



Equity and Facilities Planning

Nathaniel Donahue, At Large Representative

Sam Foster, South Representative


Edna Chavarry, Santa Monica College



Land Acknowledgment

We acknowledge the land on which we sit and occupy today as the traditional and ancestral home of the Luiseno, Cahuilla, Cupeno, Kumeyaay, and Northern Digueño.

Without them, we would not have access to this gathering and to this dialogue. We take this opportunity to thank and honor the original caretakers of this land.



Accreditation Standard III: Resources

Physical Resources



Standard III: Physical Resources

Equity

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Safe
 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
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Standard III: Physical Resources

Equity

At **Fullerton**, The vision of the Fullerton College Student Equity Committee is to cultivate an equitable, inclusive, and just community that understands and responds to the strengths and needs of disproportionately impacted groups, and empowers students to achieve their goals.

At **SMC**, Fair and just inclusion. An equitized society is one in which all [students] can participate and prosper. The goal of equity must be to create conditions that allow ALL to reach their full potential. (Reference: Veronica Neal). Equity is an ongoing process and an **accountability** lens. It is not an end product.

Standard III: Physical Resources

Equity

Apply the standards to
Historically Marginalized
Communities

Accreditation Standard IIIB 1

The institution assures **safe** and **sufficient** physical resources at all locations where it offers courses, programs, and learning support services. They are **constructed** and **maintained** to assure access, safety, security, and a **healthful learning and working environment**.

Transforming a space can be both physical and cultural

Start with the basics: Are there physical resources for your most resilient students?



Commensurate All Gender Restrooms



Quiet Space for Prayer and Contemplation

Transforming a space can be both physical and cultural

- Use empty wall space to practice equity and communicate values
- Develop a list of “community practices” that are developed collaboratively by the members of your organization.
- Allow members to contribute to the culture and physical environment in which they work
- Include pictures of students, faculty and staff (with permission)



Accreditation Standard IIIB2

The institution **plans**, acquires or **builds**, **maintains**, and **upgrades** or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures **effective utilization** and the continuing quality necessary to **support** its programs and services and **achieve its mission**.

Transforming a space can be both physical and cultural



GROUP SHARE:

What are some of the exciting physical equity transformations that are happening on your campuses?



Sustainable and Inclusive Environments are a form of Social Justice

Accreditation Standard IIIB3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the **institution plans and evaluates** its facilities and equipment on a regular basis, taking **utilization and other relevant data** into account.

Transforming a space can be both physical and cultural

- Consider your strategy: start small or open at scale?
- What stakeholders across all college constituencies need to be engaged to establish new spaces?
- How can we be creative in funding these spaces through grants and community partnerships?



SMC New Food Pantry Under Construction

Let's not just check the box:

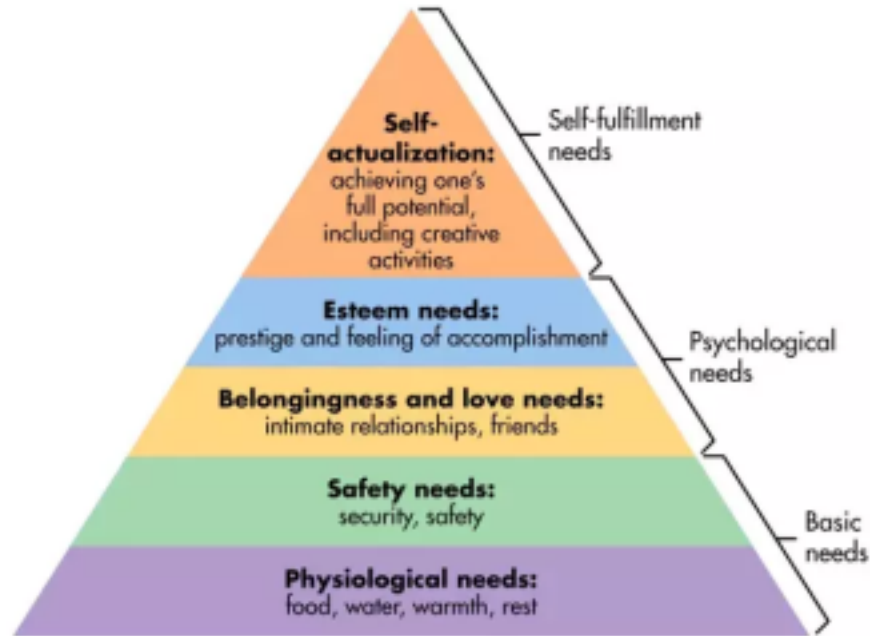
Does the space you provide for the student what they need?

