Centering Students' Community Cultural Wealth in the Classroom: Undoing the Harm of Traditional Pedagogy

Community College of Aurora
U.S. Department of Education

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Agenda

- Introductions
- Title V Background
- Design Process Mental Model
- Community Cultural Wealth
- Interventions Implemented and Student Data
- Concluding Remarks
- Questions and Answers
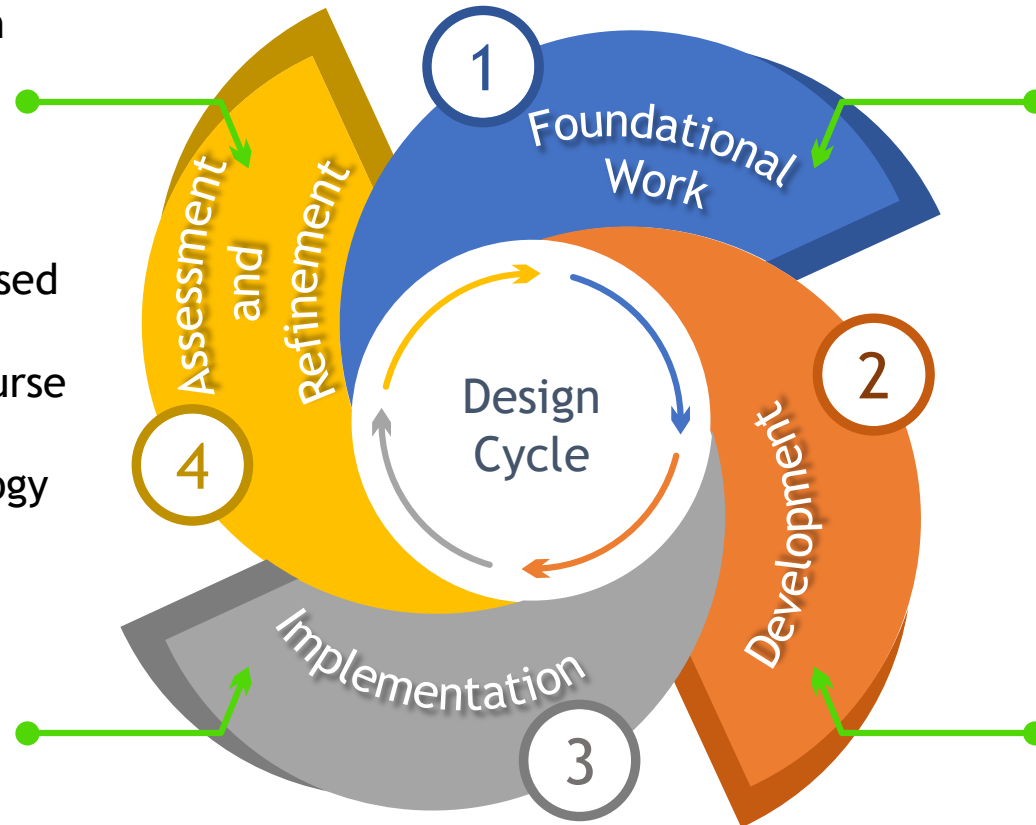- Contact Information

Title V

- Title V is the Result of federal HSI designation
  - HSI classification means 25% or more of student population identifies as Hispanic or Latinx
  - Title V team leads the work of HSI across CCA

- Three Goals
  - **Goal 1:** Implement culturally-responsive pedagogy practices and curriculum refinements
  - **Goal 2:** Implement two Guided Pathways Communities and embedded Learning Communities within each for targeted A.S. and A.A. degree-seeking students
  - **Goal 3:** Strengthen data-informed culture and practices

Design Team Mental Model

- Collection of qualitative and quantitative data from students
- Observations of intervention efficacy
- Individualized coaching of instructors implementing interventions
- Refinement and redesign based on data collected
- Scaling and expansion of course redesign, interventions and culturally responsive pedagogy training

- Literature reviews
- Faculty/instructor interviews
- Classroom observations
- Formation of design team

