

Grant Info

Methods

Testimonials

Results

Conclusions

Examples of Culturally Responsive Strategies

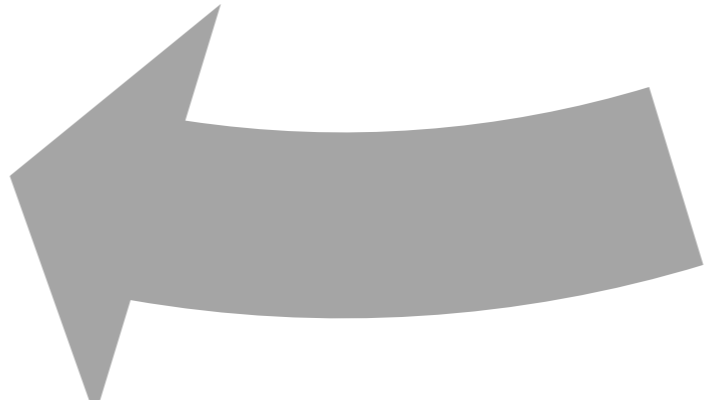
Disseminate Results to other faculty within and outside of campus



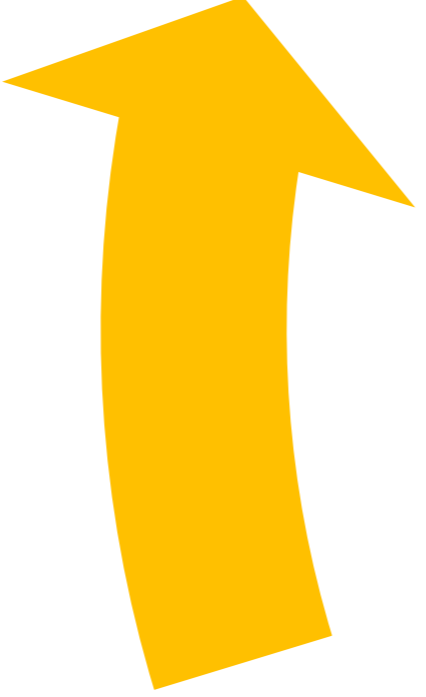
Recruit tenure-track or recently-tenured STEM faculty



Train and Develop faculty develop equity-minded approaches & practices



Identify and Implement culturally responsive strategies within STEM courses





Fostering an Equity-Minded Student Success Culture in STEM Through Faculty Development

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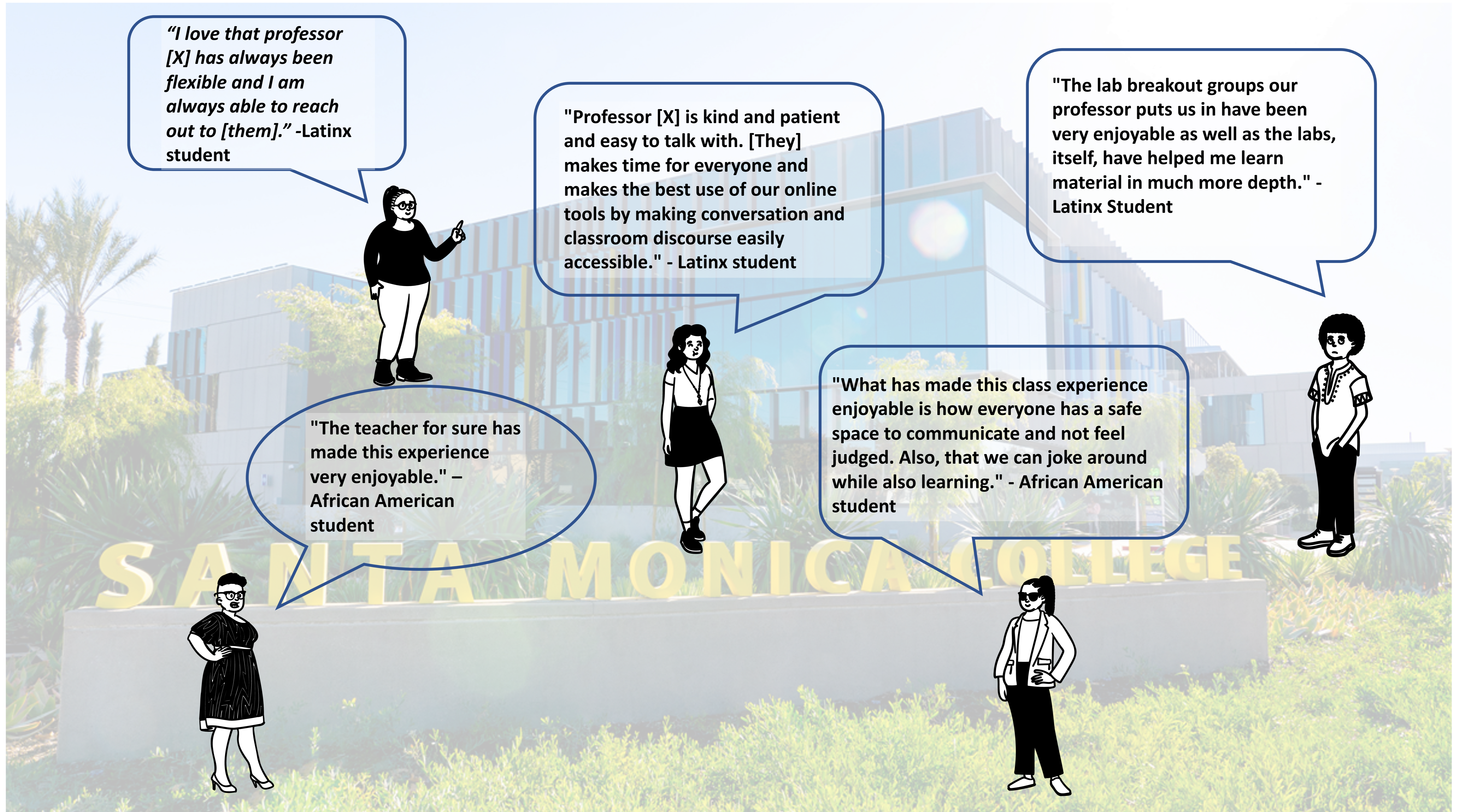
"I love that professor [X] has always been flexible and I am always able to reach out to [them]." -Latinx student

