

## From Where Did This Idea Come?

"To improve course success rates and decrease equity gaps in 12 high-enrollment, gateway courses" is one of the five integrated planning goals established by the Student Success and Equity Task Force. At the September 14 World Café Forum, you'll learn more about the Task Force and how these 12 courses were identified.

## What are the Principles at this Effort's Heart?

- 1) **An Equity Mindset and Framework:** "Equity is not about equal treatment of all students. Rather, it is about equal outcomes achieved . . . . Equity is about all students succeeding, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background . . . . This effort had been traditionally referenced as 'closing the achievement gaps' between students from the dominant White middle-class norm and students from traditionally underserved or oppressed populations. Building equity in education shifts the focus of responsibility for academic achievement from the students to the professional administrators and teachers who are the educators in the school. Students [of course] have to do their part . . ." (Linton, 2011).
- 2) **A Focus on What is Within Our Realm of Potential Influence:** As illuminated from the Research and Planning Group's *Student Success [Re]Defined*, and as we know implicitly, a comprehensive effort to increase student success and equitable outcomes needs to acknowledge and address both the macro (institutional / structural) and micro (individual) ways student success can be fostered. The college is indeed engaged in a number of fairly significant institutional / structural improvements. More will inevitably be discovered and improved upon as a result of the 12 Gateway Courses Effort. Nonetheless, the primary focus of this effort is working to increasingly create the conditions – within the classroom – that support the success of students. This is what is most concretely within our realm of potential influence as instructional faculty.

This framework was developed in Spring + Summer 2018 by members of the Student Success and Equity Task Force Goal 4 Subgroup with feedback and input from the department chairs and/or faculty representatives from each of the 12 Gateway Courses.

### STUDENT SUCCESS AND EQUITY TASK FORCE INTEGRATED PLANNING GOAL 4 SUBGROUP MEMBERS

Agustin Albarran • *Dean, English and Social and Behavioral Sciences*  
Nemie Capacia • *Math Faculty*  
Micah Jendian • *English Faculty | Professional Development Coordinator*  
Dr. Lida Rafia • *Dean, Student Success and Equity*  
Stacy Teeters • *Research and Planning Analyst*

**We welcome your questions, concerns, and ideas.**  
**See you at the World Café Forum on September 14!**



*an introduction + beginning*



A TARGETED ○ SUPPORTED ○ SUSTAINED EFFORT  
TO INCREASE SUCCESS + EQUITABLE OUTCOMES

*student success and equity task force*



**Biology 120 • Communication 120 • English 110 | 120 • History 108 | 109**  
**Math 90 | 103 | 110 | 160 • Psychology 120 • Sociology 120**



## THE 12 GATEWAY COURSES EFFORT INVITES AND NEEDS YOUR ENGAGEMENT AND CONTRIBUTIONS

### What is the 12 Gateway Courses Effort?

- a **targeted, supported, sustained, individual and collective effort to increase student success and equitable outcomes in 12 gateway courses;**
- a cohort-based endeavor which aims for the engagement of **all faculty who teach the 12 Gateway Courses** and focuses primarily – though not exclusively – on classroom practices;
- a **dynamic, multi-dimensional, and multi-semester project;**
- a **unique and exciting opportunity** to invigorate our thinking about teaching and learning, to deepen dialogue within and across departments, and – especially – to make a significant institutional impact toward greater fulfillment of our college's mission.

*"Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities."*

### What is the 12 Gateway Courses Effort NOT?

- ✗ not about lowering academic standards . . . *but an effort to increase the number of students who meet them*
- ✗ not an extra, not externally driven, not connected to the faculty evaluation process . . . *but deeply connected to our own instructional aims, fundamental to our continuous improvement as professionals, and a manifestation of our college's values*
- ✗ not a sprint or an answer . . . *but a marathon, and inquiry and experimentation*
- ✗ not a talking to or a blame game . . . *but a talking with and an exploration of what is within our realm of potential influence*

### How Do I Take Part?

- complete and submit – by August 24, 2018 – a confidential, online formative assessment** to initiate our conversation with you, contribute to a collective analysis of factors that foster or undermine academic success, and inform planning for the 12 Gateway Courses World Café Forum. The link to the formative assessment will be sent to your grossmont email on Wed., August 15.
- participate in the Friday, September 14 ○ 9-2 pm ○ 12 Gateway Courses: World Café Forum** to which all faculty, program staff, administrators, and students connected to the 12 Gateway Courses are invited. **RSVP** at your earliest opportunity at <https://goo.gl/forms/nTctlsLjwKoY8Vx72>  
The aims of the World Café Forum are to:
  - develop a shared understanding of the origins, aims, and philosophy of the 12 Gateway Courses Effort;
  - cultivate a deeper appreciation of the potential – individual and collective – impact of this effort;
  - engage in collegial dialogue to collectively envision future professional learning in support of the effort.
- look forward to engaging in what emerges beyond Sept. 14**

Participants in the Sept. 14 12 Gateway Courses: World Café Forum, can earn:

- a **stipend** (part-time faculty only)
- 5 hours of **FLEX PD Credit**
- 5 hours – which can be bundled with designated, forthcoming 12 Gateway Courses Effort activities across Fall 2018, Spring 2019, and Summer 2019 – for **Unit Credit** that can be applied toward "column" advancement. A total of 30 hours of participation in these specially designated activities is required for each 1 unit of credit.

### Related Fall 2018 Opportunities

Though not the (still to emerge) core elements of the 12 Gateway Courses Effort, below are some campus events which certainly align with the effort. **Full details are on the PD Office website @ [www.grossmont.edu/pd](http://www.grossmont.edu/pd).** Each event is eligible for FLEX PD Credit OR can be bundled with other 12 Gateway Courses Effort activities to earn Unit Credit as noted above.

- ✓ **Oct 19 and 20 | 3CSN Equity Institute | Fri: 830-5pm; Sat: 830-3**
- ✓ Sept 5 • Oct 5 • Oct 16 | what's hap? sessions | 12-1pm (9/5&10/5) & 3-4pm (10/16)
- ✓ Sept 21 | 9-10:30am | "Work Smarter, Not Harder" Outcomes Assessment Workshop
- ✓ Sept 25 • Oct 26 | S3 sessions | 3-4pm (9/25) and 115-230pm (9/26)