Deficit-thinking places the blame for inequitable outcomes on the students, ethnic, group or culture.

Key Components of the Long Beach College Promise

Each of the following core components of the promise³ were coordinated with local elementary schools, high schools, and colleges, as well as communicated to parents. Information is linked to a website, in English and Spanish, to enhance the community’s understanding and resources.

1. Completion of the A-G high school courses, with a C or better, to qualify students for university admission (see Appendix F for an explanation of the A-G courses).
2. Enhancement of college and career awareness beginning in elementary school and expanding in high school and ROP (Regional Occupational Programs).
3. Outreach to parents through a family involvement website and increased efforts concerning requirements for high school graduation and college eligibility that begins in grade 6 (<http://www.lbusd.k12.ca.us/Parents/>).
4. Enhanced counseling through increased access to counselors beginning in middle school.
5. Mentorship through partnerships with community organizations beginning in middle school.
6. Strategies to develop early algebra readiness and completion, which represents one of the greatest barriers to high school completion and college readiness.
7. Literacy development targeting reading, writing, speaking, and understanding English in addition to expanding academic vocabulary needed for success in math, science, history, and English.
8. Enhanced systemic and evaluated interventions to monitor and increase student retention, including more focused and intensive interventions based on need, summer school, and Saturday school programs.
9. Expansion of the Advancement via Individual Determination (AVID) program, which is a systemic district-wide elective class for 6th – 12th graders targeting college.

AVID’s mission is to ensure that *all* students, and most especially the least served students who are in the middle school

- › will succeed in a rigorous curriculum,
- › will complete a rigorous college preparatory path,
- › will enter mainstream activities of the school,
- › will increase their enrollment in four-year colleges, and
- › will become educated responsible participants and leaders in a democratic society⁴.

³ More information on the key components of the program are available at http://www.lbusd.k12.ca.us/Main_Offices/Superintendent/Success_Initiative/key_components.cfm#awareness

⁴ AVID - Advancement via Individual Determination http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Services/AVID

10. Expansion and access to Advance Placement (AP) courses⁵ which prepare students for college and save parents college tuition costs by providing early coursework and college credit for a variety of courses.

Long Beach College Promise Program Goals and Data

The *Promise* program began in 2008 and is very young concerning attainment of outcomes and data showing its effectiveness. The individual program, school, and college goals have been clearly defined, with monitoring and evaluation methodology mapped out. Currently the reported data includes historical improvements prior to the program initiation, opinion surveys that show community alignment with *Promise* goals, and successful outreach efforts with over 3,500 6th grade parents contacted, and over 600 parents attending workshops on the Initiative, GEAR UP, and high school choice. Preparations for fulfilling the promise include a visit by all LBUSD 4th graders to LBCC and all 5th graders to CSULB, which should affect over 12,000 students, and the creation of four success centers to provide supplemental education in math, reading, writing and career technical education, currently serving over 7,000 students each semester at LBCC.

PRACTICES THAT PROMOTE INSTITUTION-WIDE EQUITABLE OUTCOMES

THE SANTA ANA COLLEGE AND LONG BEACH CITY COLLEGE institutional equity-mindedness were incubated through dialogue and nourished with local data about diversity. The next section of this paper identifies strategies to develop college-wide commitment to equity through guided discussion and inquiry surrounding student success data disaggregated by ethnicity.

CREATING INSTITUTION-WIDE EQUITY DIALOG

One method to begin equity-minded institutional explorations is to use a FLEX day or opening day to have small group discussions, using the questions in the box to the right or modifying them to specific institutional missions and student populations. This is an effective strategy to identify and eliminate institutional barriers to equitable success. Estela Bensimon (2007) of the Center for Urban Education (CUE) advocates that disaggregating student outcome data by race and ethnicity is a first step in identifying problems in student achievement and making inequitable outcomes visible because problems that are invisible cannot be addressed or resolved. CUE has developed an extensive consulting program that directs this kind of data-driven dialog, which was an initial starting point for the current Long Beach City College community-wide effort reported. More information on the Equity for All and California Benchmarking projects at University of Southern California (USC) – CUE are available in the Appendix G.

FROM DIALOG TO DATA

Another method of institutionalizing equity is exemplified by the Startling Statements and Answers developed by Mimi Luftkin, Chief Executive Officer of the National Alliance for Partnerships in Equity. This strategy examines workforce data and allows participants to examine their own biases. The Startling Statements Exercise was developed to address disparity in the STEM fields (science, technology, engineering and mathematics); the exercise and citation are found in Appendix H.

The use of data to drive thoughtful policy discussions on diversity is also the strategy in Race Matters, a program modeled on the Annie E. Casey website. The structure of the program is summarized below and in the sidebar.

POTENTIAL FLEX DAY GROUP QUESTIONS

Define equity in your own words.

Nationally and institutionally what are the success rates for students of color?

Do you think that students of color have equitable access and ability to succeed at this institution – why or why not?

How can curricular content, syllabi, web pages, and assignments encourage inclusivity of diverse students?

What classroom practices may enable greater student success for diverse students and why?

What institutional practices may enable greater student success for diverse students and why?

⁵ Advance Placement (AP) course information is available at <http://www.collegeboard.com/student/testing/ap/subjects.html>

REPORTING DATA USING A RACIAL EQUITY LENS

Annie E. Casey Foundation

1. Select systems data that are policy oriented.
2. Focus on policy and program change not individuals.
3. Frame data as challenges and solutions or closing gaps—don't have a deficit focus.
4. Disaggregate all data by carefully considered population relevant to your institution.
5. Recognize and celebrate cultural diversity and variation. Consider beginning or ending with value statements.
6. Bundle potential solutions with problems descriptions.
7. Choose wording, particularly in visual graphs and tables, carefully; avoid deficit thinking.

Annie E. Casey Foundation, Race Matters Update #3 p. 7
http://www.aecf.org/~media/Publication-Files/MORE_Data_Guide_2_20PK_Edits11.pdf

Begin by selecting indicators that are structural or systems focused, policy oriented or programmatic. Focus the participants on policy and program change versus individual indicators which may incline participants to reflect on individualistic explanations or their own cultural understandings. Move the participants from their own perspective to a multi-culturally diverse perspective by focusing on the program or system and not individual diversity issues.

Begin with structural data to give the overall picture. Consider indicators framed from an assets view – closing the gap aspirations versus problem oriented or deficit-focused (e.g., percent getting degrees versus percent not achieving degrees).

Disaggregate all data by ethnicity to offer context; otherwise readers default to stereotypes. (The level of disaggregation is important – it should be more inclusive than Black, White, Asian, Hispanic – but not so extensive that it is mind boggling.)

Recognize cultural variation. Be sure the data provide opportunity to examine culturally relevant responses and solutions. Begin or end with widely based value-statements. Be picky about the wording and phrases.

Bundle data: Place potential solutions together with problem descriptions.

Choose wording carefully; do not use graphs, charts, or terminology that support deficit thinking and judgments.

Finally, framing institutional policy discussions through benchmarking educational outcomes data with other states by using computer modeling is a strategy of the National Center for Higher Education Management Systems (NCHEMS). Using the computerized modeling to track future trends, the NCHEMS program reveals that “if Hispanics/Latino/as, African- Americans, and Native Americans achieved the same levels of education as Whites by 2020, California’s personal income would increase by \$101.6 Billion” [in 2000] (NCHEMS p. 7).

DEALING WITH INSTITUTIONAL EQUITY DATA TO CREATE ACTION

Several initiatives have been very successful at addressing equity on an institutional level by developing research committees and directing the research agenda to include issues of equity. Stakeholders help determine research priorities, research plans, provide context, and interpret data. Inherent in these practices is a focus on disaggregating data and considering all student level outcomes by age, gender, ethnicity, and other relevant factors combined with research plans that create actionable data and link to the institutional Student Equity Plan.

Many of the externally mandated research agendas identify easy to measure statistical outcomes that are not always relevant to students or actionable. Actionable data allows analysis and strategies that are integral to and motivate changes in practice. Historical emphasis on overall success or degrees and certificates does not indicate specific interventions or provide direction for action. As we look at these data, we must examine the actual educational goals of the students, particularly students of color, immigrants, and children of immigrants; all historically underserved populations that are over-represented in our basic skills areas. In the research agenda, we must incorporate metrics that are meaningful to the students rather than the simplistic and common values that were the focus of historically non-diverse higher education. An example of this shift of data-focus that incorporates student voices includes considerations such as outcomes in noncredit ESL, which is designed to increase occupational skill attainment, whether the student’s overarching aspiration is academic, vocational, or personal. Colleges should create research venues to track appropriate goals and progress by determining institutional data such as student goals on a regular and longitudinal basis in order to find when and where student goals are met besides transfer and degree (e.g., include citizenship, getting a job through ESL). Economic indicators and outcomes, such as wage increases, for students within specific programs should be tracked. Student satisfaction and community interaction should all be considerations for research that would inform significant outcomes allowing changes in practice.

PROGRAMMATIC PRACTICES THAT PROMOTE EQUITY

PROGRAMMATIC PRACTICES THAT PROMOTE EQUITABLE OUTCOMES exhibit some key similarities; support services, flexibility, and inviting paradigms. Foremost among these keys to effectiveness is the integration of student support services that provide close touch and guidance for the students. The effective programs exhibit flexibility for students to attain basic skills through unconventional methods such as critical academic skills seminars, directed learning activities, noncredit self-paced opportunities, writing and math supplemental instruction, and other discrete skill-based strategies outside of the regular class schedule. Typically colleges have had a narrow pathway for remediating basic skills needs, which often meant re-taking an entire pre-collegiate course over again. That practice works for some students who are missing the scaffolded learning from K-12, but it is not helpful for those students that are missing pockets of skills or lack discrete academic skills that simply need to be addressed as they progress through courses of interest to them. In addition, when considering diverse student populations, the last message we want to promote is that students are not “college-material” or are lacking so much of the elementary and high school education that they will never progress to courses they are interested in or acquire skills that are meaningful to their future in their own opinion. Community college students do not elect to major in basic skills and sometimes have a difficult time seeing academic development as contributing to their higher education goals

Effectively addressing basic skills in programs and courses requires a few key factors: valid assessment practices, well-established prerequisites, and clearly defined student pathways with flexibility to address basic skills gaps. Efforts to integrate basic skills acquisition into coursework through real world applications such as contextualized learning in CTE (career technical education), are important factors for both bridging gaps and increasing equitable outcomes for all students (CSS, 2009b). A key feature of effective programs is a hook that makes them engaging to the students and helps the students develop a learner identity, something that may not be common to their cultures or value systems. That inviting paradigm may be a learning community with relationships that are sustained over semesters, or it may be an athletic endeavor or a process that will be time and cost effective for the student. Whatever the method, these strategies are able to reach out with student-centered invitations that connect with today’s students and promote higher rates of success and more equitable outcomes. The Academic Senate Basic Skills Effective Practices Database was designed to allow faculty to search the many diverse practices and strategies with proven effectiveness for specific student populations. Examining this treasure chest of practices is valuable. Readers can go to <http://www.cccbsi.org> and use the search engine to examine a variety of useful strategies successful in California community colleges. The library will not be replicated here, but a few exemplary programs with strong longitudinal data promoting equitable practices will be highlighted.

