

The Student Equity Hour Program (Draft Plan)

· A CCCCDC Student Success Initiative ·

Background

CCCCD Board Policy 1023, concerns equity in student achievement, and reads, in part, as follows: *the Contra Costa Community College District is strongly committed to eliminating persistent disparities in achievement and performance among students and maintaining high expectations for all. Policies and practices should reflect the goal of equitable outcomes and proficiency, explicitly and emphatically. By purpose and design, the District will advance these goals by:*

- *providing training for employees in interacting effectively with students from different cultures and socio-economic backgrounds;*
- *ensuring uniformly high expectations;*
- *promoting rigorous curricula;*
- *providing equitable services; and*
- *maximizing access and success for all students.*

. . . It is expected that District and the colleges will engage students, staff, and the community to work in concert to support all students in achieving academic proficiency.

In June of 2014 and again in 2015 (following the passage of the Student Success Act of 2012), the California Legislature approved budgets that included categorical funding specifically aimed at closing achievement gaps in access and success in under-represented student groups. Each college in the CCCCDC has developed Student Equity Plans, and each has initiated, individually, new programs over the last two years aimed at meeting equity goals.

The Student Equity Hour (SEH) Program is a districtwide initiative aligned with Board policy and State priorities that will expand professional development related to equity and diversity for faculty and increase opportunities for at-risk and underserved students to get extra support from faculty outside of class.

Overview

This two-year pilot program aims to improve course completion and student outcomes by expanding opportunities for students to connect with faculty outside of class. The program has four key components: professional development for faculty focused on identifying and reaching out to at-risk and underserved students (as well as working effectively with students from diverse cultures and backgrounds); providing extra time for faculty to work outside of class with students who need extra help and support; facilitating dialog and cooperation between instructors to identify and expand best practices in supporting at-risk and underserved students; and assessing the program's effectiveness as well as opportunities for improvement.

Eligibility

In its first phase, the Student Equity Hour (SEH) Program will be open only to part-time faculty, who are currently least accessible to students outside of class. All part-time faculty with instructional load of at least .35 (during the semester in which they enroll) are eligible to participate. The SEH Program will begin with training in fall 2016 and full “student equity hours” (described below) in spring 2016, and run through spring 2018, at which time it may be renewed depending on assessment of its success and available funds. During the two-year pilot, faculty will remain eligible so long as their load remains at least .2 and so long as they are not disqualified (see “Disqualification” below). Eligible faculty may join the program at the start of any semester during which the program is active (provided that they have registered during the previous semester and attended professional development workshops [see “Requirements” below]).

Requirements

Faculty who elect to participate in the SEH Program must register during the semester prior to joining the program and must attend a minimum of two introductory training meetings (offered several times on each CCCCD campus during the last month of each semester). During each semester of participation in the program, faculty will also be required to join an on-line faculty discussion group and to keep a weekly log of outreach efforts and work with students outside of class. Faculty will be expected to spend a minimum of one hour each week performing activities connected to the SEH Program. These may include expanded office hours for face-to-face meetings with at-risk students and/or time spent communicating with students electronically. At the end of every semester, for the duration of the program, participating faculty will write and submit a self-evaluation and provide data for assessment. Finally, all faculty will be required to attend at least one professional development workshop every semester for the duration of the program. Workshops will be offered throughout each semester on a variety of topics.

Compensation

Beginning spring, 2017, faculty will be compensated for 20 hours (1 hour per week working outside of class with at-risk students for 17 weeks each semester plus 3 hours of training/faculty-faculty collaboration) at the rate of \$50 per hour (or \$1000 for each semester during which a faculty member participates in the Program). Faculty will also be compensated (an additional \$200) for completing the two 2-hour initial professional development meetings (provided that faculty attend both meetings). During fall of 2016 only, compensation will be available only for trainings (at the rate of \$50 per hour). There may be multiple trainings offered in fall of 2016 to begin the program (and recruit participants).

Disqualification

Faculty who fail to keep and submit at the end of each semester a weekly log that

demonstrates at least 20 hours spent participating in the SEH Program will be disqualified from continuing in the Program during future semesters. Faculty who fail to attend the minimum required training workshops will be disqualified from continuing. The SEH Program Steering Committee will review both faculty participation and the overall success of the SEH Program (see “Outcomes and Assessment” below). Decisions related to disqualification of faculty will be subject to review by a joint CCCCD/UF appeals panel.

Outcomes and Assessment

The goal of the SEH Program is to raise “success indicators” (such as course completion, ESL and basic-skills completion, degrees, certificates and transfer) for all students, and particularly for disadvantaged populations including / as well as foster youth, veterans, and low-income students. Since this is a district-wide program with the potential to positively impact students broadly, an SEH Steering Committee will compare success indicators for all the populations outlined in Title V regulations with the expectation that outcomes should improve across the board for students whose faculty participated in the program. Trainings may be modified as data is assessed during the two-year pilot program. At the end of the two years, the program will be reviewed and may be extended, modified or may sunset, as will be determined in collective bargaining, in consultation with the Academic Senates, and considering all relevant regulations related to equity funding.

The SEH Steering Committee will be responsible for planning professional development activities, collecting and reviewing faculty logs and other relevant program data, assessing the success of the Program and making suggestions for changes or modification. The Steering Committee will include at least two faculty representatives from each college (appointed by the Academic Senate) and two management representatives from each college. Faculty representatives will be compensated for Committee work at their non-instructional hourly rate.