



Because learning changes everything.®

The Equity Equation:

How to Put Equity in Action in your Classroom

LaShana A. Stokes, M.Ed
Author/Content Architect
Connect Master 2.0 Student
Success

INTRODUCTION

1. *Dean of Enrollment*
2. *Dean of Student and Academic Success*
3. *Department Chair* – Social Sciences
4. *First Year Seminar Faculty – Student Success Developmental Courses*
5. *Doctoral Student* – Ed.D. in Higher Education Leadership
6. *Content Architect*, McGraw Hill Education - Connect Master Student Success – Developed the first of its kind in the nation - 100% digital product specifically for first year seminar courses.

Over 18 years of experience in the community college classroom and administrative roles on both the academic and student affairs aisle.

Equality vs Equity

- Not the same!
- Often used interchangeably...
- Equality \Leftrightarrow “sameness”
- Equity \Leftrightarrow “fairness”



Equity Visualization

Educational equity = making sure every student has the unique support they need to be as successful as everyone else.



A hand-drawn graphic on a white background with a red border. The word "EQUALITY" is written in large, red, blocky capital letters at the top. Below it, in smaller red capital letters, is "VS.". At the bottom, the word "EQUITY" is written in the same large, red, blocky capital letters as "EQUALITY".

EQUALITY
VS.
EQUITY

The Challenge We Face – Why Equity Matters.

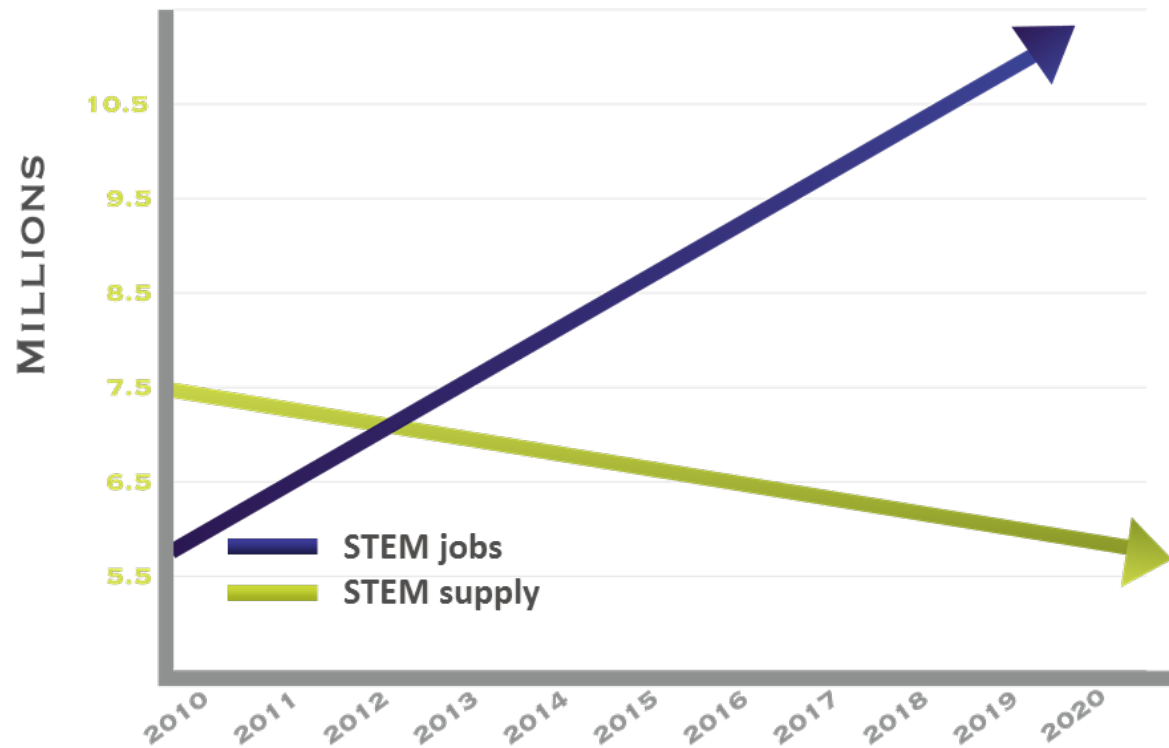
- Achievement gaps persist: K-12, College, Workforce
- Large gaps are along socio-economic, racial and gender divides
- "One-size fits all" education system is not optimal
- The challenge affects all of us!