- Work closely with representative student advisory groups
- Partner with student government to administer and advertise the space.

For Example: Does the food pantry have food that is vegetarian, gluten free, etc.



Maslows Hierarchy of Needs





Physical Needs: Food Pantries, All Gender Restrooms, Shower Facilities, Computer Labs, Places to Rest, Student Equity Centers

Safety Needs: Clearly marked emergency kiosks, safety apps, buddy systems, good relationships between campus police and students.

Community, Belonging, Love: Representation, Spaces for Students to Gather, Opportunities for Engagement and Student Activism, Mentorship Programs, Student Club Spaces, Student Life Spaces, Student Equity Centers.

Esteem Needs: Events and Ceremonies to acknowledge amazing student work, Inclusive Curriculum, Campus events that promote equity practice that include students, Meaningful incorporation

SELF-ACTUALIZATION!

FUBU

FOR US, BY US



Who are on the Facilities Planning Committees

Take a minute to write down, or look up, who on your campus makes up the facilities planning committee. More than likely they are folks that are absolutely committed to the district, nice people, who are goal driven.

Ask:

1. Are the folks on the committees people who interact with marginalized students on a regular basis?
2. Have we invested in equity training for the facilities planning committee?
3. Are there student representatives on the committee - Queer, homeless, part-time, night-time, or other historically marginalized student groups?
4. Does the committee look like the student body on your campus?

What steps can my institution take

1. Have the facilities committee read the campus equity plan and meet with your campus' equity steering committees to actualize the plan.
2. Have the facilities committee work with the Institutional Research Office to understand the student success metrics of historically marginalized student communities of the college. What emerging demographic changes are coming

What steps can my institution take

3. Recognizing not to tokenize people, add student representatives on the committee - Queer, homeless, part-time, night-time, or other historically marginalized student group - and incorporate student survey data about spaces you're maintaining and updating
4. Hold an Equity Walk on your campus

SHARE OUT:

What actions are your college's taking to use facilities planning and development in order to ensure an equitable environment for you students, faculty, and staff?

Thank you!

For questions:

Nathaniel Donahue, donahue_nathaniel@smc.edu

Sam Foster, sfoster@fullcoll.edu

Edna Chavarry, chavarry_edna@smc.edu





Ensuring Learning, Maintaining Standards, and Practicing Equity in the Classroom Through Curricular Processes

Standards IA and IIA

Edna Chavarry, Director of Academic Initiatives, Santa Monica College

Nathaniel Donahue, ASCCC At-Large Representative

Stephanie Droker, President, ACCJC

ASCCC Accreditation Institute, San Diego Marriott La Jolla,
February 21-22, 2020.

OBJECTIVES:

1. Collaborate together to develop strategies to satisfy **Standard IB:** “Assuring Academic Quality and Institutional Effectiveness”, via solid and innovative curricular processes that likewise further equity and guided pathways work.
1. Collaborate together to develop strategies to satisfy **Standard IIA:** “Instructional Programs”, via guided pathways and equity frameworks.

BREAKOUT DESCRIPTION:

The “intensity” and “difficulty” of a course are listed in Title 5 as standards and criteria to consider in the development of our curriculum. How can we use these curricular concepts and SLOs to maintain standards and ensure learning at the appropriate level, while facilitating the timely completion of students’ goals and aligning with standards expected by the CSUs and UCs? In addition, what role do faculty and others in the process (the curriculum committee, advisory boards, local boards, the CCCCO, etc.) play in ensuring learning and upholding standards? Come learn and brainstorm how to use the curricular process creatively in order to increase student success while maintaining the rigorous local, state, and regional standards of IGETC, CSUGE, and the Program and Course Approval Handbook (PCAH).

ASCCC Accreditation Institute
February 20-21st, 2020



Friday, February 20th
2:15-3:30pm

STANDARD IB1:

“The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement”

STANDARD IB6:

“The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.”



Equity in Student Outcomes

- All programs should be designed with the most underserved and resilient students at the center.
- Questions to ask:
 - Do your student outcomes, disaggregated by ethnicity, indicate that all students are performing at the level of the highest group?
 - What changes can be made in order to ensure the success of our black and latinx students?
 - Is our program curriculum inclusive of multiple perspectives and diverse viewpoints?
- Make sure that the content of all courses is interesting and relevant to students of color.
- Explain systemic and structural oppression to your students on both a societal, academic, and discipline specific level.



