

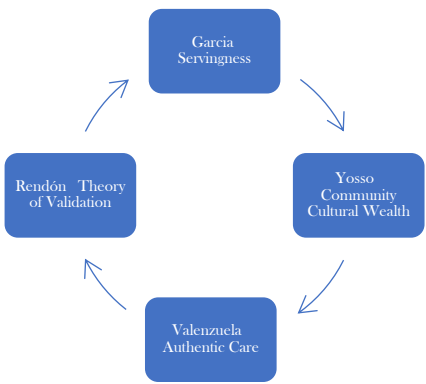
Title V: Abriendo Caminos

Gateway Course Redesign Report

Dr. Cristina Salazar-Romo, Gateway
Course Redesign Faculty Lead

Introduction

In Spring 2021, the Abriendo Caminos and Pathways to Completion II Hispanic Serving Institution grants of Pasadena City College launched our project, Embracing Servingness: Operationalizing Culturally Responsive and Career Curriculum for Latina/o/x Chicana/o/x Student Success. The goals of our project were to involve Gateway Course Faculty in Math, English, and Speech inquiry groups with the following objectives: 1) to engage faculty in work that is race-conscious, identity-affirming, and culturally sustaining; 2) to develop “servingness” (Garcia, Núñez & Sansone, 2019); and 3) to aspire towards liberatory outcomes (Garcia, 2020) in efforts to reduce equity gaps in student outcomes and intentionally target workforce/ career outcomes. We worked with faculty in Gateway Courses, the first credit-bearing college-level course in a program of study, to explore, develop, and implement nuanced methods of teaching encompassing a holistic approach to student success and career readiness through culturally relevant and responsive curriculum and pedagogies.



Gateway Course Redesign Lenses



Artwork by Victoria Raine Corona (Transferred from PCC to CSULA in 2019)

Introduction, continued

We provided a theoretical foundation for our race-conscious, identity-affirming, and culturally sustaining imperative by introducing the following concepts and researchers to our participants: Servingness (Garcia, Núñez & Sansone, 2019), Authentic Care (Valenzuela, 1999), Theory of Validation (Rendón, 1994), and Community Cultural Wealth Framework (Yosso, 2005). Here are brief summaries of the previous concepts and lenses: “Servingness” is a multidimensional and conceptual way to understand what it means to move away from simply enrolling Latina/o/x students to actually serving them (Garcia, Núñez & Sansone, 2019). Authentic caring fosters reciprocal relationships among teachers and students; it is above the formal role of education and includes an acceptance of the students’ cultural background and values encompassed in the relationship (Valenzuela, 1999). Validation Theory states that “validation is an enabling, confirming and supportive process initiated by in- and out-of-class agents that fosters academic and interpersonal development” (Rendón, 1994). Community Cultural Wealth Framework is an asset-based model of human and cultural resources that explores the talents, strengths, and experiences that students of color bring with them to their college environment, including aspirational, familial, social, navigational, resistant, and linguistic capital (Yosso, 2005).

While the theoretical lenses allowed us to participate in course redesign, our long-term goals, however, are to achieve Liberatory Outcomes: opportunities offered to minoritized students to gain or develop skills in higher education that may humanize students, “thus countering the long-term dehumanizing pedagogy they have been exposed to” (Garcia, 2020). These liberatory outcomes include civic engagement, academic self-concept, social agency, social justice orientation, racial, ethnic identity development, leadership development, critical consciousness and graduate school aspirations.” We are enthusiastic that our redesign will be the start of intentional practices to address racial and ethnic disparities in higher educational attainment.

We first began by looking at a concerning success rate data set for Latina/o/x Chicana/o/x students in 2019: Math 3: 38.4%; Math 15: 58.8%; Stats 50: 50%; English 1A: 55.9%; and Speech 1: 68.7%. These data were the catalyst for our faculty inquiry group members to engage in the essential work of being unapologetically race conscious in curriculum redesign.

The following narratives composed by our Gateway Course Redesign Faculty Inquiry Groups are indicative of the critical redesign that must occur to address disparities in Latina/o/x Chicana/o/x student success. May we all be inspired to follow their example. C/s-r

Math FIG

Leads: Jose Castanon, Linda Hintzman, Renee Johansson

Speech FIG

Lead: Natalie Galindo

English FIG

Lead: Yuliana Samson

Jose Castanon, Linda Hintzman, & Renee Johansson, Math Leads

Math

The mathematics department has many courses that we would like to redesign with a culturally responsive lens, but with so many courses it is difficult to make changes in all courses simultaneously. With that said, we focused on redesigning the curriculum in our three transfer level mathematics courses: Math 15 (Quantitative Reasoning), Math 3 (College Algebra for STEM), and Stat 50 (Elementary Statistics). We met biweekly as a group of 10 – 15 math faculty to learn about culturally responsive teaching, reflect on our own experiences, and redesigned a Canvas shell with these reflections in mind. To highlight the work that we have done, we followed the mathematical format of creating lists of what we worked on and created as a team as well as what our future to do list entails.