THE STATEWIDE PUENTE PROJECT MODEL

The Puente Project targets student academic success, satisfaction, and retention within an integrated framework of counseling and academics. Puente creates a community with an interdisciplinary approach that combines counseling, mentoring, and writing with an overall goal to increase the number of California’s underrepresented students that enroll and succeed in higher education. Information from the official Puente website states the following:

The Puente Project is an academic preparation program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. Staff development and training programs prepare community college instructors and counselors with effective methodologies for improving the academic achievement of underserved students, working collaboratively across academic disciplines, and increasing community-based support for students and community college staff. Puente provides three areas of service to students: teaching, counseling, and mentoring. Instructional and student support services faculty work together, often in each other’s classrooms, to mentor the student into becoming a successful college student, graduate and future leader. (Puente, 2008, p. 2)

Puente was founded in 1981 at Chabot College. The program’s purpose was to improve the number of underrepresented, disadvantaged students seeking to transfer to four-year colleges and universities. “Chabot’s Puente Program reports higher than average course completion and success in basic skills and college level English; higher term-to-term persistence; higher graduation rates; higher transfer rates; increased course completion and success in developmental and college-level English; increased persistence, graduation, and transfer” (CSS, Promising Practices Archive, 2008, p. 3). Puente represents an extremely successful learning community involving faculty, counselors and tutors in a culturally appropriate environment. This program addresses the needs of our fastest growing student population. Barbara Jaffe of El Camino College provided this snapshot of the typical Puente student profile that illustrates their basic skills pre-Puente status:

Puente Student Profile

- ▶ Latino/a students have the highest dropout rate in community colleges (94.1% of Latinos/as in California won’t complete their AA Degree)
- ▶ They generally come from families with no college experience
- ▶ Financially they are from low-income areas
- ▶ Students often have a record of low performance for participation in college-track classes
- ▶ Most test at pre-transfer level English course skill level
- ▶ These students are fluent English speakers
- ▶ Many are second or third generation Mexican Americans
- ▶ These student generally avoid counselors and English classes
- ▶ They are inexperienced writers
- ▶ Their grade point averages are quite low
- ▶ The students have unclear career goals
- ▶ Few are likely to transfer to four-year colleges and universities

This profile clearly demonstrates that a simple curricular change is not adequate. Helping these students succeed requires a holistic approach. This is the philosophy and structure of Puente, which results in extraordinary outcomes in one of our most fragile student populations.

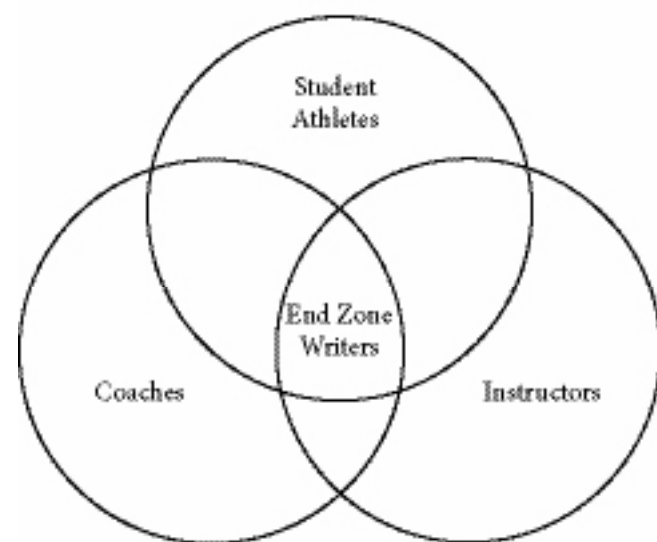
Puente Outcomes

- ▶ Only 7% of the first-time freshmen who enter California community colleges with the goal of transferring actually do so.
- ▶ Among Puente students who have transferred to the UC, 95.6% graduate within four years, as compared with 73% for all transfer students and 62% for Chicano transfer students.
- ▶ Nearly twice as many Puente community college students transfer to four-year colleges or universities as do underrepresented students statewide.
- ▶ Term-to-term retention rate of Puente students is 92%, compared with 60% for community college students statewide.
- ▶ Among students who have transferred, 91% believe that the Puente class prepared them for college-level reading and writing and 83% believe their Puente counselor did a good job preparing them for transfer.

According to the annual Puente Project 2003 internal evaluation findings report,

- ▶ Nearly twice as many Puente community college students transfer to four-year colleges or universities as do underrepresented students statewide; the rate is also significantly higher than that of the general community college student population.
- ▶ The term-to-term retention rate of Puente community college students is 92%, compared with 60% for community college students statewide.
- ▶ From 1996 to 2000, an average of 80% of Puente community college students completed the pre transfer-level English course, compared to 51% of non-Puente students. During the same period, 68% of the Puente students completed the transfer-level class, compared with 53% of non-Puente students. (Puente, 2008, p. 5)

Figure 2: Writing in the End Zone Participants



COLLEGE OF SAN MATEO — WRITING IN THE END ZONE (WEZ)

College of San Mateo developed a unique learning community to address low success rates in at-risk students that paired football team physical education courses with English writing courses. Basic and developmental composition, two levels and one level below Freshman Composition or English 1A, targeted African-American and Pacific Island students on the Football team. The learning community model actually helped meet the needs of student-athletes, coaches, and even English faculty. Bringing these three usually disparate areas together enabled a strong sense of community and team membership that built trust and understanding and established and enforced academic standards. The community builds a

precedent for success immediately and facilitates the exchange of expertise, English to football and football to English; the power of the local expert. Positive behavior and high-quality work in class is named, rewarded, and praised. The structure of consequence used in athletics is applied in the classroom. For example, missing class or assignments means the student or entire team may have to run bleachers. The coach attends class regularly to model appropriate academic behavior, and the English faculty attends practice and games to reinforce the importance of community. Rules and guidelines for course participation are consistent with the rules and guidelines coaches use for team participation.

The curriculum for this unique strategy has a premise that less is more, debunking the myth of remediation and “basic skills.” Reading and writing are taught as composing processes involving audience awareness, purpose, planning, drafting, revision, and reflection. Academic criteria for reading and writing assignments are made absolutely clear. All writing assignments are text-based and rely heavily on inquiry. Assignments begin “close to home” or in “comfort zone” and finish in an abstract and academic End Zone. Modeling expository writing is essential. Grammar and usage are taught in the context of students’ own writing and on a need-to-know basis. To teach correct English usage, faculty address patterns of error in student writing in a carefully measured and systematic way. Students are provided numerous hands-on opportunities to read and write in class, in workshops, and in the college’s writing center.

There are many qualitative outcomes from this unique learning community. Coaches and classroom instructors come to appreciate each other’s challenges and accomplishments. Student-athletes, coaches, and faculty are joined in a common purpose. The team dynamic is used to facilitate learning. Peer pressure is used in a positive way to build confidence and reinforce positive behavior. Support services are made readily available. English and football are aligned; both are made equally important. Collaboration between coaches and instructors creates an added safety net for student-athletes. The quantitative outcomes are very impressive when considering the national and statewide lack of success for African American male students and the low rate of transfer.

TABLE 5: COMPARISON OF ENGLISH COURSE SUCCESS BETWEEN WRITING IN THE END ZONE STUDENTS AND THE GENERAL POPULATION

Development English Course	General CSM Population Course Success	Writing in the End Zone (WEZ) Course Success	African American Success	
			WEZ	non-WEZ
Basic Composition Course Success	42.3% (n=149)	62.9% (n = 35)	70%	37.5%
Developmental Composition Course Success	55.8% (n=308)	66% (n=47)	77.3 %	66.7%
Persistence from Basic to Developmental	10.1%	54.3%		

Because the program has been collecting data over several years, there is a remarkable history of improvement which validates the effectiveness in this strategy in long term goals. Before 2001, the core GPA for the football team was 1.78 and just two scholarships awarded. Last year, after three years of WEZ, the core

GPA was 2.55 and students earned 20 scholarships totaling over \$700,000. In 2007 to 2008, there were a total of 18 AA degrees or midyear transfers and 14 athletic signings with potentially 4-5 more expected.⁶ Successful transfers were notable, including transfers to the University of Massachusetts, Marshall University, Washington State University, University of Arkansas, San Jose State University, Missouri Western University, Portland State University, Mesa State University, Upper Iowa University, Southern Utah University, and Kansas State University.

GROSSMONT COLLEGE EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

“EOPS program’s primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college CCCCCO.” EOPS offers academic and support counseling, financial aid, and other support services. The Grossmont College EOPS Student Success Plan “incorporates student success strategies for retention of students who are identified as one of the most at-risk groups: those who are both academically and educationally disadvantaged and on academic probation. Through assessment and counseling, an individual Student Success Plan is developed and co-signed by both the student and the counselor. Follow up and intervention is provided throughout the semester with dramatic results. The percentage of students who have succeeded has been impressive. Their rate of retention is 67% as opposed to the usual 16% for this population. Students with a history of non-persistence continue to take classes and have real hopes of transferring to a four-year institution (ASCCC, 2002, p 2).”

EL CAMINO COLLEGE PROJECT SUCCESS

Project Success is a recruitment, retention, and graduation program targeting African American students but open to all. This program was developed in 1987 in response to the disproportionate number of African American students who had either dropped or had been academically dismissed from El Camino Community College. The program is open to any at-risk student who just graduated from high school and is serious and motivated.

The goals of the project are achieved with the support of the following services: counseling, tutoring, student and parent orientation, faculty, staff and peer mentoring, tutoring, cultural and university fieldtrips, book loans, book vouchers, scholarships, and learning communities. The mentors are available to offer “real world” experiences and guidance to students along the way. Students are worked with intensely their first year and continue in the program until they graduate or transfer on to four year universities. (See Appendix I for curricular details.)

- Learning Communities are required for students in their first year. First semester students take: Human Development 10, Strategies for Success in College and Library Science 1, Library Research.
- Students in their second semester take: Human Development 5, Career Planning and Psychology 10, African American Psychology.

⁶ Please note that faculty want to emphasize that this success is due in a large part to the efforts of the coaching staff, which has made academic success a team priority of which WEZ is only one component.

Project Success has been operating for 22 years and has helped thousands of students assessed with basic skills needs to reach their goals, particularly within the African American, African-recent immigrant, and Caribbean-recent immigrant populations. Project Success is a consortium member of the newly established UMOJA Community. UMOJA is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students.

Outcomes for Project Success

Project success has a long standing record of persistence reporting a 91% persistence rate from Fall 2008 to Spring 2009, 94.4% from Fall 2007 to Spring 2008, and 90% from the Fall 2006 to the Spring 2007. The student retention rate from the first year to the second year exceeded 80%. This compares to a 50% retention rate of comparable first year students. Students who complete the program transfer to universities, both in state and out-of-state, at a much higher rate, and students who transfer complete their bachelor degrees in less than three years after graduation from El Camino College. Students in the program graduate from El Camino College at twice the rate of comparable students not in the program.