Why is equity important for STEM?

Today's STEM Gap:

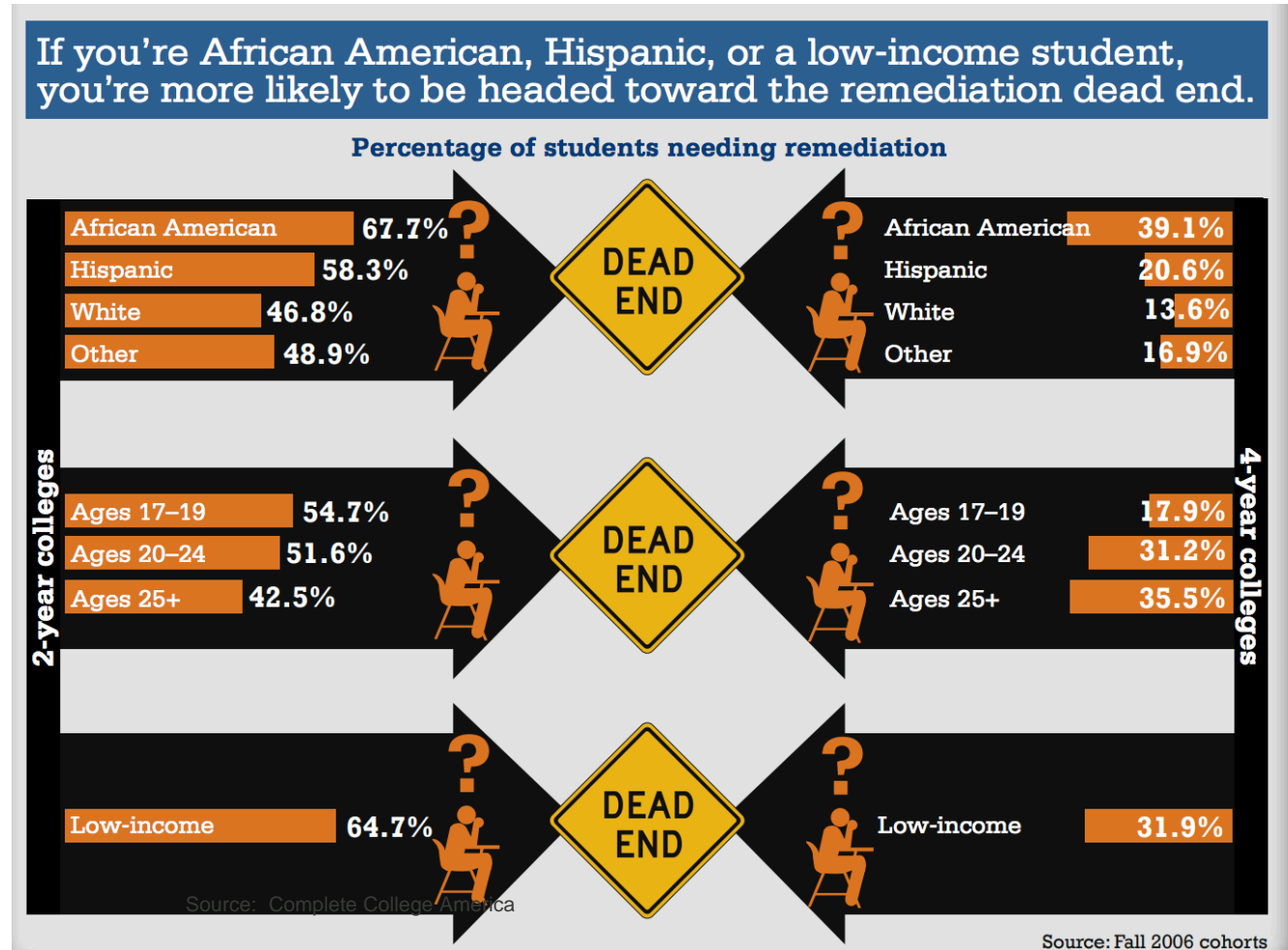
As of 2016, the US had roughly **3 million** more STEM jobs than talent to fill these vacancies. STEM degree representation does not reflect our population.