- Development of instructor and student surveys
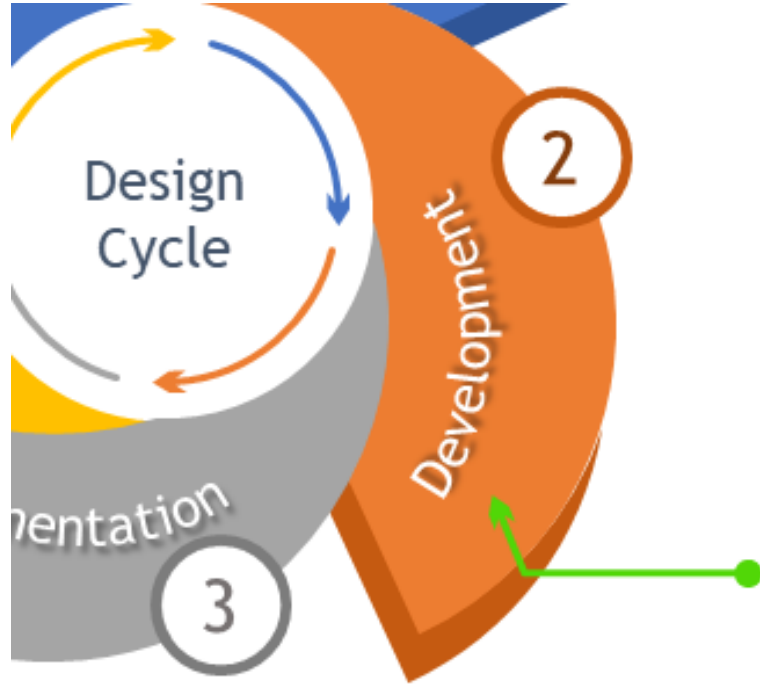- Intervention development and curriculum design

- Piloting of interventions
- Culturally responsive pedagogy training for instructors

1 Foundational Work

2 Development

3 Implementation

4 Assessment and Refinement

Design Cycle

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Design Team Mental Model

- Literature reviews
- Faculty/instructor interviews
- Classroom observations
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Design Team Mental Model

- Development of instructor and student surveys
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Design Team Mental Model

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- Culturally responsive pedagogy training for instructors

Implementation

3

Design Team Mental Model

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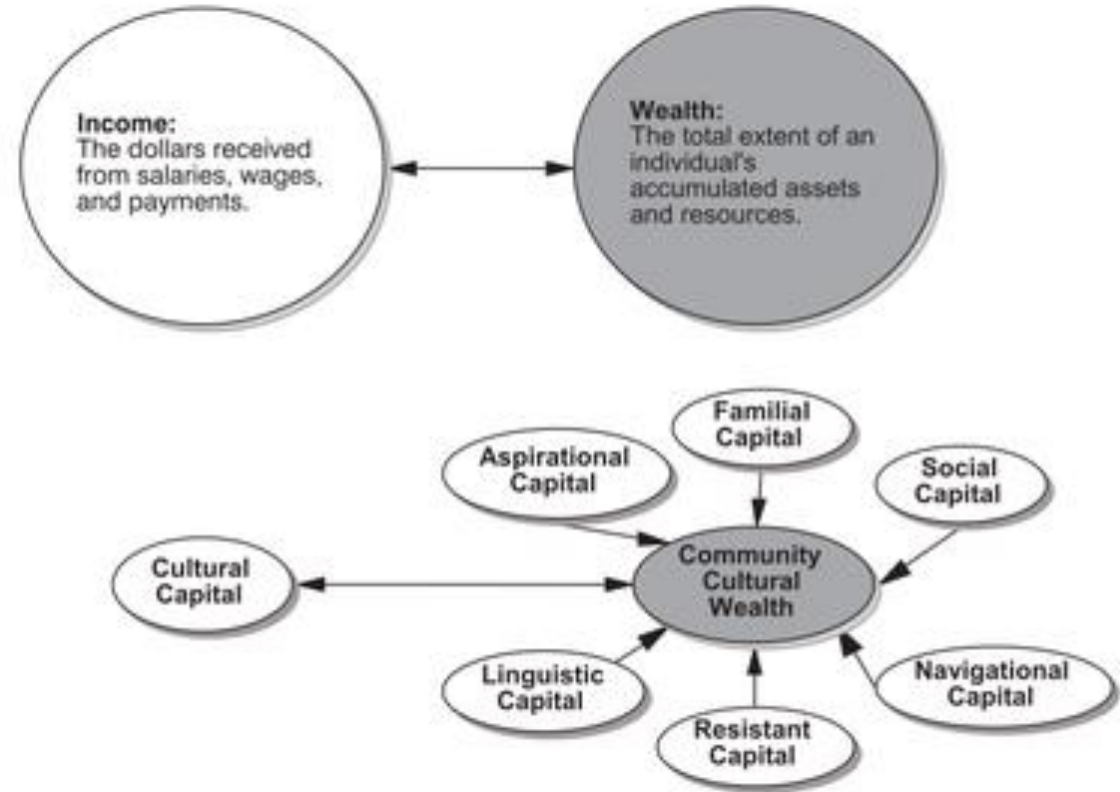Assessment and Refinement