SANTA BARBARA CITY COLLEGE PARTNERSHIP FOR STUDENT SUCCESS (PSS)

In 2007 the *Partnership for Student Success* program was recognized for best practices in student equity by the Chancellor’s Office for advancing college access and successful outcomes in historically underserved populations. The *Partnership for Student Success* also received a 2008 *Hewlett Leaders in Student Success* Award recognizing colleges that use innovative and proven methods in foundational math and English. In addition, it was awarded the Academic Senate 2009 Exemplary Program award honoring programs with proven success in transitioning students to transfer and career.

The *Partnership for Student Success* is a faculty-driven initiative that pairs student service support programs and instructional support programs to address academic skills, especially basic skills, across disciplines. The partnership initiative encompasses many programs, including the Gateway program, the Writing Center, the Math Tutorial Lab, ESL, and the Student Athlete Academic Achievement Zone among others. Information about all these programs is available online at <http://www.sbccc.edu/pss/>; however, the success of these programs can be exemplified from this data about the Writing Center:

The Writing Center visits increased 29.5% in the 2007-2008 academic year on top of a 35.9% increase in the number of students over the previous year. Each semester the rate of successful course completion has been 15 to 20% higher among students who visited the Writing Center than among those who did not. Please see Appendix J for more detailed data about the successful work of the Writing Center.

THE ROLE OF NONCREDIT IN PROMOTING EQUITY

The data presented at the beginning of this paper about student diversity noticeably reveals noncredit courses as the primary entry point for higher education among our fastest growing Hispanic/Latino/a communities. Dona Boatwright, in a report to the Board of Governors (2005) about noncredit education, clearly described the link between noncredit, diversity, and equitable outcomes (Boatwright, 2005, p.13):

There is a substantial need for the community colleges to provide noncredit instruction to the residents of California. Close to 20 percent of California's community college students are legal immigrants. More than 50 percent are non-Caucasian and that number is rising. The community colleges educate the core of California's future workforce. Noncredit instruction is a portal to the future for thousands of underprepared students. California's policymakers, employers and the public have recognized the need for adult education.

The capacity of the community colleges to assist students to transition from low skills into higher levels of educational achievement and meaningful work is contingent on adequate funding. Steps should be taken to fully assess how to leverage federal and state funds to meet the educational development skills of underprepared students, including addressing the well-documented inequities in state funding.

A seminal document, *Noncredit at a Glance*, written in collaboration by the Chancellor's Office and noncredit faculty and administrators, observed an undeniable link between equity, opportunity, and noncredit instruction. Noncredit, an instructional delivery style foreign to many community colleges and confusingly overlapping with K-12 adult education in some community college districts, became a focus of attention and clarification. The philosophy, the pedagogical style, and the instructional delivery represented something that was culturally accessible to many Hispanic Californians.

Noncredit Instruction has been described as an 'educational gateway' or a 'portal to the future.' It serves as a key contributor to 'open access' for students with diverse backgrounds and those seeking to improve their earning power, literacy skills and access to higher education. For many, particularly immigrants, the economically disadvantaged and low-skilled adults, it is the first point of entry into a college (California Community College Chancellor's Office, 2006, p3).

Colleges effectively addressing diversity must evaluate the need or lack thereof for noncredit access points based upon the local student populations. They must study this delivery style and the cultural bridge created through noncredit to access the local population needs. In addition, colleges with existing noncredit programs must actively evaluate the effectiveness of bridging students from noncredit to credit in order to continue these students' trajectories towards their individual academic goals. It is clear that effectively addressing diversity in California involves a serious look at the role of noncredit. Because noncredit instruction has an essential role in promoting equitable outcomes but goes beyond the scope of this paper, we suggest further investigation particularly through the following excellent resources:

- Academic Senate for California Community Colleges [ASCCC]. (2006). The Role of Noncredit in the California Community Colleges http://www.asccc.org/Publications/Papers/Downloads/Noncredit_2006.doc
- California Community College Chancellor's Office [CCCCO]. (2006). Noncredit at a Glance. http://www.cccco.edu/Portals/4/AA/Noncredit/n_guide_5e.pdf
- Center for Student Success [CSS]. (2009a). *Promising Practices for Transitioning Students from Adult Education to Postsecondary Education* <http://www.cccbsi.org/Websites/basicskills/Images/Promising-Practices.pdf>
- Senate for California Community Colleges [ASCCC]. (2010). Noncredit Instruction: Opportunity and Challenge <http://www.asccc.org/Publications/Papers/NoncreditInstruction.html>

As previously stated, successful programs exhibit a few key factors: valid assessment practices, well-established prerequisites, and clearly defined student pathways with flexibility to address basic skills gaps. Appendix K includes examples of programs that engage students and help them to develop a learner identity. That inviting paradigm may be a learning community, a high touch outreach strategy, intrusive counseling, or flexibility with self-paced instructions such as the following:

- Mission College MAPS – Math Achievement Pathway for Success
- Oxnard High Tech/High Touch Methods to Prepare At-risk Students for Math and English
- City College of San Francisco Retention Center Counseling and Tutoring for Basic Math and English, Mission College Math Achievement Pathway for Success (MAPS)
- Pasadena City College's Teaching and Learning Center Math Program and First Year Experience
- Merced College Preparing High School Students for Higher Education Cal-SOAP.

CLASSROOM-BASED EQUITY PRACTICES

TO THIS POINT THE PAPER HAS discussed important and far-reaching institutional and programmatic practices that address equity. However, as stated in the introduction of the paper, institution-wide efforts may not always be possible and programs do not always function at high levels of coordination. This is, however, no excuse to hold equitable outcomes as an unattainable value that cannot be realized on a particular campus. Each individual faculty, staff, and administrator can and must address the challenges and opportunities of equitable outcomes in whatever sphere of influence he or she has.

First and foremost, classroom instruction and student services that address equity must be student-centered, a driving force that stems from individual faculty, staff, and administrator commitment but coalesces into powerful institutional direction. Translating the concept of student-centeredness into the daily work of the colleges means that rather than primarily viewing course work and programs from a discipline perspective, the focus is on student pathways, student success, and potential barriers. The student-centered focus must be entwined in planning and designing assignments, assessments, programs, and schedules. While student-centered discussions should take place at the institution and program level, it is also essential that individual faculty, staff, and administrators explore these issues in their own specific arenas. As the discussion in this paper transitions from effective programs producing equitable outcomes to effective practices in courses and student interactions, the content addresses cultural competence (as described in Appendix C) and Universal Design (as described Appendix D). The paper concludes with a discussion of effective classroom practices that are founded upon years of research and are not new to faculty, but are often interrupted by financial crunches, obliterated by class size, or spoiled by a nonconductive learning environment. This portion of the paper seeks to elevate faculty motivation beyond these real blockades that plague the habitually underfunded community college system. These practices focus the attention on individual faculty work, doable in every faculty member's sphere of influence without requiring financial or administrative support. The reader should realize that each individual can contribute to equitable outcomes through these time-tested, viable means of improving student success and influencing California's future.

CULTURAL COMPETENCE

When BSI first started, it was obvious from the literature review that cultural competence was an important component of many effective practices (more information on Cultural Competence can be found in Appendix C). However, at regional BSI meetings it was common to hear faculty ask, "What does cultural competence really mean?" Cultural competence is clearly defined in the literature, and its role in meeting our diverse student needs and promoting successful outcomes becomes clear when the origin of cultural competence is examined. The concept of cultural competence was developed in the healthcare industry where people asked why the same diseases or syndromes, treated with the exact same medication and care, resulted in different outcomes based upon cultural backgrounds. Many well-documented research projects indicated barriers or gaps in healthcare that were based in cultural differences and were caused by a lack of clear cross-

cultural understanding and an inability to adequately communicate across the culture-dependent barriers.⁷ The website for the National Center for Cultural Competence at Georgetown University (n.d.) reports that cultural competence requires that organizations:

- ▶ have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- ▶ have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- ▶ incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities (p.1).

Translated into what individual faculty can do, we find that cultural competence involves the following: 1) valuing diversity; 2) examining one's own culture and background; 3) desiring to understand others' culture, 4) accepting cultural differences and dynamics without judgment; and 5) communicating and interacting in a culturally appropriate manner. This definition may seem to present an insurmountable challenge to individual faculty members (i.e., I can't change my teaching for every single culturally different student in every one of my classes!). Cultural competence is not a quick fix; becoming culturally competent happens over time and results in changes in how faculty handle all students – as opposed to changes in response to each student's uniqueness. "Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum" (The National Center for Cultural Competence at Georgetown University, n.d., p.1). Tools for developing cultural competence have been created by a variety of organizations. The information and concepts from these programs have been adapted into a cultural competence exercise found in Appendix K which can be used to help individuals and institutions to consider their own competency level along the cultural competence continuum.

UNIVERSAL DESIGN FOR LEARNING

As previously described in Appendix D, Universal Design for Learning (UDL) was borrowed from architectural concepts that accommodate a variety of users. The focus is on barriers for particular populations that ultimately provide enhanced access to everyone. An example of this practice is the specialized curbing modifications for wheel chairs. While this design provides benefits for people in wheelchairs, it also provides access for people with knee or hip problems, people with no physical problems but who are pulling suitcases or pushing carts and baskets, mothers with strollers, and any other variety of issues. Designed for a particular population, this intervention and redesign of the curbing resulted in a benefit to many.

UDL is a proactive re-evaluation of our practices with intent to make college courses and services universally accessible and beneficial to all students. The focus is on creating a learning environment, focused on success, while recognizing and respecting diversity. Practitioners are encouraged to evaluate the barriers that could

⁷ One example of this cross cultural treatment involves women's health and the diagnostic tests required to identify and treat the most common gynecological problems. Some cultures would disapprove or discourage women from participating in pelvic exams particularly if they are performed by a male physician. In other cultures, a health related decision may not be made by the individual even if it is relevant to an individual's gynecologic care, rather it may be considered the collaborative decision of the family and therefore discussions must include educating the entire family, not just the patient.

be preventing success. UDL fashions educational environments that are usable by as many people as possible, regardless of age or limitations, but it is more than just addressing the American Disabilities Act (ADA) compliance measures. It is a student focused plan to provide access that we do not commonly demand for ourselves.

Faculty that utilize Universal Design for Learning in preparing to teach their courses are aware of the learning styles of their students and develop presentations of their course material in a variety of formats that engage the various learning styles of their students. Students are provided the option to select materials in the format or formats that suit them. Faculty allow for group and individual work as well as engaging the use of various media and technology in the management of their course material. Ultimately, the materials utilized in the learning environment are designed to reach a wide scope of students such that there is no need to specially adapt that material for accessibility because it is accessible to students in a plethora of ways. UDL is a proactive approach to being prepared to teach to all learners.

To some extent UDL and cultural competency complement and overlap each other. Faculty members using UDL must be aware of their own cultural biases in order to consider using alternative approaches to course material that are inclusive of the students' cultural and ethnic values. By providing information in a variety of formats, delivering instruction using a variety of teaching methodologies, building accessibility to both course materials and locations to ensure meeting the widest range of student needs, and providing adaptable materials that students can choose and customize to suit their learning needs, faculty open access to success by design. Universal Design for Learning is applicable to student support services as well as instructional practices. From the library to learning centers to counseling, student support faculty should endeavor to create accessible and usable services and a welcoming environment to all students regardless of ethnicity or disability.