Source: STEMconnector

- Underrepresented populations, who make up **30%** of the U.S. population, only represent **12.5%** of STEM majors.

Math is a barrier to STEM degrees and minorities have to take more math to achieve them.



- A low-income African-American student is 29% less likely to drop out of high school if he/she has an African-American teacher between 3rd-5th grade.
- Latino and African-American students are less likely to pass Algebra 1 and less likely to attend high schools that offered advanced math classes.
- 63 % of Black and 51 % of Hispanic 12th grader students are classified as “below basic math.”
- Long-term, this contributes to the wage gap.

State of STEM Report.



Fundamental Skills Gap



Belief Gap



Postsecondary Education Gap



Geographic Gap

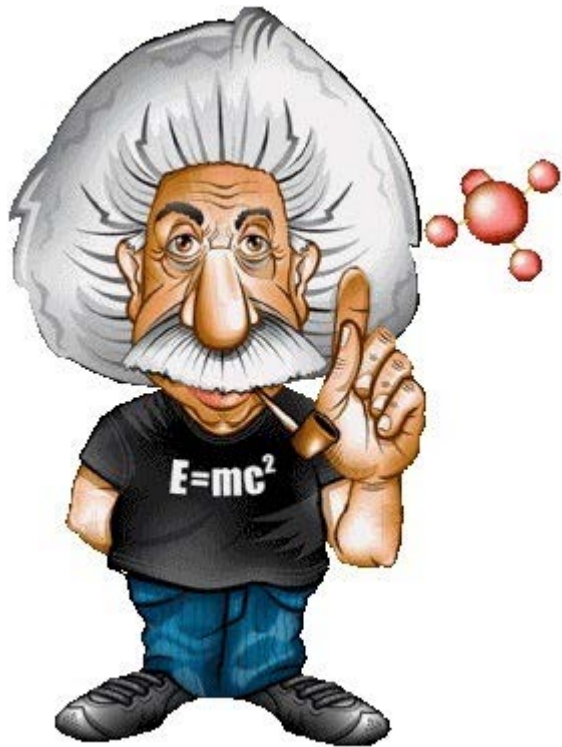


Demographic Gap

"In the era of Google we don't need people who memorize, we need people who can think."

Dan Barstow
Education Manager for International Space Station
CASIS

The Equity Equation



$$E=dr^2$$

Equity=Demographics/Resources

The Road to Equity: Two Commitments, One Goal.

A person wearing a red jacket, black pants, and a grey cap is skateboarding down a long, straight asphalt road. The road has white dashed lines on the sides and leads into the distance. The landscape is a lush green valley with steep, grassy hillsides and mountains in the background under a cloudy sky. The overall mood is one of journey and progress.

- Institutional Commitment
- Classroom Commitment

Institutional Commitment: Know Your Students



- Know who your students are and will be.
- *Are you collecting specific, usable and appropriate data?*
- *What demographic shifts/trends are happening on campus?*
- Do you have success or lack of success in enrolling underserved populations?
- How do you define institutional student success?
- How are you ensuring students know what to expect in college?
- Do you have partnerships with area high schools for pre-collegiate preparation?
- Integrate equity plan goals into the institution's strategic plan.

Institutional Comittment: Open Dialogue



- Commit to open dialogue about your campus climate for underserved populations then determine action plan.
- Search inwardly. Explore your own unconscious biases as faculty. We all have them.
- Think creatively about your students experience from placement through completion.

Columbus State CC – Math Coreq, Lab, Bootcamp



Briana's Story.

3 success initiatives
Now a math major

CSCC is closing a **12 point achievement gap**

College Algebra Success Rates by Demographic Category*

Demographic	Corequisite College Algebra with ALEKS		Traditional College Algebra	
	Student Count	Success Rate	Student Count	Success Rate
≤ 24 yrs	261	54%	954	41%
≥ 25 yrs	79	48%	397	45%
Female	157	57%	685	57%
Male	183	48%	666	48%
African American	90	52%	289	33%
Other	76	55%	283	43%
White	174	51%	779	45%
First generation	156	50%	579	43%
Non-first generation	145	59%	558	42%
TOTAL	340	52%	1,351	42%

The data are limited to non-dual enrollment students that do not place into college level math.

