English Community of Practice

Session 1
Building Equity into the first week of class

Session 2
Instructor-led Planning Using Disaggregated Faculty-level data

Session 3
Developing more equitable assessment strategies
English Community of Practice
Summer 2019

- 28 faculty (full and part-time) received up to 5 years of disaggregated data, confidentially
- Reading ahead of time to frame the discussion.
- Explanation and Q&A directly from research office data analyst
- One faculty models responding to her data
- The group reflects on their own data
- faculty driven, faculty designed
During the Session

AGENDA IN FULL

Homework: Assigned two weeks ahead of the session date

1. Read:
2. Window or Mirror reading activity
   a. After reading each text, identify whether the text was a window to experiences you learn about from a distance or a mirror to your lived experiences;
   b. explain how and why
   c. Sign up for a hypothesis.js account!
   d. Consider the window/mirror question through online annotation of the reading as advance homework. I’d ask for a minimum of three annotations/reading/person. Then we will look at it on the projector, discussing both the reading and the activity (both for us and as a model class activity).
3. Read: *A Guide to Disaggregating Instructor-Level Classroom Data*
4. Read: *Developing Equity Mindfulness from the Inside Out*
5. Optional Reading related to Equity in the classroom
   b. Peggy McIntosh, *Beyond the Knapsack*, from Teaching Tolerance, Spring 2014.
   e. James Baldwin’s *A Talk to Teachers*, 1963.

Get Comfortable with Being Uncomfortable
[https://www.youtube.com/watch?v=QijH4UAqGD8](https://www.youtube.com/watch?v=QijH4UAqGD8)
Faculty Data

The Set Up

- Faculty sign up ahead of time for the PD event and were informed about the faculty level data.
- Assurances the faculty level data will not be used in evaluation.
- Faculty name and a unique identifier are collected.
- The Office of Research delivers the data to the faculty member directly.
- Faculty receive Guide to Disaggregating Instructor-Level Data
## Faculty Level Data

**Name:** Knowles, Beyoncé

<table>
<thead>
<tr>
<th>Race/Ethnicity (* notes equity population)</th>
<th>Enrolled at Census(#)</th>
<th>Enrolled at Census(%)</th>
<th>Success (#)</th>
<th>Success (%)</th>
<th>Percentage Point Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native*</td>
<td>1</td>
<td>0.2%</td>
<td>0</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>140</td>
<td>24.7%</td>
<td>85</td>
<td>60.7%</td>
<td>No Gap</td>
</tr>
<tr>
<td>Black or African American*</td>
<td>50</td>
<td>8.8%</td>
<td>22</td>
<td>44.0%</td>
<td>0.13</td>
</tr>
<tr>
<td>Filipino*</td>
<td>48</td>
<td>8.5%</td>
<td>29</td>
<td>60.4%</td>
<td>No Gap</td>
</tr>
<tr>
<td>Latino*</td>
<td>120</td>
<td>21.2%</td>
<td>59</td>
<td>49.2%</td>
<td>0.07</td>
</tr>
<tr>
<td>Pacific Islander*</td>
<td>9</td>
<td>1.6%</td>
<td>4</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Two or more races</td>
<td>50</td>
<td>8.8%</td>
<td>30</td>
<td>60.0%</td>
<td>No Gap</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
<td>1.4%</td>
<td>3</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>140</td>
<td>24.7%</td>
<td>88</td>
<td>62.9%</td>
<td>No Gap</td>
</tr>
</tbody>
</table>

| Foster Youth*                             | 11                    | 1.9%                  | 4           | 36.4%       | *                   |
| Students with Disabilities (DSPS)*        | 60                    | 10.6%                 | 35          | 58.3%       | No Gap              |
| Veterans*                                 | 50                    | 8.8%                  | 25          | 50.0%       | 0.07                |

Total: 566, 100.0% Enrolled, 320, 56.5% Success

Courses included (ENGL 1A, ENGL 1C, ENGL 95, ENGL 96)

Up to 5 years of data was collected (Fall & Spring semesters only) for each faculty member, the semesters included/you taught ENGL at CCSF are, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Spring 2018, Fall 2018, Spring 2019

### Data Definitions

**Success:** Includes C or better (A, B, C, P)

**Percentage Point Gap** equals the average course success minus the course success of the subgroups

* N too small to calculate
  - Success: needs 10 or more in the enrolled column
  - Percentage Point Gap: needs 30 or more in the enrolled column

* Hide small sample sizes

Explicitly identify opportunity gaps

Walk through each piece of the data sheet

Primary instructor only

5 years of aggregate data (if available)
1. How does equity inform your curricular choices (such as, interpersonal relationships, classroom facilitation, curriculum, rules and policies, values and beliefs)?

2. With your data in mind, where in this work do you thrive?

3. With your data in mind, where do you see opportunities to improve your agency?
One faculty presents her data. She shares her reflection process after seeing her data. She examines groups that are doing well in her classes. She examines groups not doing as well. She questions what parts of her practice encourage these data trends.
Outcomes

- Department-wide understanding of the urgency required to improve our curriculum and methodology
- Dialogue addressing systemic barriers, microaggressions, implicit bias, anti-racist practices and ways that we can all do better in supporting students
- Changes to syllabus, course policies
- The WHAT project, speakers, ongoing department meeting focus on equity gaps and improvement areas
Community of Practice Resources

- A Guide to Disaggregating Instructor-Level Classroom Data, City College of San Francisco Office of Student Equity, Spring 2020.
- Developing Equity Mindedness from the Inside Out, City College of San Francisco Office of Student Equity, Spring 2020.