In a collaborative presentation by the Academic Senate Equity and Diversity Committee and Basic Skills Committee, two members shared a visual picture of Universal Design for Learning. The audience was asked where the candy shelves are located in the grocery stores. Resoundingly the response was "At the children's eye-level." The committee members demonstrated the picture of eye-level access. By placing the shelves at the lower level, both members can see what is available and have full accessibility. But if it is only at the eye-level of the tallest person, the shorter person only sees the bottom of the shelf and has no concept that something is on that top shelf. In this scenario one presenter shared (as a Hispanic female) how she was clearly told in college that she should pursue less lofty goals; since her academic goals were never achieved by Hispanic females, they were on the top shelf reserved for particular ethnicities and genders. Universal Design for Learning (UDL) seeks to place the candy shelves and the academic achievement possibilities at a level where all students can see and choose what they want to pursue.

Other practical UDL strategies include a focus on inclusive practices that create an environment where all students are called upon by name during class participation and discussion, as well as through team project approaches. These strategies are described in *Scientific Teaching*, Chapter 4 Diversity (Handelsman, et al., 2008, pp.65-82). This chapter differentiates between specific teaching and evaluative techniques that are inclusive versus non-inclusive (Ibid, p. 79). A few examples of inclusive practices that are beneficial to all students and exemplary of UDL include the following:

- deliberative planning of assignments that are multicultural in nature
- opportunities to write about personal experiences emphasizing and examining the individual's culture
- inclusive content highlighting minority contributions such as African Americans, Hispanics, immigrants and women.

The main principles in UDL include flexible and multiple methods of presentation and engaging student participation in both the learning process and assessment. Additional information about UDL is available at <http://www.advocacyinstitute.org/UDL/> and <http://www.udlcenter.org/aboutudl/udlguidelines/introduction>.

Another component of UDL that benefits students involves pedagogical techniques and has as a framework based upon the essential research from brain theory and cognitive neuroscience. Modern scientific methods, such as PET scanning (Positron Emission Tomography), have enabled scientists to determine brain activity associated with specific types of pedagogical techniques. It is clear that specific types of activities lead to deeper and more long-term learning.

BRAIN RESEARCH

The Academic Senate Basic Skills Handbook, *Constructing a Framework for Success: A Holistic Approach to Basic Skills* (2010) chapter 5, describes teaching and service formats that address learning styles, delivery methods, student metacognition⁸, and other kinds of practices that promote student success based upon brain research and learning theory that are aspects of UDL. Findings from the National Research Council (NRC) and other sources verify the importance of learning theory and neuroscience in successful learning.

Until quite recently, understanding the mind—and the thinking and learning that the mind makes possible—has remained an elusive quest, in part because of a lack of powerful research tools. Today, the world is in the midst of an extraordinary outpouring of scientific work on the mind and brain, on the processes of thinking and learning, on the neural processes that occur during thought and learning, and on the development of competence. The revolution in the study of the mind that has occurred in the last three or four decades has important implications for education...a new theory of learning is coming into focus that leads to very different approaches to the design of curriculum, teaching, and assessment than those found in schools today. Equally important, the growth of interdisciplinary inquiries and new kinds of scientific collaborations have begun to make the path from basic research to educational practice somewhat more visible. (NRC, 1999, p.3)

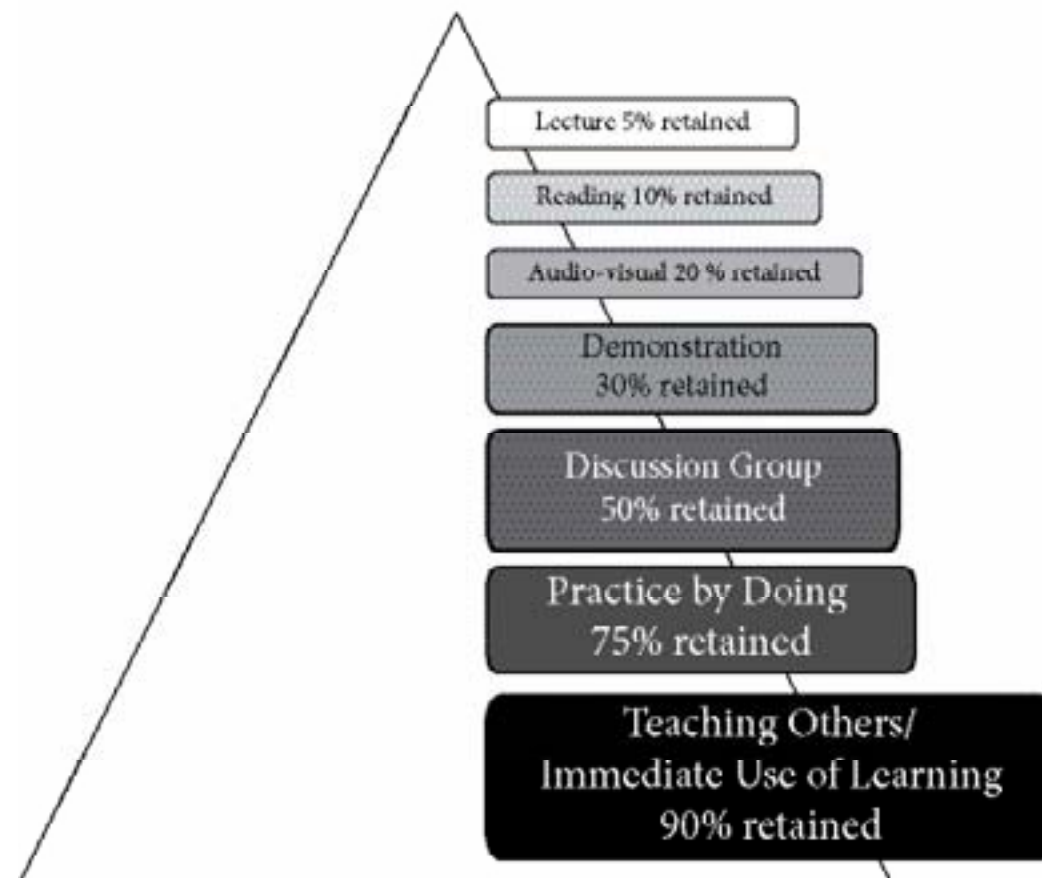
Many faculty have heard that students retain information longer and learn it better when there are interactive teaching and learning activities involved. Brain research and neuroscience provide many examples of the importance of active learning in promoting student success, particularly where students both consider their own learning styles and interact with the faculty and class members on the content and application of the learning material (Handelsman, 2008; NCR, 1999; Zull, 2003). And yet year after year the nationwide community college survey of student engagement (CSSE) indicates that the majority of faculty teach in lecture mode (CCSSE, 2007).

⁸ Metacognition is a process where students consider their own learning styles, study practices, and strategies. Actively engaging students in learning requires that students examine how they, as individuals, think and learn.

When students are actively involved in their own learning, they are better able to organize information and retrieve it, resulting in long term learning and application to real world situations. Appendix M includes a list of faculty resources for active and cooperative learning. A useful visual of active learning was created by the National Training Laboratory (NTL) of Bethel, Massachusetts. Figure 3 replicates the NTL learning pyramid, based upon their experience and learning retention (Wood, 2004, p.4). There are no data associated with this pyramid, and the percentages are too simplistic to represent research-based data, but the concepts are a good tool to gauge the pay back on the class activities and teaching strategies. Experimentation by neuroscientists supports the general effectiveness of each level of the pyramid and validates the importance of increasingly active and engaging learning experiences because they involve neural activity in more functional areas of the brain.

In an interview, the National Training Lab described the development and use of this pyramid based upon their experience. They determined that course material delivered primarily through lecture formats provides a very small percentage of return in long-term learning retention, whereas they saw an increasing retention of information when more active learning formats were used. Active learning involves more than question and answer periods or discussion, the most effective learning retention occurring when the students became the teachers requiring mastery of the material.

Figure 3: Retention of Learning Associated with Various Teaching Methodologies



As students consider and take responsibility for their own learning, they can help us as we try to modify our teaching to be more effective by providing feedback. Recent learning research has re-emphasized the significance of students taking responsibility for their own learning, because self-monitored learning prompts and improves student metacognition. Zull (2003) advocated that students' knowledge about their own learning was the most significant force in improving learning (pp. 239-240). The NRC described metacognition as one of the top three strategies that produce usable in-depth learning. The NRC emphasizes the importance of incorporating self-learning skills into the curriculum in order to actively target student metacognition and profoundly influence learning outcomes (as cited by Pelligrino, Chudowsky & Glaser, 2003, p 4). Activities on student metacognition are most effective when used in the context of discipline classes. While Academic Development departments may address particular strategies, student metacognition is so important to success for all students in all courses or activities that it should be addressed in every venue to increase knowledge transfer (Bransford, Brown, & Cocking, 2000, pp. 18-19).

There are several free and engaging sites that students can use to explore their own learning styles and preferences. Directing students to these websites at the beginning of a class or counseling session signals an individualized engagement where both the practitioner and student are active participants regardless of the cultural differences.

- ▶ VARK: <http://www.vark-learn.com/english/index.asp>
- ▶ Solomon and Felder Learning Style Index: <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
- ▶ Marsha Conner's Learning Style Assessment: <http://agelesslearner.com/assess/learningstyle.html>
- ▶ Mencke and Hartman - Learning Style Assessment: http://studentaffairs.arizona.edu/programs/thinktank/resources/selfassessment/learning_style

CONCLUSION

The current demographic breakdown of the California community colleges mirrors statewide population projections in essence, representing a snapshot of the California's future. In other words, California's projected demographics for 2050 have been met 40 years early by the current diversity of California community college credit and noncredit basic skills students. These millions of students represent California's economic future. This is the time to focus on practices that will enable equitable outcomes for these Californians. Addressing California's future needs will require a serious look at equitable support and outcomes, not merely equitable access.

To tackle the issue of equitable outcomes for our diverse populations, we will need to examine barriers to success which may include institutional, instructional, service, or even unconsciously-generated barriers as a result of latent cultural bias. The challenge before us is real and not easily overcome. But we can increase success and equitable outcomes; this paper has provided evidence of many effective practices that can powerfully impact equitable outcomes at the community, institutional, and program level. The power of individual efforts cannot be overlooked.

Even on the large scale, there are signs of progress. Data from the California Post-secondary Educational Commission (CPEC) about the California community colleges' degrees awarded in 1998 compared to 2007 indicate that our diverse students are earning degrees at a greater rate than ever before. While demographic shifts can skew results, the increase in the Latino/a segment of the population alone cannot account for the 96% increase in associate's degrees awarded to Latina/os from 1998-2007 as compared to only a 13% increase among white students.