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Des[ign]
Cyc[le]

Community Cultural Wealth
Dr. Tara J. Yosso

Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Interventions for ENG 121

ENG 121 Student Menu

"And fantasy it was, for we were not strong, only aggressive; we were not free, merely licensed; we were not compassionate, we were polite; not good, but well behaved. We courted death in order to call ourselves brave, and hid like thieves from life. **We substituted good grammar for intellect;** we switched habits to simulate maturity; we rearranged lies and called it truth, seeing in the new pattern of an old idea the Revelation and the Word."

-Toni Morrison

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Data for ENG 121

	English 121 Intervention Sections	English 121 Non-Intervention Sections
American Indian/ Alaska Native	100% (n = 2)	71% (n = 7)
Asian or Pacific Islander	100% (n = 5)	76% (n = 33)
Black Non-Hispanic	78% (n = 9)	73% (n = 98)
Hispanic	75% (n = 16)	74% (n = 139)
White Non-Hispanic	67% (n = 15)	78% (n = 99)

"I look forward to the near future. I have a plethora of ideas/topics just waiting to be talked/written about. I think my productivity levels are at an all time high, but I want more. I have become obsessed with being better."

"I am not a super great student who's always getting A's and I'm not always very motivated, so the fact that I am motivated in this class really means something."

Interventions for ENG 122

- Revamped writing process with a focus on research
- Peer feedback and collaboration as a focus
- Student choice and ownership as foundation

Data for ENG 122

	English 122
American Indian/Alaska Native	66.7% (n = 6)
Asian or Pacific Islander	90.5% (n = 21)
Black Non-Hispanic	87.5% (n = 64)
Hispanic	81.6% (n = 103)
White Non-Hispanic	83.8% (n = 80%)

"I think it could be both depending on the context. How much freedom and direction are there in this choice? Too much choice can be overwhelming; I am someone who gets paralyzed by choice. I am working on being more confident in my choices. Being given flexibility is extremely important. If someone is writing about something they care about while still having bumpers on, that is the special middle ground. I think being given more freedom is never a bad thing."

— English 122 focus group participant

Interventions for BIO 111

- After extensive study and research, our BIO 111 design team took the approach of redesigning the curriculum to help dependent learners become independent learners (Hammond 2015) by embedding culturally responsive pedagogy in the redesign

- The team also incorporated more scaffolded, collaborative, and active learning activities into the curriculum

- Instructors teaching intervention sections of BIO 111 employed more high-touch practices such as 1-on-1 check-ins and more direct contact with students

Data for BIO 111

Success rates (C or higher) in intervention versus non-intervention sections of BIO 111

	Biology 111
Enrolled in a section piloting an intervention	54% (n = 50)
Not enrolled in a section piloting an intervention	38.4% (n = 104)

$\Delta = 15.6\%$

	Biology 111 Intervention Sections	Biology 111 Non-Intervention Sections
American Indian/ Alaska Native	NA	67% (n = 3)
Asian or Pacific Islander	60% (n = 7)	69% (n = 13)
Black Non-Hispanic	63% (n = 8)	29% (n = 21) $\Delta = 34\%$
Hispanic	33% (n = 21)	23% (n = 35) $\Delta = 10\%$
White Non-Hispanic	82% (n =11)	52% (n = 25) $\Delta = 30\%$