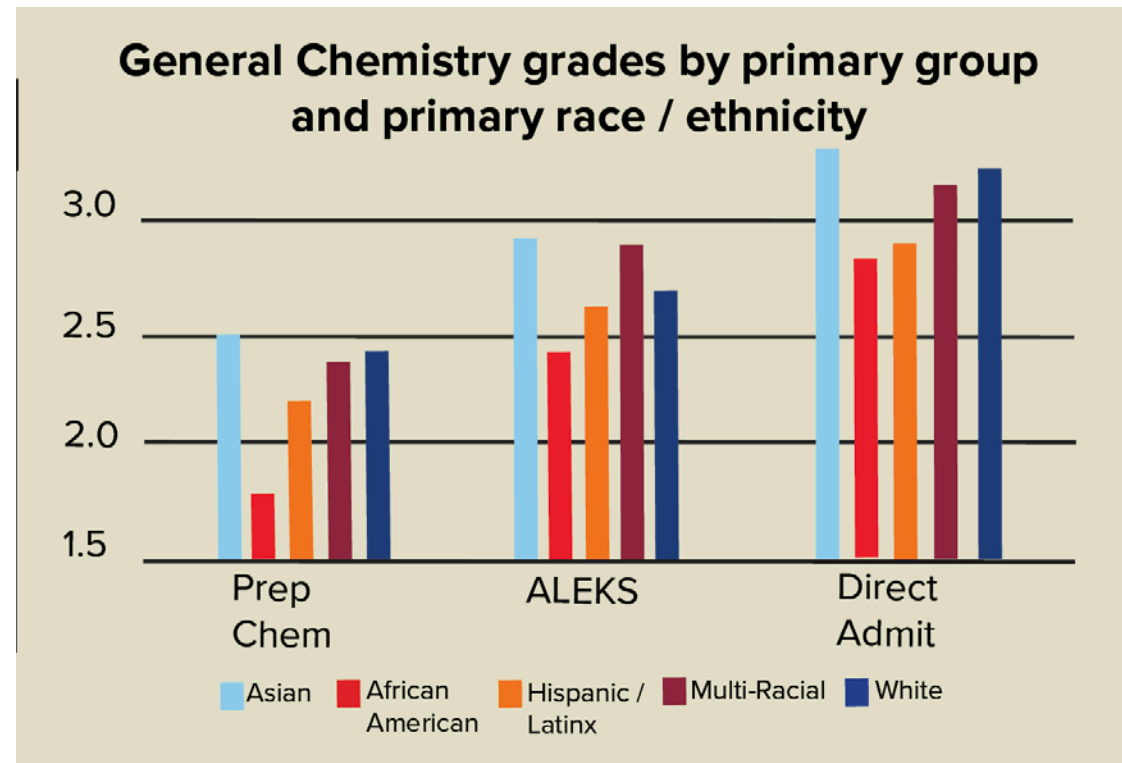
*Data sourced from Columbus State Office of Institutional Effectiveness.

Indiana Bloomington- Chemistry

- ALEKS Prep was equally as effective as an Intro/ Prep course, saving students approximately \$1.5 million.
- Underrepresented populations were over-represented in the Intro course. With ALEKS Prep, they are beginning to close achievement gaps

Cost and Time Comparison		
	Prep Course	ALEKS
Time per Student	135-225 hours	33 hours
Cost per Student	In State: \$1,068 - \$1,780 Out of State: \$3,545 - \$5,904	\$30*

*Pricing varies by length of access



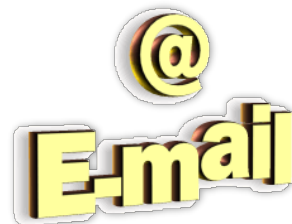
Key Connection Points

- **Student-to-Instructor Connection**
- **Student-to-Student Connection**
- **Student-to-Course Connection**



Student-to-Instructor Connection

- Before the first class, send a personalized welcome email to your students.
- In that welcome email, invite them to meet you beforehand in your office.
- If using your LMS with a traditional class, make a 1-2 minute welcome video for the home page. Post weekly announcements.
- Doing this provides and opportunity for students to decrease any nervousness and get any questions answered.