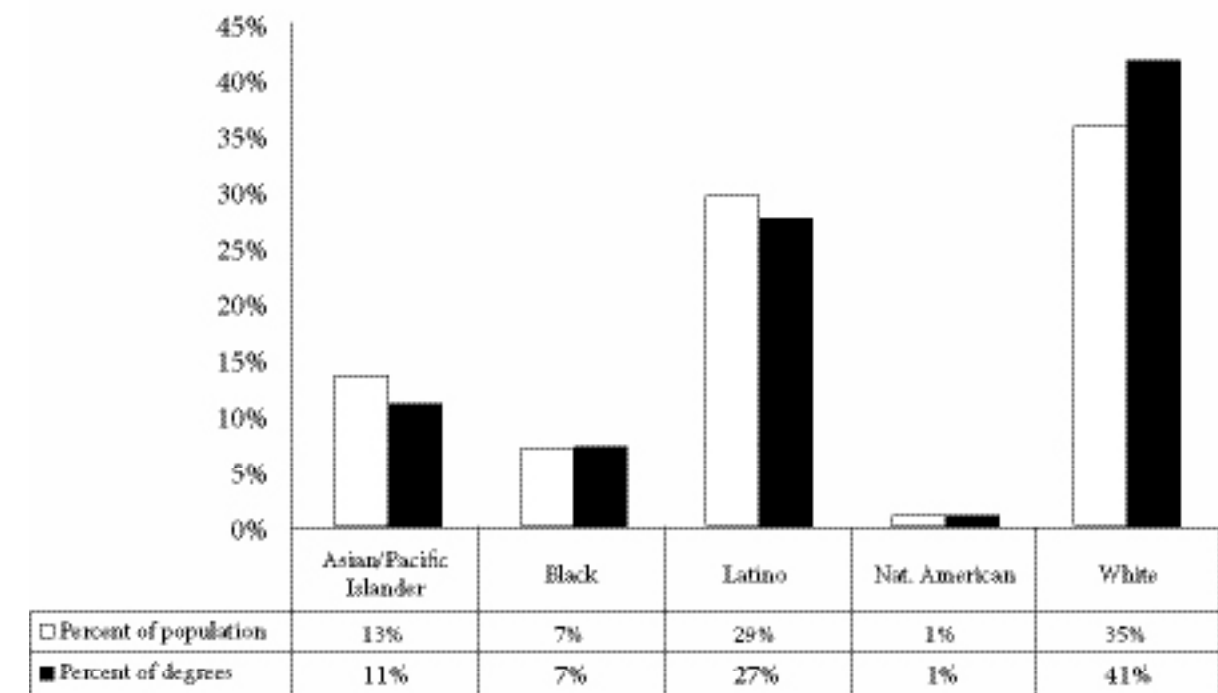
TABLE 6: DEGREES AWARDED BY ETHNICITY IN CALIFORNIA COLLEGES COMPARING 1998 TO 2007⁹

Year	Asian/ Pac Is	Black	Filipino	Latino	Native Amer	Other	White	Non-Res Alien	No Response	Totals
1998	10,252	6,360	3,337	17,875	1,169	1,458	46,241	2,550	2,607	91,849
2007	14,217	8,842	5,433	34,991	1,329	2,752	52,278	3,482	5,033	128,357
Percent Change or Increase in Degree Awards	39%	39%	63%	96%	14%	89%	13%	37%	93%	40%

⁹ These data were retrieved through a customized data search at CPECs detailed data page <http://www.cpec.ca.gov/OnLine-Data/GenerateReport.ASP>. These data were generated on Saturday, February 27, 2010 at 4:29:12 PM by querying the year 1998 and 2007 for Community College degrees by ethnicity.

However, even with the hopeful data above showing increasing rates of degrees awarded to diverse students, a further examination comparing the percentage of general student population and the percent of degrees awarded by ethnicity reveals that gaps still exist. For instance, Asian/Pacific Island students and Latina/os do not receive the same percentage of degrees that they represent in the overall student population, which is an achievement gap. This is due to many variables, but examining barriers and promoting success through equity-mindedness, cultural competency, and universally designed practices provide techniques that have been shown to benefit all students. See Table 7 where Latina/os represent 29-30% of the general CCC population in 2007 and yet only receive 27% of the degrees and Asian/Pacific Islanders represent 13% of the population but are awarded only 11% of the degrees. These gaps are not insurmountable. Addressing gaps through effective practices that incorporate Equity-mindedness, Cultural Competence, and Universal Design for Learning will help to ensure that all students achieve the academic and workplace skills necessary for California's future.

Table 7: Percent of Degrees Awarded Compared to Percent General CCC Student Population



RECOMMENDATIONS

In an effort to address these gaps, the Academic Senate recommends the following actions:

- ▶ Local senates should create venues to discuss student success data, disaggregated by ethnicity and other student populations, in order to identify barriers related to equitable outcomes.
- ▶ The Academic Senate statewide faculty development efforts should provide training on Equity-Mindedness, Cultural Competency, and Universal Design for Learning in an effort to promote equitable access, equitable support, and, most importantly, equitable outcomes.
- ▶ Local senates should examine the key components of programs that have promoted student success in order to determine if their own institutional programs could adopt key principles from effective programs or initiate similar programs.
- ▶ The Academic Senate should continue to support examination and expansion of noncredit alternatives to meet the needs of student populations that are normally served exclusively by credit options.
- ▶ Student equity plans should be developed in conjunction with college-wide discussions that link the equity plan to curriculum development, program improvement, budgeting, and planning.
- ▶ Local senates should adopt the practices and strategies described in the Academic Senate paper *Student Equity: From Dialog and Access to Action* (2010).

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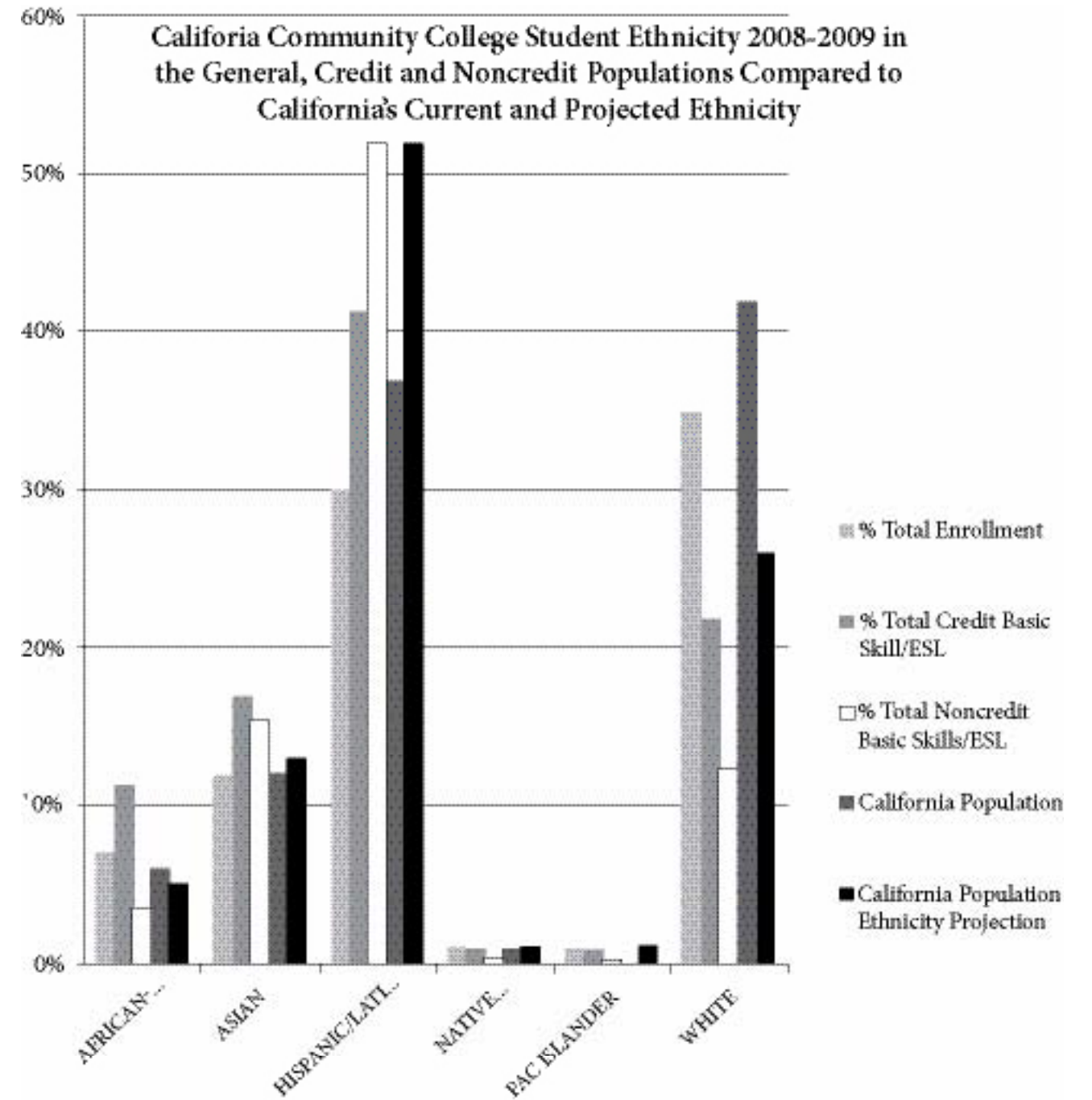
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APPENDICES

APPENDIX A: CCC ETHNICITY IN CREDIT AND NONCREDIT BASIC SKILLS



APPENDIX B: EQUITY-MINDEDNESS

Equity-mindedness is a term developed and used extensively by the Center for Urban Education (CUE) at University of Southern California. “Equity-minded individuals will reflect on institution-based dysfunctions and consider their own roles and responsibilities as well as those of their colleagues in the production of equitable educational outcomes.” The process involves examination of intentionally measured education outcomes and disparities through open and transparent processes. Equity-mindedness involves knowledge of practices and power roles that create barriers to specific student populations. For the purposes of this paper, institutional equity-mindedness is described as refocusing the institutional outlook on equitable outcomes through adequate research and monitoring with a purpose to close gaps. Equity-minded institutions examine policies and practices that treat equity superficially. This examination looks at faculty hiring policies and program and course practices as well as student pathways to determine internal goals based upon data.

University of Southern California. (2010). Center for Urban Education, Rossier School of Education
Website <http://cue.usc.edu/>

APPENDIX C: CULTURAL COMPETENCY

Cultural competence was originally described by Cross et al., (1989) but has been applied to a variety of perspectives, institutions, and needs since then. In addition, federal statutes, state legislation, grant requirements, and effective practices are stimulating integration of cultural competence into many academic environments. For the purposes of this paper, cultural competency refers to the environment established and effort made by institutions to reach across cultural differences with understanding and effective communication. The term cultural is purposefully used to refer to embedded customs, values, behaviors and beliefs that may cross ethnic boundaries. The term competency is used to refer to a demonstrable skill or ability to recognize, communicate, and integrate diverse cultural understanding into one’s own behavior and work. Like any competency, people are born without this ability but grow and mature to become more and more skillful or competent.