"Professor [X] is kind and patient and easy to talk with. [They] makes time for everyone and makes the best use of our online tools by making conversation and classroom discourse easily accessible." - Latinx student

"The lab breakout groups our professor puts us in have been very enjoyable as well as the labs, itself, have helped me learn material in much more depth." - Latinx Student

"The teacher for sure has made this experience very enjoyable." – African American student

"What has made this class experience enjoyable is how everyone has a safe space to communicate and not feel judged. Also, that we can joke around while also learning." - African American student

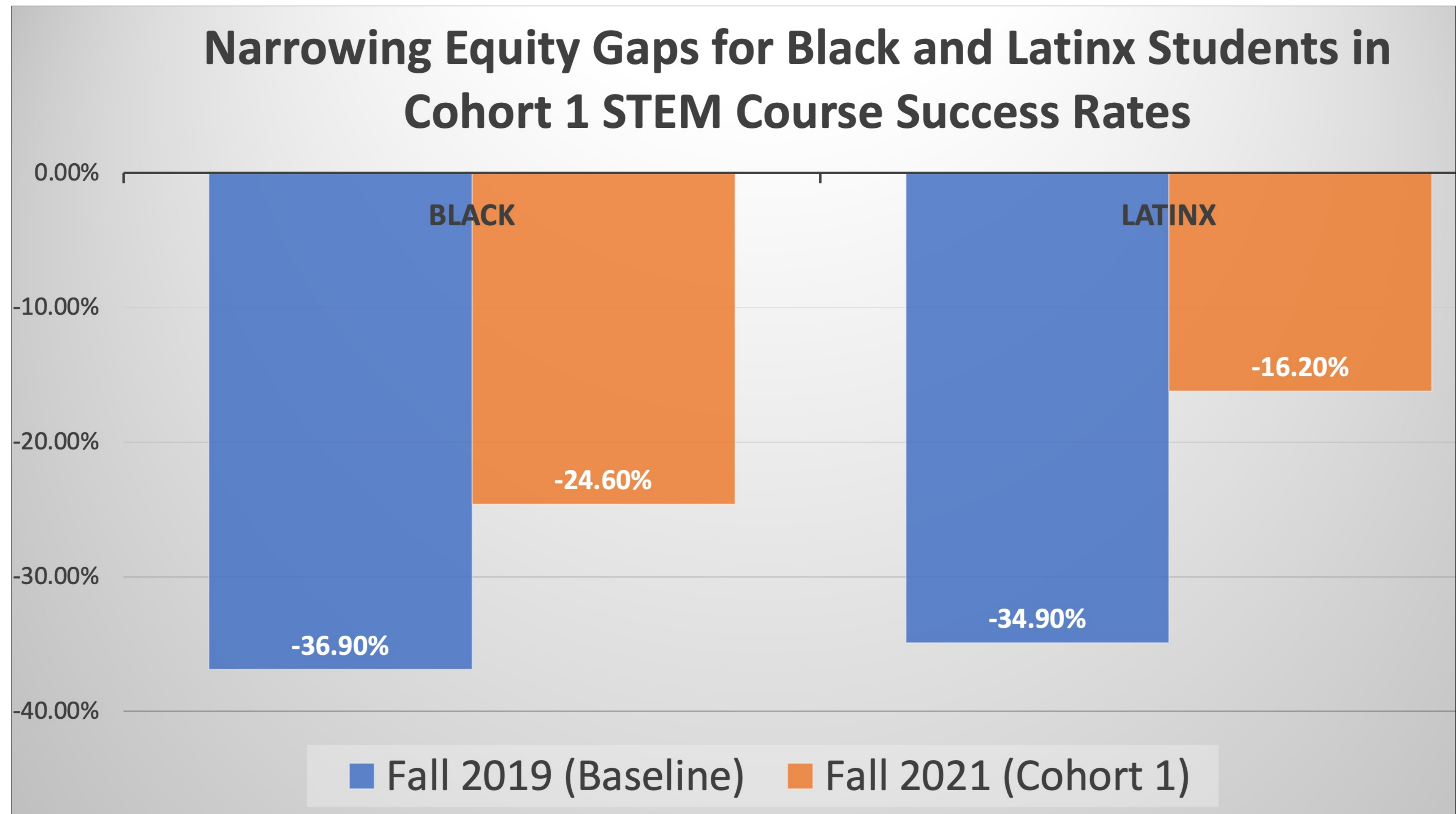




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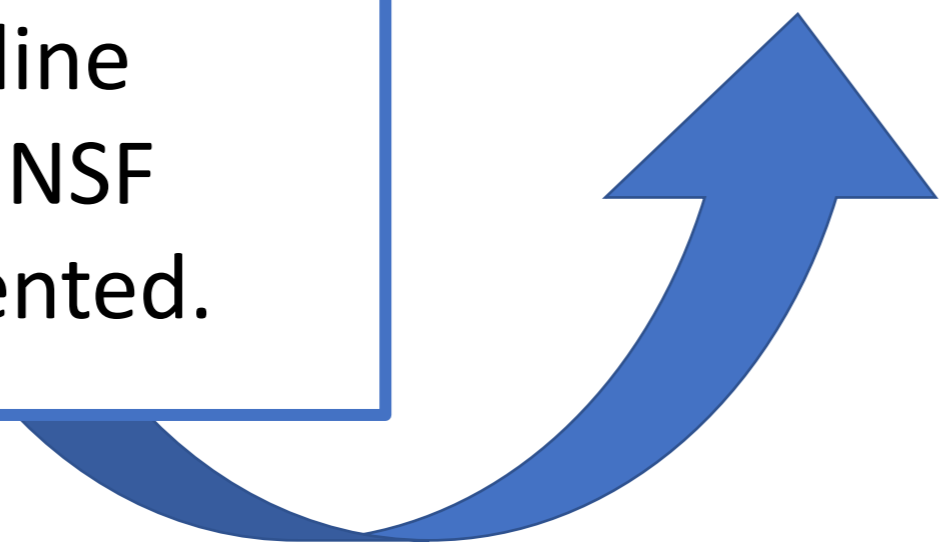


Methods and Results

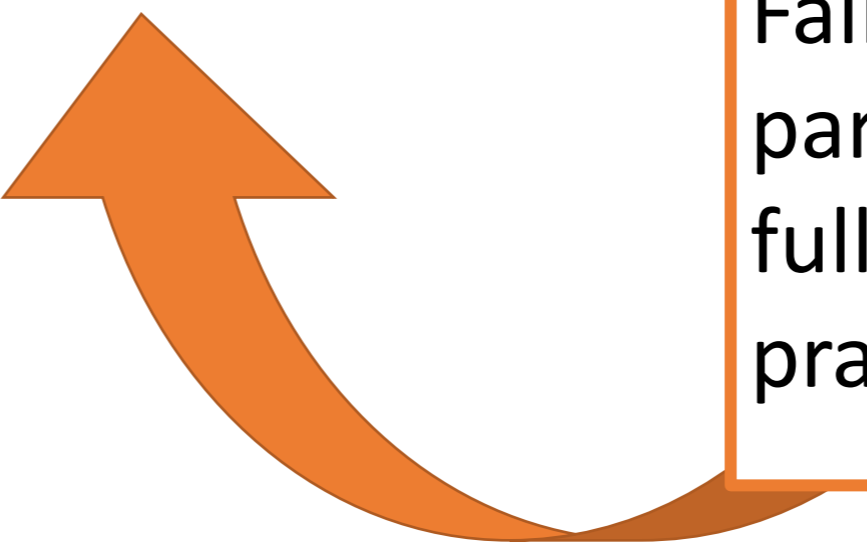
Equity gaps at SMC are calculated by identifying the highest course success rate by student racial/ethnicity group and subtracting the course success rate of the other student groups to find the difference. Course Success Rates are the percentage of credit course enrollments ending in a successful grade (total of A,B,C,P grades divided by total of A,B,C,D,F,P,W,NP grades).