Think Pair Share and Group Discussion:

- What structures are in place in order to facilitate a college wide discussion about student equity on your campus?
- How does your college intentionally practice equity via a Guided Pathways framework?
- How does your college measure and assess for continuous improvement of student outcomes via equity and guided pathways frameworks?
- How does your college demonstrate allocation of resources to address equity gaps?



STANDARD IIA3:

“The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.”

STANDARD IIA7:

“The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students”

STANDARD IIA11:

“The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.”

Demonstrating community dialogue and innovation in student outcomes:

PLO/SLO development and Revision within the Guided Pathways Framework

- What is the history of SLO and PLO implementation on your campus?
- How do faculty feel about the use of SLOs/PLOs to drive the outcomes of the student experience in both career and transfer programs?
- Do your SLOs/PLOs align with your ILOs?
- Do students know what your SLOs/PLOs/ILOs are, beyond seeing them listed on the syllabus?

How can we use outcomes to inform “Academic Pathways” (program) design?

- Are SLO’s for individual courses designed to support PLO’s and act as skills that build upon each other as the student progresses through the pathway?
- Are projects and assignments in the course designed in a way that give students something tangible to apply to either a career or transfer goal?
- Are counseling courses geared toward choosing a career, area of interest, program, and or transfer preparation?

Write the practice of equity into the Curriculum!

COMPONENTS OF A COURSE OUTLINE OF RECORD:

- Need and Justification of Goals
- Mission of the course
- The role of the course in a program
- Differentiating courses in sequences
- Course Description
- External Research Requirements

["THE COURSE OUTLINE OF RECORD: A CURRICULUM GUIDE REVISITED, Adopted spring 2017"](#)

Equity in the classroom begins on the syllabus and in curriculum

- Does the COR and syllabus feature course content and other material that are inclusive of people of color and LGBTQ+ voices, and a multiplicity of critical methodologies?
- Are your **SLOs** and **PLOs** also skills based? Or do they solely focus on the repetition and retention of canonical knowledge? **“Life Skills”** (not soft skills!) should be reflected in course and program outcomes.
- Do assignments and projects give students a chance to reflect upon their own identity, and do they allow students to question the production and replication of the traditional canon? Are there opportunities to critique the canon and create their own?

Group Discussion:

- How are Student Learning Outcomes and COR's continuously evaluated on your campus?
- In what spaces, committees and offices is this work completed, and how is it connected with your colleges equity mission?



Program Review as a Driver of Inquiry Innovation, and Equity

- Program Review is the process by which departments can evaluate if students are meeting the program outcomes, and what resources and changes are necessary if the program is not meeting student needs.
- Program Review goal setting for student outcomes should be lofty and aligned with the Vision for Success: completions, transfers, jobs, progress toward a degree



STANDARD IIA6:

“The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education”

Share Out:

- How has course scheduling been considered in context with equity and guided pathways work on your campus?

Ensuring Academic Quality: Title 5, the PCAH, Standards & Criteria

- [Title 5 §55002. “Standards and Criteria for Courses”](#)
 - **Grading Policy**
 - **Units**
 - **Intensity** (a scope and intensity that requires students to study independently outside-of-class time)
 - **Prerequisites and Corequisites**
 - **Basic Skills Requirements** (communication or computation skills)
 - **Difficulty** (calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level)
 - **Level** (requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course)

Ensuring Learning and Articulation¹⁷

- Careful attention to standards to achieve/maintain articulation agreements with CSU/UC
- Communication and relationship building with transfer institution faculty / Be aware of CSU and UC timelines
- Credit hour calculations (expectations around in-class and out-of-class work)
- Lecture/Lab components and ratios / Careful of TBA hours
- Stylistic choices and word choices
- Currency and rigor (content, methods of assessment, learning materials)
- Requisites/Content Review (entry and exit skills)

FACULTY PROFESSIONAL DEVELOPEMNT REGARDIGNG CURRICULUM IS ESSENTIAL!

One way to demonstrate commitment to Academic Quality and Continuous Improvement is the establishment of faculty driven
PROFESSIONAL LEARNING COMMUNITIES (PLC'S):

- Groups of discipline faculty to discuss “difficulty” and “intensity” of course offerings
- Focused on equity to ensure that curriculum development and revision serves those students who are experiencing equity gaps (recommendations for course materials, delivery, and pedagogy)
- Drive the development of “Areas of Interests” or “Metamajors” and develop community
- Connect students to career and transfer opportunities



Edna Chavarry, chavarry_edna@smc.edu

Nate Donahue, donahue_nathaniel@smc.edu

Stephanie Droker, sdroker@acccjc.org

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ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES
Celebrating 50 years

Friday, February 20th
2:15-3:30pm



Too Much or Too Little: Making Evidence Meaningful

Sheri Berger, Vice-President of Instruction, Los Angeles Pierce College

Nathaniel Donahue, ASCCC At-Large Representative

Ian Walton, ACCJC Commission Chair

ASCCC Accreditation Institute, San Diego Marriott La Jolla,
February 21-22, 2020.