Cultural competence has been well-developed in healthcare and counseling services because the focus is on the ability to understand and communicate with individuals in an effort to achieve equitable outcomes among all populations. The definition of cultural competence from the U.S. Department of Health and Human Services Office of Minority Health (2005) says,

Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. ‘Culture’ refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. ‘Competence’ implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities. (Adapted from Cross et al., 1989).

Many organizations believe that cultural competency is one of the main ingredients in closing the disparities and gaps in health care, education, and other service areas. The national shift in ethnic and cultural diversity requires that we re-evaluate our practices, communication, and services in order to provide equitable support and outcomes to the widest range of diverse students. The National Center for Cultural Competence at Georgetown University describes culturally competent organizations as characterized by values and principles that support effective cross-cultural work, value diversity (particularly the diversity of communities they serve), and create concomitant policies and practices.

Cultural competence is NOT a set of quotas for particular populations or recognition and labeling of particular ethnic groups. The essence of cultural competency is a personal and institutional commitment to a culture of inquiry and respect that leads to better communication and successful outcomes. Cross et al., (1989) cite components to becoming more culturally competent; valuing diversity, assessment of your own culture, awareness of cultural interactions, capacity for institutionalized cultural knowledge, and adapting practices for cultural diversity. “Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (adapted from Cross et al., 1989), National Center for Cultural Competence at Georgetown University, p. 1.”

APPENDIX D: UNIVERSAL DESIGN

**What is Universal Design for Learning?**

Universal Design for Learning (UDL) is an approach to curriculum design that can help teachers customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach students with diverse needs and help them learn.

Traditional curricula are typically print-based and intended for the average learner. In trying to meet the needs of students with sensory, motor, cognitive, linguistic, and affective challenges, teachers often find themselves modifying print-based curricula. UDL is different from other approaches to curriculum design in that teachers begin the design process expecting the curriculum to be used by a diverse set of students with varying skills and abilities.

A universally designed curriculum is not heavily reliant either on print materials or on teacher presentations. Instead, it incorporates technology such as videos, DVDs, audio tapes, and Web sites; it also uses creative teaching strategies, such as cooperative, multisensory, and project-based learning. According to the Center for Applied Science and Technology (CAST), an organization dedicated to UDL research and development, UDL ensures that instruction includes the following:

- **Multiple means of representation**—using a variety of methods to present new information, including the use of technology;
- **Multiple means of expression**—providing learners with alternative ways to demonstrate what they know, e.g., verbally, in writing, and through demonstration; and
- **Multiple means of engagement**—tapping into learners' interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge.

The Roots of UDL

The universal design movement in learning has its roots in universal design in architecture. When legislatures began passing laws requiring better physical accessibility to public spaces, architects began to add features such as ramps, elevators, and wide doorways to existing buildings. Many of the early modifications were unsightly. Eventually, however, architects embedded accessibility features into their original designs. When the features were integral to the designs, they no longer detracted from aesthetics. The architects also discovered a surprising bonus: a broad range of people appreciated and used the new accessibility features. For example, with the addition of ramps and curb cuts, parents with baby strollers, elderly people, and delivery people found walkways and streets easier to negotiate. The concept that everyone benefits when designs incorporate the needs of every user became known as *universal design*.

Similarly in education, the general populace has enthusiastically adopted tools developed for people with

disabilities, such as speakerphones, text-to-speech software, and voice recognition technology. When educators apply UDL to their practice, they create curricula that are inclusive of all learners.

Under the UDL Umbrella

The good news is that UDL is not in conflict with other methods and practices. It actually incorporates and supports many current research-based approaches to teaching and learning, such as

- Cooperative learning (group work),
- Differentiated instruction,
- Performance-based assessment,
- Project-based learning,
- Multisensory teaching, and
- Theory of multiple intelligences.

UDL vs. Assistive Technology

UDL and assistive technology are not one and the same. Even those adult education programs that provide assistive technology will find that students benefit from UDL. For example, assistive technology-based programs provide learners with special tools to access print-based curriculum. This model, although extraordinarily helpful and learner-centered, still places the burden of adaptation on the user. In contrast, the UDL approach places the burden of adaptation on the curriculum. The UDL approach maximizes the use of technology, but does not eliminate the need for assistive technology. For example, a learner with visual problems who uses a magnifier to read computer screens will still need to use this assistive technology device in a UDL classroom. The benefit of a universally designed curriculum is that it serves all learners, whereas assistive technology serves only those students identified as having special needs.

How can Students Benefit from UDL?

Adult students benefit from two major aspects of UDL: (1) its emphasis on flexible technology, and (2) the variety of instructional practices, materials, and learning activities. English as a second language (ESL) students, older students, and those with disabilities appreciate the multifaceted ways content is presented as well as UDL features such as captions for videos and software, audio descriptions of images, and bold visual aids. Schools may lack adequate resources to meet the needs of special learners; UDL helps educators meet the challenge of serving those with special needs while enhancing learning for all.

How can Teachers Incorporate UDL into Teaching and Learning?

Teachers may wish to try the following strategies, based on *Teaching Every Student in the Digital Age: Universal Design for Learning*, by David H. Rose and Anne Meyer (2002).

Use multiple strategies to present content. Using a variety of instructional techniques can motivate and engage students. Teachers can enhance instruction through use of case studies, music, role play, cooperative learning, hands-on activities, field trips, guest speakers, Internet-based communications, and educational software.

Use a variety of materials. To present, illustrate, and reinforce new content, teachers can use materials such as online resources, video clips, podcasts, PowerPoint presentations, audiotapes, DVDs, and e-books. Students also benefit from using manipulatives. For example, when students weigh and measure real objects, they are more able to grasp the concept of weights and measurement than when they are exposed to the concept only through books and discussion.

Provide cognitive supports. Teachers can give students organizing clues by saying, for example, *I have explained the four main points, and now I'm going to summarize them.* They can introduce new concepts by providing background (contextual) information and make background information engaging by using pictures, artifacts, videos, or other materials and methods that are not lecture-based. Teachers can scaffold students' learning (provide temporary support to reduce the complexity of a task) by providing a course syllabus, outlines, class notes, summaries, study guides, and copies of PowerPoint slides. Students benefit when teachers provide written and audiotaped lists of resources to help students locate background information at their level.

Provide opportunities for practice. Practice and experimentation help learners solidify their learning. It is essential for teachers to plan frequent, regular, defined time for students to explore and practice new concepts in a non-judgmental, safe learning environment.

Teach to a variety of learning styles. Building movement into learning, such as total physical response (TPR) exercises for ESL learners, is a powerful teaching strategy. Giving instructions both orally and in writing will engage students both auditorily and visually. Teachers may wish to consider using large visual aids and choosing bold fonts on uncluttered backgrounds for transparencies, slides, graphs, and charts.

Offer a choice of learning contexts. Effective instruction provides opportunities for individual, pair, and group work. Teachers also can consider distance learning, peer learning, and fieldwork.

Provide flexible opportunities for assessment. Students can demonstrate their learning by performing a checklist of steps, writing an action plan, stating what they have learned, drawing mind maps or charts, and expressing their learning through visual or performing arts.

What Additional Resources on UDL are Available?

The Center for Applied Special Technology (CAST) offers extensive UDL resources and strategies on its Web site, at www.cast.org.

The National Center for Accessible Media provides information and resources for expanding access to educational and media technologies for special needs students, at <http://ncam.wgbh.org/aboutncam.html>.

The *Teaching Every Student Web Site*, at www.cast.org/Teachingeverystudent, is designed for kindergarten through grade 12 teachers but can be informative for adult education teachers. It includes the full text of the book, *Teaching Every Student in the Digital Age: Universal Design for Learning*, by David H. Rose and Anne Meyer (ASCD, 2002).

Bridges to Practice: A Research-Based Guide for Literacy Practitioners Serving Students with Learning Disabilities, published in 1999 by the National Adult Literacy and Learning Disabilities Center, provides comprehensive information on teaching adults with learning disabilities, at www.nifl.gov/nifl/bridges/about/project.html.

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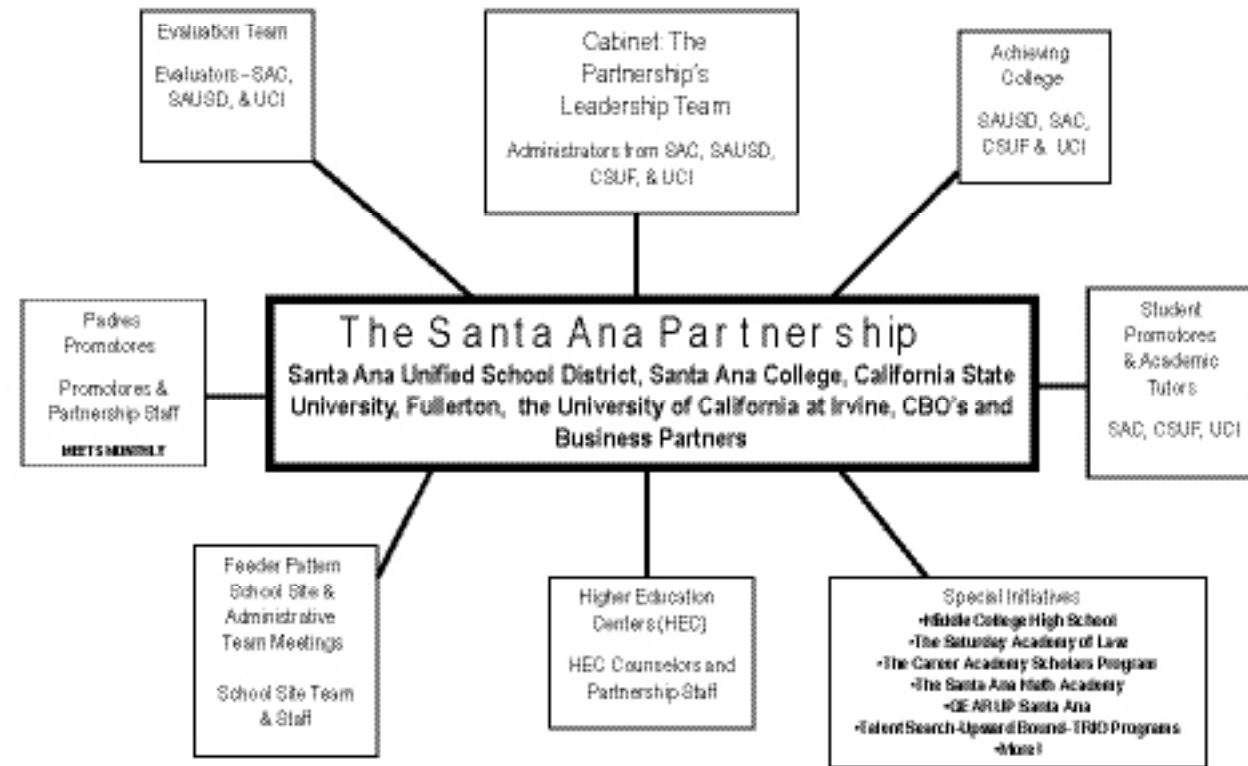
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APPENDIX E: THE SANTA ANA PARTNERSHIP

The Santa Ana Partnership Structure



APPENDIX F: A-G REQUIREMENTS



The A-G / College Entrance Requirements

The A-G / College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.