In Falls 2019 and 2021, White students had the highest course success rates. Equity gaps for Black and Latinx students in NSF Cohort 1 Faculty Courses narrowed in Fall 2021 compared to the Fall 2019 baseline group.

Fall 2019 was a baseline semester before the NSF Project was implemented.



Fall 2021 was after Cohort 1 faculty participated in equity training and fully implemented their equity practices.





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- The NSF Project helped Participants gain a better understanding of equity issues and practices, as well as helped them relate more to their students.
- Faculty participation in the program resulted narrowing equity gaps for Black and Latinx students.

Limitations and Further Research Directions

- The pandemic disrupted training plans for our first cohort, so our model had to be adapted for online format.
- Our data do not capture the reasons for unsuccessful attempts, which often include life events outside of a college's control (Michalski, 2014).
- Our data capture student success rates in STEM courses for current semester but not long-term student success rates (e.g., across semesters, transfer and retention).

References

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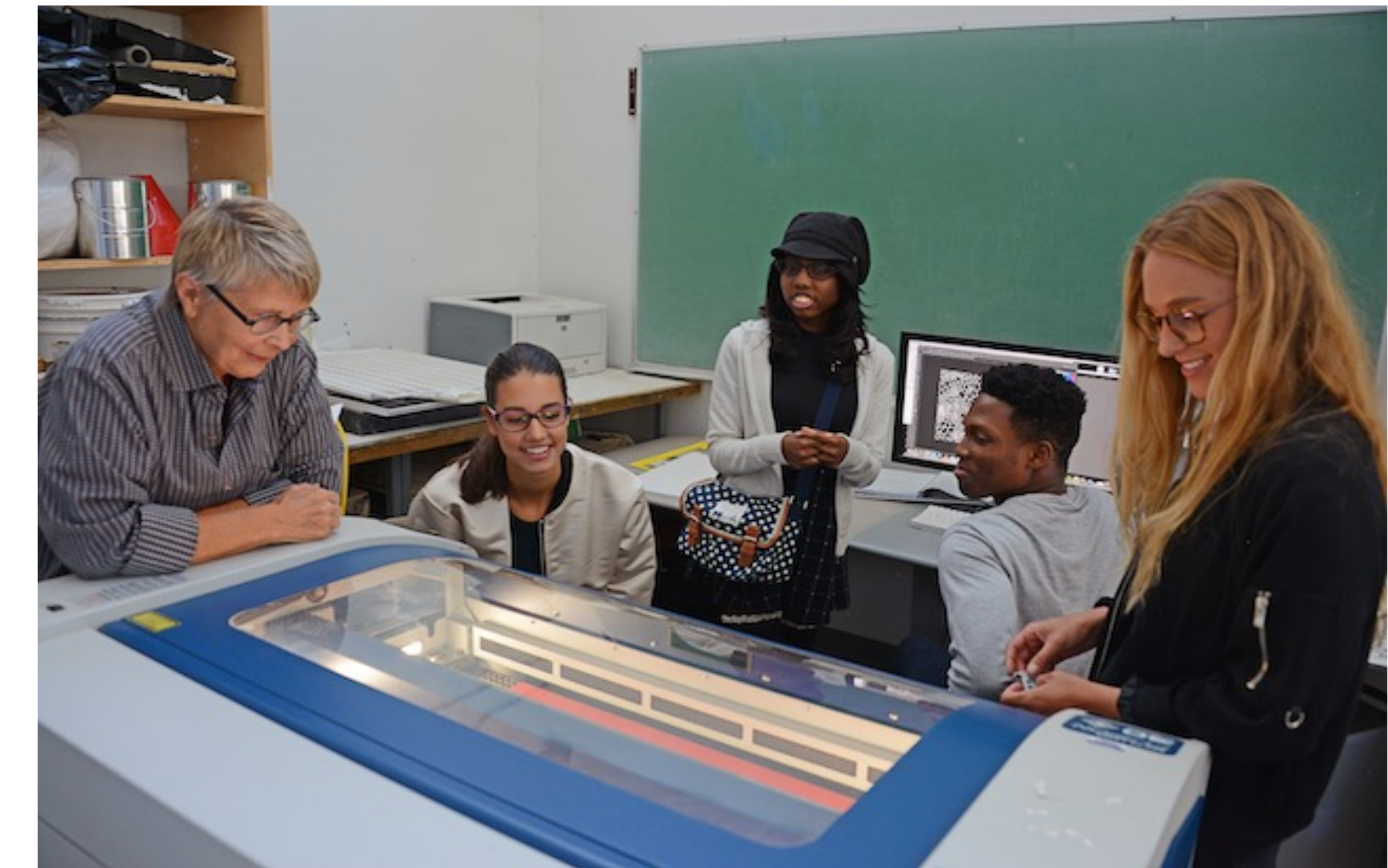
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