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Interventions for BUS 115

- Our BUS 115 design team completed foundational instructional design training and redesigned the whole curriculum using backward design, CREDE Standards for Effective Pedagogy, and culturally responsive pedagogy

- The team developed and implemented a workshop on APA writing and formatting. In particular, we focused on removing the barriers to citing references and creating bibliographies in APA format by teaching students how to use the free online tool, **Scribbr**

- Instructor Repository (website) was created as a resource for BUS 115 instructors to share the resources the design team used and created, show other instructors the process used in the curriculum redesign, and share unit plans

Asegurando Title V Project   Course Competencies Unpa...   Intervention Plan   Design Process   Literature Review   Inclusive Instructional Desig...   Unit Plans   APA Resources

BUSINESS 115

INSTRUCTOR REPOSITORY

WELCOME!

This page serves as a resource guide for instructors of BUS 115. Our design team is a partnership between the business department and the Asegurando Title V team here at CCA. The goal of this instructor repository is the provide a space for our team to share some of the work we have done in redesigning the BUS 115 curriculum and in our intervention development. A focus of curriculum redesign and intervention development has been to center student learning, to create class assignments and activities that allow students to contextualize course material from their own cultural lenses, and to foster a learning environment that values students' funds of knowledge (Moll et al. 1992) and community cultural wealth (Yosso 2005). In the spring semester of 2021, we collected data from instructors and students through one-on-one interviews with instructors, administration of student surveys, and facilitation of a focus group for BUS 115 students. Our design team did book studies of _Education and Racism: A Primer on Issues and Dilemmas, 2nd Edition_ by Leonardo & Grubb (2018) and _From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education_ by McNair, Bensimon & Malcom-Piqueux (2020), along with discussions of education journal articles, webinars, and TED talks related to culturally responsive pedagogy. Through this study and discussion, we wrote a literature review and created an intervention plan incorporating inclusive and culturally responsive instructional design frameworks. We reimagined how our course assignments could truly center the student voice and their lived experiences. We also identified an area of intervention - **APA writing**. Writing in APA format has been identified as an essential academic skill that is introduced in BUS 115 and is continually developed in upper-level business courses. Clear, effective, and professional communication is essential in the field of business, and we have an important opportunity to change the way we introduce and teach APA writing to students, giving them the tools and knowledge to build this skill in BUS 115 and transfer this skill to other courses and their workplace settings.

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Data for BUS 115

Equity Gap Target and Status

Course	Gap Reduction Target	Fall 2021 In-Person	Fall 2021 Online	Fall 2021 Intervention Sections
BUS 115	Reduce success gap from 6% to 3% between Hispanic/Latinx students and white students	Hispanic/Latinx students had a 21% higher rate of success than white students	Hispanic/Latinx students had a 2% higher rate of success than white students	Hispanic/Latinx students and white students had the same rate of success (73%) in intervention courses

Student Success Rate (C or higher)

	BUS115 (n = 65)
American Indian/Alaska Native	67% (n = 3)
Asian or Pacific Islander	83% (n = 6)
Black Non-Hispanic	63% (n = 19)
Hispanic	78% (n = 23)
White Non-Hispanic	57% (n = 14)

Student Success Rate (C or higher) Disaggregated by Race/Ethnicity

	BUS115 Int Section (n = 40)	BUS115 Non-int Section (n = 88)	
American Indian/Alaska Native	100% (n = 1)	60% (n = 5)	
Asian or Pacific Islander	75% (n = 4)	92% (n = 12)	
Black Non-Hispanic	67% (n = 9)	58% (n = 19)	Δ = 9%
Hispanic	73% (n = 15)	77% (n = 31)	
White Non-Hispanic	73% (n = 11)	62% (n = 21)	Δ = 11%

Concluding Remarks

- Using our design team mental model, we took a research- and evidence-based approach to training instructors to truly center their students and their students' lived experiences

- Changes in curricula made to value and affirm students' backgrounds led to positive outcomes for both students and instructors in these gateway courses – ENG 121, ENG 122, BIO 111 and BUS 115

- Based on our data, we are shrinking our equity gaps in these gateway courses, particularly for our Latinx and Black students

Questions and Answers

Thank You

Please contact us for further details:

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