The following chart summarizes the A-G / College Entrance Requirements:

	Subject	Years	Details
(A)	History/Social Science	2	Two years, including one year of world history, cultures, and historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
(B)	English	4	Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature. Only one year of English Language Development (ELD) 4 counts toward this requirement.
(C)	Mathematics	3	Three years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra, and two- and three-dimensional geometry.
(D)	Laboratory Science	2	Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.
(E)	Language Other than English	2	Two years of the same language other than English.
(F)	Visual & Performing Arts	1	One year, including dance, drama/theater, music, or visual art.
(G)	College Preparatory Elective	1	One year (two semesters), chosen from additional "A-F" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "G" electives.

Additional Information on the A-G / College Entrance Requirements:

The purposes of the A-G / College Entrance Requirements are to ensure that entering students:

- Can participate fully in the first year program at UC and CSU in a broad variety of fields of study;
- Have attained the necessary preparation for courses, majors, and programs offered at UC and CSU;
- Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies; and
- Have attained essential critical thinking and study skills.

For further information, please visit the following online resources:

- A-G Course Lists (search by high school) – <https://doorways.ucop.edu/list/>
- California Colleges – <http://www.californiacolleges.edu/>
- University of California A-G Guide – <http://www.ucop.edu/a-g/guide/>

APPENDIX G: USC – CENTER FOR URBAN EDUCATION’S EQUITY SCORECARD AND BENCHMARKING

This information was taken directly off the CUE website

“The CUE Equity Model incorporates numerous equity-based assessment instruments and processes, most prominently the Equity Scorecard and the collection of inquiry tools included in the California Benchmarking Project’s Equity-based Assessment Toolkit. Today, the Equity Model can be used to guide a complete cycle of action research involving problem identification, problem contextualization, informed interventions, experimentation, and problem solving.

What is “Equity”?

In higher education, “equity” refers to creating opportunities for equal access and success among historically underrepresented student populations, such as racial and ethnic minority and low-income students, in three main areas:

- › Representational equity, the proportional participation at all levels of an institution;
- › Resource equity, the distribution of educational resources in order to close equity gaps; and
- › Equity-mindedness, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.

EQUITY SCORECARD ([HTTP://CUE.USC.EDU/EQUITY_MODEL/SCORECARD.HTML](http://cue.usc.edu/equity_model/scorecard.html))

The Equity Scorecard (EqS), a component of the CUE Equity Model, is an ongoing initiative designed to foster institutional change in higher education. Its fundamental aim is to close the achievement gap for historically underrepresented students. The idea for the Equity Scorecard was initially developed when it became evident that equity, while valued, is not something that is measured in relation to educational outcomes for traditionally disenfranchised students in higher education. CUE’s Equity Scorecard (formerly called the Diversity Scorecard) has helped practitioners at over forty two-year and four-year campuses see for themselves inequities reflected in their own institutional data. With this heightened level of awareness, colleges often then expanded inquiry activities to learn more about the racial patterns and ethical of inequality on their campuses.

BENCHMARKING ([HTTP://CUE.USC.EDU/EQUITY_MODEL/BENCHMARKING.HTML](http://cue.usc.edu/equity_model/benchmarking.html))

As used in the CUE Equity Model, benchmarking is a process of comparing educational practices in one locale, such as a universities or community college, to established standards, to prior performance, and to the practices and outcomes of peer institutions. Beginning with the California Benchmarking Project, CUE developed three benchmarking strategies to create structured opportunities for learning, innovation, and change. These are:

- › Performance benchmarking: used to improve performance and promote equity in student outcomes.
- › Effective practices benchmarking: used to identify practices that practitioners on other campuses, and/or the research and policy literature, consider effective.
- › Process benchmarking: used to contextualize problems and possible solutions.
- › Benchmarking is an integral component of the CUE Equity Model.

Center for Urban Education researchers consider the Equity Model to be part of the solution in improving academic prospects for Latino/as and other minority students. The Equity Model is a multilayered process, which includes collecting and analyzing data to determine student retention rates and academic performance among different racial and ethnic groups, exploring reasons for the data results and then developing solutions for improvements. For more information, visit http://cue.usc.edu/equity_model/”

APPENDIX H: STARTLING STATEMENTS

1. In 2007, _____% of mechanical engineers were women.
2. In 2007, _____% of environmental scientists and geoscientists were men.
3. Women represent _____% of computer software engineers in 2007.
4. In 2007, _____% of women age 16 and over were working or looking for work.
5. Women comprised _____% of the total U.S. labor force in 2007.
6. In 1960, women made up less than 3% of all scientists, by 2003 women constituted nearly _____% of all scientists.
7. In 2005, 42.8% of all Asian/Pacific Islander high school students have taken biology, chemistry and physics while _____% of Hispanic students have taken biology, chemistry and physics.
8. Network systems and data communications analysts are expected to have the largest percentage employment change from 2006 to 2016 of _____%.
9. Registered nurses are expected to have the largest numeric employment change between 2006 and 2016 increasing the number by _____,000.
10. In 1975, 47.4% of women with children under age 18 were in the civilian labor force. In 2006, _____% of women with children under age 18 were in the civilian labor force.
11. In 1975, 34.3% of women with children under age 3 were in the civilian labor force. In 2006, _____% of women with children under age 3 were in the civilian labor force.
12. In 2004, _____% of Hispanic men, 25-54 years and over were in the civilian labor force and employed.
13. In 2004, _____% of black men, 25-54 years and over were in the civilian labor force and employed.
14. In 2004, _____% of white men, 25-54 years and over were in the civilian labor force and employed.
15. In 2005, women workers, who worked full-time year round earned _____ cents for each dollar earned by men.
16. In 1987, 17.8% of families in which both wives and husbands were employed, the wife earned more than their husband. In 2005, _____% of wives earned more than their husbands.
17. In 1970, wives contributed 26.6% to family income. In 2005, wives contributed _____% to family income.
18. In 2007, the median weekly earnings for men as engineering technicians was \$958 while women engineering technicians median weekly earnings was \$_____.
19. In 2007, the median weekly earnings for women as registered nurses was \$976 while male registered nurses median weekly earnings was \$_____.
20. In 2007, the median weekly earnings of men employed in life, physical, and social science occupations was \$1151 while women employed in these same occupations median weekly earnings was \$_____.

ANSWERS

1. 7.3% (<http://www.bls.gov/cps/cpsaat11.pdf>)
2. 70.1% (<http://www.bls.gov/cps/cpsaat11.pdf>)
3. 20.8% (<http://www.bls.gov/cps/cpsaat11.pdf>)
4. 59.3% (www.dol.gov/wb/stats/main.htm)
5. 46% (www.dol.gov/wb/stats/main.htm)
6. 20% (<http://www.gao.gov/new.items/d04639.pdf>)
7. 18.9% (http://nces.ed.gov/programs/digest/d07/tables_2.asp) Table 142
8. 53.4% (www.bls.gov/emp/optd/home.htm) Table I-5
9. 587 (www.bls.gov/emp/optd/home.htm) Table I-5
10. 70.6% (<http://www.bls.gov/cps/wlf-table7-2007.pdf>)
11. 59.9% (<http://www.bls.gov/cps/wlf-table7-2007.pdf>)
12. 88.9% (<http://www.bls.gov/cps/wlf-table3-2007.pdf>)
13. 77.1% (<http://www.bls.gov/cps/wlf-table3-2007.pdf>)
14. 88.8% (<http://www.bls.gov/cps/wlf-table3-2007.pdf>)
15. 15. 78 cents (<http://www.pay-equity.org/info-time.html>)
16. 16. 25.5% (<http://www.bls.gov/cps/wlf-table25-2007.pdf>)
17. 17. 35.1% (<http://www.bls.gov/cps/wlf-table24-2005.pdf>)
18. 18. \$781 (<http://www.bls.gov/cps/cpsaat39.pdf>)
19. 19. \$1098 (<http://www.bls.gov/cps/cpsaat39.pdf>)
20. 20. \$939 (<http://www.bls.gov/cps/cpsaat39.pdf>)

<http://www.ntcc.edu/professionaldevelopment/StartlingStatements.pdf>

APPENDIX I: EL CAMINO COLLEGE PROJECT SUCCESS PROGRAM DETAILS

A variety of support services are provided to students in Project Success. These programs include academic counseling, pre-registration workshops, mentoring, cultural and university field trips, book loans, scholarships, and Learning Communities.

REQUIRED COURSES FOR THE FALL SEMESTER: FIRST YEAR

Human Development 10 – Strategies for Success in College

This course is designed to provide Project Success student with the knowledge, skills and personal/interpersonal awareness necessary for success in college.

Library Information Science 1 - Introduction to Library Skills

This course will enable students to utilize libraries effectively. Students will become familiar with the history and organization of libraries and the different types of print and electronic reference sources that they contain.

REQUIRED COURSES FOR THE SPRING SEMESTER: FIRST YEAR

Human Development 5 - Career Planning

This course will provide students with career planning techniques. Emphasis will be placed on selecting a career based on self examination of interests, personality and values.

Psychology 10 - African American Psychology

This course is an introduction to scientific study of African Americans. It emphasizes the psychological issues related to the African American experience in America.

REQUIRED COURSES FOR THE FALL SEMESTER: SECOND YEAR

History 12A - Introduction to African History: Prehistory to 1885

This course is a survey of Africa from human evolution to the eve of colonial rule. Emphasis will be given to the political, economic, and social development of the African continent. Topics to be analyzed include African trade relations with Europe and the world, the influences of Christianity and Islam in Africa, the Transatlantic slave trade, African Diaspora, and early European incursions.

REQUIRED COURSES FOR THE SPRING SEMESTER: SECOND YEAR

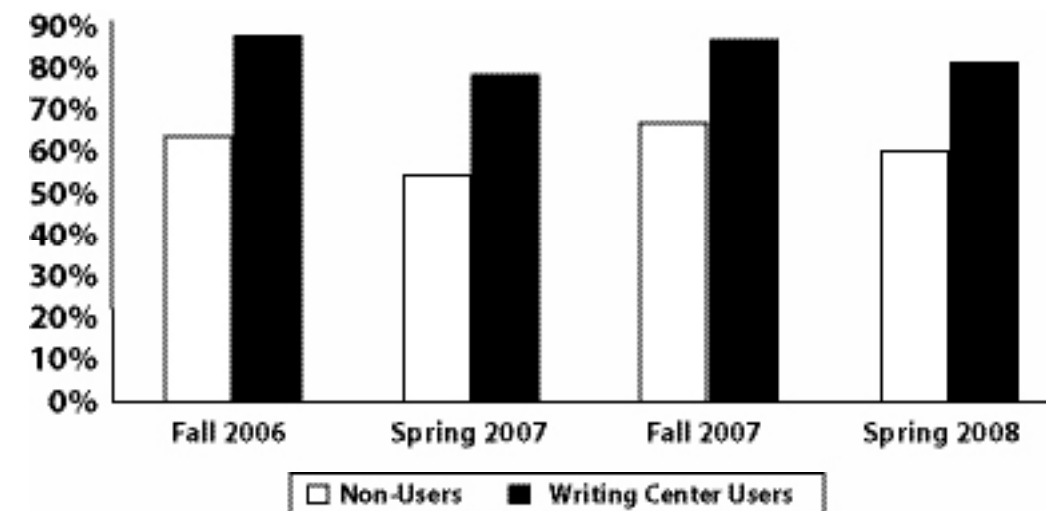
Art 9 - History of African Art

This course is an introductory survey of African art in relation to its historical and cultural contexts. It focuses on specific groups and regions with an emphasis on sub-Saharan West and Central Africa, stressing the different roles of the visual arts within each culture.