When is the appropriate time to start collecting evidence?

The best way to collect evidence is in a continuous manner, Creating a repository for documents and data, and adding to them as new evidence is generated.



Where can evidence be collected?

1. Program Review
2. Institutional Effectiveness
3. Planning Councils
4. Academic Senate Minutes
5. Budget Committee
6. Guided Pathways Committees
7. Equity Plans
8. Event Flyers
9. Student Focus Groups
10. CE Committees

How Can Evidence and Data be Organized in a Collaborative Manner and Over Time?



1. GoogleDocs
2. Microsoft Teams
3. Minutes with Links to Documents



What type of evidence can be gathered from your Guided Pathways/Redesign work ?

1. Initial Guided Pathways Plan (approved by Senate)
2. Scale of Adoption Assessment (approved by Senate)
3. Mapping day documentation
4. Sorting day documentation
5. “Area of Interest” or “Metamajor” organization
6. Enrollment management committee work
7. Institutional Effectiveness Goal Setting
8. Curriculum Development (minutes of Curriculum Committee)
9. Professional Development Activities
10. Student Focus Groups
11. Action and Implementation Plans
12. Program Review Documents



Mapping Pathways Evidence: Think Pair Share

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

B. Library and Learning Support Services

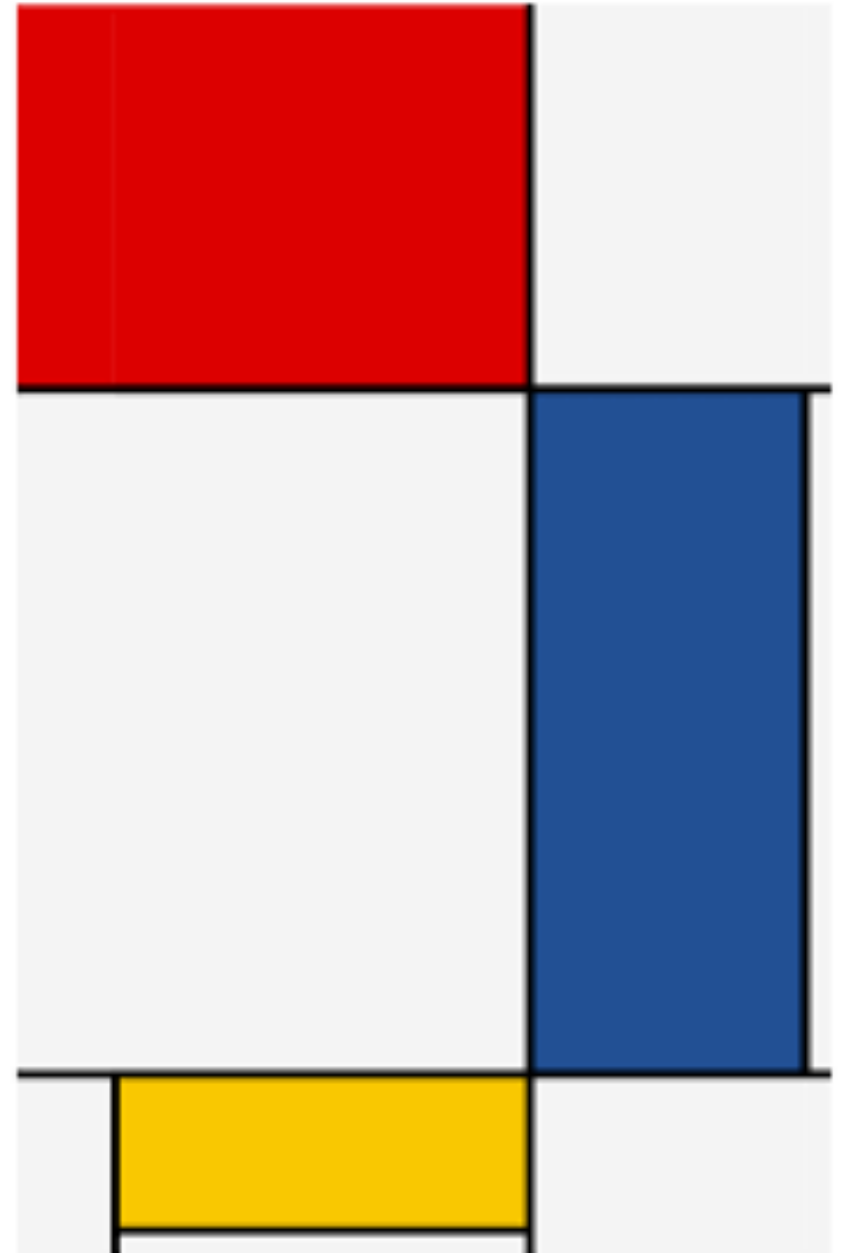
C. Student Support Services



Mapping Pathways Evidence: Think Pair Share

Standard III: Resources

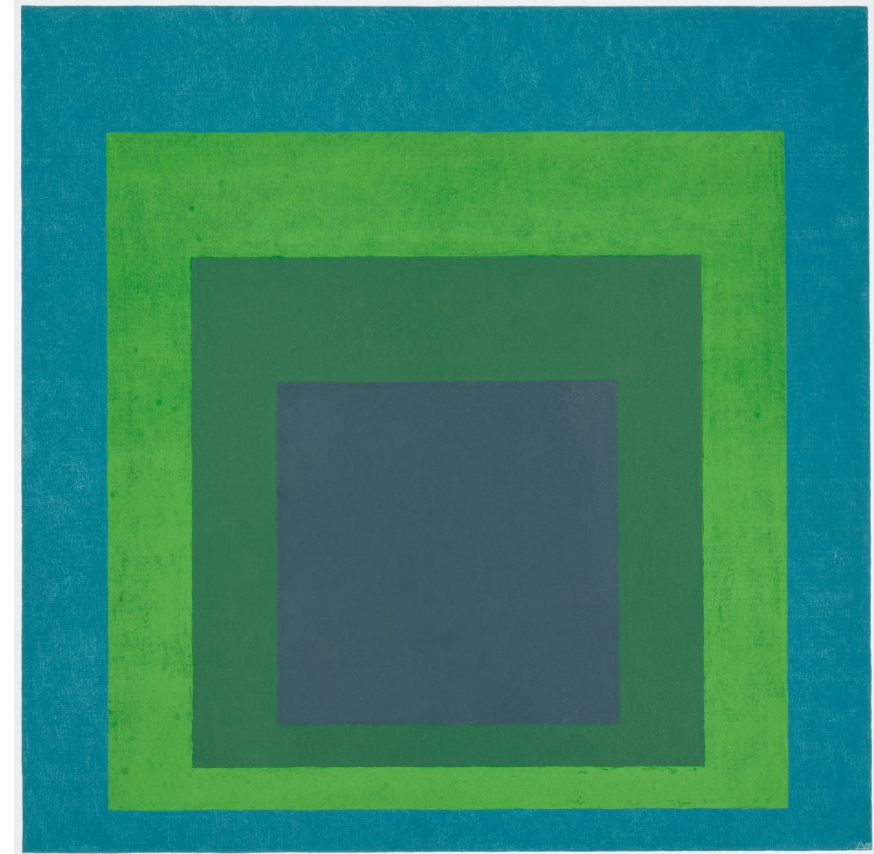
- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources



Standard IV: Leadership and Governance, Think Pair Share

A. Decision Making Roles and Processes

How is the Academic Senate and faculty involved in the decision making process Regarding Guided Pathways?



What evidence can be used to demonstrate your college's commitment to equity?:

- College Equity Plan
- Disaggregated Student Success/Completion/Retention Data
- Action plans that demonstrate the practice of equity at the District Planning level
- College Mission, and College Strategic Goals and Objectives
- Professional Development Opportunities for Faculty and Staff
- Equitable Hiring Processes and revised EEO Plans
- Senate/Guided Pathways/District Committees that focus on the practice of equity
- Curriculum development and revision that is grounded in the practice of equity
- Opportunities for student agency, participation, and learning through the planning process
development of Guided Pathways
- Reassessment of Program Review to incorporate measurement of new plans and structures
- Commitment to Equitable onboarding processes
- SEA Plans and Budgets

“Enough is as good as a feast”,
but how much is too much or too little evidence?



1. Balance between data and narrative
2. Let the evidence drive the narrative
3. Qualitative and Quantitative Evidence
4. Evidence demonstrating the collaborative process of shared governance

A Conversation with the Commissioner:

News from Washington!

NACIQI and Data “Brightlines”

Questions for our experts?





Sheri Berger, bergersl@piercecollege.edu

Nate Donahue, donahue_nathaniel@smc.edu

Ian Walton, ian@asccc.org