Student-to-Instructor Connection

Learn student's names within the first week of classes.

- Positive first impression
- Enhances a community of learners
- Promotes rapport

Learn something personal about each student (i.e. educational plans, personal interests).

- Human Bingo
- Classmate Scavenger Hunt



HUMAN BINGO

Get to know your friends better!

Read the descriptions below. See if you can find someone who matches that description. Ask that person to sign their name in that particular box. Try to be the first person with five signatures in a row to get BINGO. If you have time, it might be fun to see if you can fill in every square.

Has grandparents who came from another country	Has traveled outside the Country	Can speak more than one language	Was a high school athlete	Loves to cook
Loves to be outdoors	Favorite food is Italian	Has visited at least 10 US States	Has been on a cruise	Wants to be a Nurse
Loves Math	Loves English	Was NOT born in the state of Pennsylvania	Has moved more than five times	Plays an instrument
First person in their family to graduate High School	Loves to read	Is the oldest child in the family	Is an only child	Is called by a nickname
Is afraid of spiders	First person in their family to attend college	Has an exotic pet	Has been on TV	Has children

Source: Terenzini, et al. (1996)

Student-to-Instructor Connection

- After you learn your student's names, continue using their names.
- Personalize the classroom culture with information you learn about each student.



Student-to-Instructor Connection

- Promote positive office visits
- Schedule individual personal conferences with each student early on.
- Serves as early ice-breaker.
- Gives students more comfortability.
- Encourages learning names.
- Guarantees ALL of your students know your office location.



Student-to-Instructor Connection

- If possible, get to class early.
- Chat with students about their day (i.e. small talk).
- Stand outside the classroom and greet each student who enters.
- If possible, make your office hour right after class.
- Use WebEx, Skype or Google Hangouts for students not able to physically meet in your office.



Student-to-Instructor Connection



- Give students recognition in class.
- Thank students for their questions and participating.
- Recognize students achievements and improvements.
- Affirming students increases a strong community of learners.
- Select one day each week to email “Kudos” to students.
- Share a positive quote at the start of each class.
- Use “Think, Pair, Share”

KUDOS
KUDOS

Student-to-Instructor Connection

- Provide personalized feedback.
 - No red ink – “fear”, “apprehension”, “red flag”.
 - Address student by name in remarks.
 - Compare current performance with previous performance.
 - Sign your name – personal touch.
-
- Write a personal note on returned assignments for struggling students.
 - Promotes assertive outreach.
 - Low-achieving - Not likely to seek out assistance.



Student-to-Instructor Connection

- Use plenty of honest and authentic self-disclosure.
- Helps students identify with you. Use humor too!
- Humanizes you.
- Share your strengths, self-doubts, mistakes, etc.
- Students will model this behavior.
- Promotes student learning with connections.



Student-to-Instructor Connection

- Use personable and empathetic language.
- Greet students by name on campus.
- Welcome back students from weekend or break.
- Acknowledge students who were absent – welcome them back to class.
- Express concern to low-achieving students.
- Be in tune with emotions expressed by students.



Student-to-Instructor Connection

- On the first day provide a sneak peak on exciting topics.
- Share previous student testimonials aloud.
- Invite former students to current class (Course Alumni Panel).



Higher Education Research Center, Policy Center on the First Year of College, 2017

Student-to-Instructor Connection

- As an instructor, be flexible and “go with the flow”.
- During the first week, ask students to rank their top topics.
- Use prompts to introduce topics
- Polling – PollEverywhere.com
- Live interactive audience participation
- Startling statements
- Short video
- Use social media – Facebook groups, Twitter.
- Encourage students to use your LMS connected to your course (i.e. important class announcements, teams, discussion threads).
-



Classroom Best Practices to Promote Equity.

1. Promote a positive classroom environment that is focused on community. Use adaptive tools/reporting as early alerts for struggling students.
2. Create meaningful connections with your students and encourage student-to-student and student-to-course support.
3. Value and embrace students' diversity.
4. Attempt to improve your cultural competence to break down barriers that may exist.

Thank You.

- Your presence here speaks volumes!!
- Hopefully, through this symposium you are gaining tips and tools so that you can better serve your students.
- Your students are lucky to have teachers who care as much as you do.