From the Project Success Website <http://www.elcamino.edu/studentservices/co/projectsuccess.asp>

APPENDIX J: SANTA BARBARA CITY COLLEGE PARTNERSHIP FOR STUDENT SUCCESS, WRITING CENTER DATA

SUCCESSFUL BASIC SKILLS WRITING COURSE COMPLETION COMPARING WRITING CENTER USERS AND NON-USERS								
	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Users	368	86.70%	295	77.60%	427	85.70%	330	80.00%
Non-Users	853	63.20%	555	53.70%	824	66.40%	768	59.90%
Difference		23.50%		23.90%		19.30%		20.10%



APPENDIX K: EXAMPLES OF ADDITIONAL PROGRAM STRATEGIES FOR PROMOTING EQUITY

FROM THE BSI EFFECTIVE STRATEGIES WEBSITE AT [HTTP://BSI.CCCCO.EDU/SEARCHRECORDS.ASPX](http://bsi.cccco.edu/searchrecords.aspx)

Mission College Math Achievement Pathway for Success (MAPS) — The Math Achievement Pathway to Success (MAPS) offers students a team approach to success, particularly for those who have had difficulty in previous math courses. Instructors, counselors, and tutors/mentors collaborate to help students complete their mathematics requirements. Students take Elementary Algebra in the Fall semester and Intermediate Algebra in Spring. One section each semester of MAPS class is offered. The MAPS Program serves a diverse group of students. Students are recruited from several Mission College programs, including EOPS, Access, Avanzar, and DISC. In addition, the program actively seeks to include students from those groups who have traditionally had poor success in basic skills and college math courses. Students in the MAPS Program attend class for two hours of instruction Monday through Thursday. This instructional time provides both whole class activities and collaborative group work. Mentors/tutors are available during the class to assist students who have questions about the material. A counselor is available for each class section. The counselor and instructor work closely to ensure student success. The counselor is available daily during class to talk to students regarding their grade to date, missing assignments, and absences. In addition, the counselor teaches study skills and provides individual and academic counseling for students in the program. The MAPS team of instructors and counselors meet on a weekly basis to plan program activities and discuss concerns related to students' achievement in the class. In addition to in-class tutoring, the program offers students group tutoring outside of class. Each week, approximately ten hours of tutoring are offered at various times throughout the day and early evening. The tutors are trained to reinforce the methods and approach taught in the regular class. For students interested in working with other students outside of class, study groups have also been formed. Whenever possible, a tutor also attends the study groups to assist students with questions. The program also arranges for guest speakers to visit the classes. These speakers have included men and women working in technical fields, motivational speakers, and informational sessions on transfer agreements to the UC or CSU system. MAPS Program team members are dedicated to the philosophy that any willing student with the proper support and services can be successful in mathematics.

Oxnard High Tech/High Touch Methods to Prepare At-risk Students for Math and English — The Success Academy is a high tech/high touch lab targeted at raising under-prepared at-risk students to college transfer level for math and English. PLATO software for the computer-assisted instruction and faculty (supplemented by tutors) create intense one-on-one and small group instruction outside of normal scheduled hours. Curriculum is individually tailored to address each particular student's areas needing improvement. It is an open entry/open exit lab open from 8 a.m. to 9 p.m. on Monday through Thursday along with 9 a.m. to 1 p.m. on Fridays. The program will be expanding the Success Academy offerings to include ESL curriculum, as well as utilizing PLATO software to develop a GED and CAHSEE remediation bridge program.

City College of San Francisco Retention Center Counseling and Tutoring for Basic Math and English — This program represents a collaboration project of three retention centers—African American Scholastic Program (AASP), Latino/a Services Network (LSN), Asian Pacific American Student Success Center (APASS)—with the English, math and IDST departments. Students in the retention centers are given specific

advice regarding enrollment in basic skills English and math courses plus a study skills class. Students in each class are directed to counselors to assist with academic planning, career and transfer goals, and personal counseling. These wrap-around services incorporate counseling, professional tutoring, and instruction in combination with intensive instructor-student contact. The purpose of this program is to increase equity and success for under-represented students at CCSF. Counseling faculty in each retention center continue to monitor student progress throughout the semester and work closely with instructional faculty to examine the effectiveness of the practices being implemented.

Pasadena City College (PCC) Teaching and Learning Center — For six years, PCC's Teaching and Learning Center (TLC) has created, piloted, and evaluated various programs to increase retention and success rates among basic skills math students. Based on research studies that suggest the efficacy of intensive programs that include structured supplemental support, the TLC developed MathPath, a math-only immersion program for basic skills algebra students. Students receive full-load status for one semester by enrolling exclusively in Beginning and Intermediate Algebra as well as a supplemental support class. Enrollment in MathPath is similar to being in boot camp. Students are told that if they are awake, they are working on math; if they are asleep, they are dreaming about math. Ample support in the form of extended tutoring, intensive counseling, and vigorous community-building activities help MathPath students to meet the rigorous demands of taking two math courses in one semester. Fall 2006 data were impressive: the retention rate was 94%, and the success rate was 85% for Beginning Algebra, and 100%, and 78% for Intermediate Algebra. Equally important, data collected from surveys and interviews reveal a high level of satisfaction with the program, curriculum, instruction, counseling, and tutoring. Students reported that their math confidence increased and that they felt well-prepared for subsequent, college-level math. Demand for higher levels of math has resulted in a trigonometry/pre-calculus offering of MathPath with a calculus program soon to be piloted.

In addition, Pasadena City College's Teaching and Learning Center developed .XL, a summer bridge/first-year experience program, in 2001, recognizing the great difficulty that many first-time students have transitioning from high school to college. Over 80% of these students place into a basic skills course at PCC, and over 40% will receive a D, F, or withdraw. .XL helps PCC address the serious issues of equity (the vast majority of basic skills students are young Latino/as and African Americans) and access (only 41% of all basic skills students will succeed in a transfer-level English course, and only 21% will succeed in a transfer-level math course).

Sixty first-generation college students are recruited each year into PCC's .XL Program. During the summer, fall, and spring semesters, the students work with instructors, instructional aides, and counselors who provide innovative instruction with real-world applications, field trips, and structured supplemental support. Research reveals that 5 cohorts of .XL students have persisted at a significantly higher rate (88%) than new PCC students (69%) and new Latino/a students (67%). In addition, .XL students are almost 4 times as likely (40% vs. 10%) to succeed at Level 2 of the basic skills math sequence after one year than their non-.XL counterparts.

Merced College Preparing High School Students for Higher Education Cal-SOAP — Merced Cal-SOAP works as a collaborative outreach program, with fourteen local partners, to provide intensive services to 9-12 grade high school students who plan to transition to higher education following high school. To this end, Merced College provides tutorials, academic advising, college admissions advising, entrance test

preparation, financial aid planning and assistance, scholarships, and summer residential programs. The Cal-SOAP Program is a statewide program (<http://www.sandiegocalsoap.com/star/>) that provides information about postsecondary education and financial aid to students from elementary school through high school. The program also addresses student academic achievement levels and targets the following populations:

- › Students from low-income families
- › Students from families in which they would be the first to attend college
- › Students from schools with documented low college eligibility or participation rates
- › Students from geographic areas with documented low college eligibility or participation rates .

APPENDIX L: CULTURAL COMPETENCE FOCUSES ON FOUR KEY ISSUES

1. Knowing and exploring your own culture
- 2 Understanding
3. Acceptance
4. Effective Communication and Interaction

The following survey was developed from a variety of sources related to health care, education and other cross-cultural services and training. It provides a self-evaluative tool to consider your own cultural competence and the efforts of your institution.

ASSESS YOUR CULTURAL COMPETENCE

Do I know my students culture (history, values, beliefs, common expressions, etc.)?

Do I know how to guide my diverse students to seek help?

Can I name the most useful resources for the diverse students I commonly serve or teach?

Do I consider the impact of my class policies, syllabus, and teaching style on culturally diverse students?

Do I recognize the need to help students from diverse cultural backgrounds to communicate and appreciate each others' differences in my classroom, program or service?

Does my class or practice include examples of people from diverse cultures that made significant contributions to my discipline?

Do I display art, pictures, use texts or videos that display a wide variety of cultures?

Do I employ active learning in my classroom?

Are my assessment methods equally fair to people from diverse backgrounds?

Do I recognize that people from other cultures may desire varying levels of immersion into the dominant culture and they have the right to reject acculturation?

Am I aware of the socioeconomic, employment, and family factors that may influence the ability for students to perform?

Are my classroom or student interaction techniques purposefully directed at involving all the students and inclusive of those less verbal or aggressive?

Do I exhibit approachability and understanding for all students regardless of their backgrounds?

Do I carefully determine whether phone conversation or email is as effective as face-to-face discussions?

Am I aware of important body language cues such as personal space preferences, eye contact, physical gestures, facial expressions and touching when communicating with people from cultures other than my own?

Do I evaluate the responsiveness to my teaching and learning outcomes in students to be sure I am helping them reach educational goals?

Do I provide a welcoming environment and time for questions?

Am I aware of my speaking practices such as speed, use of idioms, volume, inflection, and vocabulary or sentence complexity?

Do I maintain high standards and expectations that are clearly communicated and understood by the students?

ASSESS YOUR INSTITUTION'S CULTURAL COMPETENCE

Does the institutional mission include a value statement on diversity?

Does the institution follow through with resources, planning and support to fulfill that mission statement on diversity?

Can all employees define cultural competence, equity mindedness and universal design in their own words?

Do position descriptions and evaluation procedures include cultural competency skills?

Do institutional policies provide training for employees regarding cultural competency?

Are most employees aware of the research agenda regarding outcomes and familiar with the data?

Do employees share cross-cultural effective practices on a regular basis?

Are their clear processes when problems with bias, prejudice or discrimination occur for employees or students?

Are research agendas in place to monitor demographic trends and evaluate equitable outcomes for students?

Are a variety of stakeholders involved in the research, design, collection, analysis and dissemination of data?

Does the local community provide feedback on the services and outcomes of the institution on a regular basis?

Does the institution calendar and celebrate different cultural events?

Are their clear pathways for students with language needs to address them in an effective manner?

Does the institution pursue grants and resources to conduct research initiatives concerned with disproportionate educational outcomes?

Does the institution integrate research information on student outcomes into planning and to direct funding based upon the findings?

Are employees encouraged to share their own cultural backgrounds and values and to listen to others'?

APPENDIX M: RESOURCES FOR ACTIVE LEARNING

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