As a group we learned:

- That the language/tone/look of the syllabus is very important. We currently have a huge range in quality of syllabi and need to produce GOOD sample syllabi for other instructors to use.
- Learned that a person’s culture does impact how they learn/participate/experience higher ed.
- Fear of failure is instilled from an early age making it difficult to promote productive struggle
- Feedback in STEM tends to be deficit focused rather than asset focused
- Creating a sense of community and valuing your personal identity in class is important for student retention and success.

To further explore the language/tone/look of syllabi, we spent some time looking at our own department’s syllabi. We looked at several syllabi for three different gateway courses and many of them needed work. The language was not reader friendly and had no structure. We did, however, find a syllabus that inspired us all. It was so fun to read and the images were ones that students can relate to. The author decided to use bitmojis of herself with different expressions which we thought was a great idea. We feel it gives students an opportunity to see that instructors are not so different from them.

As a team we completed the following in our meetings:

Bimonthly meetings with Gateway Course Redesign Teams (Math 15, Math 3, Stat 50)

Developed shared materials in a canvas shell with the intention that faculty teaching any of these courses can copy these materials into their own canvas courses for students to access.

What: Navigational Capital through Canvas

- Intro to Canvas page w/ videos – so that all students can have the same intro to canvas.
- To help bridge gaps in understanding of our learning management system at PCC.
- What: Navigational Capital through resources
- Student Recourses page w/ links to appropriate PCC web pages – so students will all be made aware of the supports PCC has to offer. Instructors will be asked to regularly highlight the page throughout the year, so students remain aware of it.
- To help bridge gaps in expectations and ability to locate resources on campus.

What: Learning Awareness

Metacognitive and Affective Domain such as 7 ways to study math and how to analyze your math test – Study skills to be course specific to have the most impact

To help students learn how they learn best per subject.

- What: Empowerment through Minority Success Stories in STEM
- Cultural empowerment and culturally relevant activities such as BIPOC in STEM discussions where students read/watch video and participate in a discussion F2F or in Canvas – the hope is that these activities will help our students see themselves as STEM worthy.
- To inspire students to see people like them in the STEM field.
- What: Relevance of Mathematics in Job Market
- Career exploration and application of course material
- To expand students' understandings of occupations in STEM fields and to enhance their interest in STEM courses.

In our meetings we read & discussed articles and text related to culturally responsive teaching

<https://drive.google.com/file/d/1MHVmJYfi8fMn8HH8xIV7IQH42nPhDYU/view>
https://docs.google.com/document/d/1ssIO1e-Duh_JpLh86aZD_cbVW1Em0ig-T-5l8TB6jk0/edit?copiedFromTrash

Although we wished that we could meet more and create more content to share, we worked with the bandwidth that we had this year and would like this work to continue. As a gateway course redesign team for mathematics, we hope to increase the size of the team and created a list of future goals.

As a redesign team we would like to continue the following work as our next steps:

- Continue our syllabus revamping efforts – continue review of syllabi, discuss ideal syllabi, create three model syllabi (math 3, math 15, stat 50). Make eSyllabus and traditional paper versions.
- Need to increase awareness among faculty understanding of how important their syllabi are in setting the tone for the whole semester

- Write a summary to faculty viewing syllabi explaining why the sample syllabus provided can create a more cultural welcoming vibe.
- Share out department wide
- What we have done
- How others can get involved in the

Gateway Course Redesign work

- Share Canvas material created to increase use across the department
- Continue to research about how to give feedback in a way that does not discourage students. We need to focus on learning from our mistakes – and providing ways for students to recover from early struggles.
- With thanks and appreciation to the Math Faculty Inquiry Group Members: Ann Davis, Yu-Chung Chang, Chris Loritsch, Corrine Kirkbride, Israel Castro, Josh Hidalgo, Julius Duthoy, Raelynn Garcia, John Mathewson, Angelica Santana, Jessica Valentine, & Jay Cho*

Speech



Artwork by Victoria Raine Corona (Transferred from PCC to CSULA in 2019)

Members of the Speech Gateway Course Faculty Group chose to focus their attention on their welcome module by revising their Speech 1 syllabus, updating their Welcome Letter, and providing a list of student services and resources available to help students succeed. In the model Speech 1 syllabus, the instructor is highly encouraged to share of themselves and is intentional in affirming students' identities in class. The example syllabus includes information on the instructor being a Safe Zone ally for LGBTQ+ and Undocumented students and includes the following: “My colleagues and other allies want you to know ‘we’ve got your back. We care for you and your families, and we are working hard to sustain and create a rich mix of services that recognize and affirm the humanity of you and your loved ones.’”

The course also adopted a page originally written for College 001 which includes an acknowledgement of the uncertainty COVID has brought to all of our lives and recognizes the social and political struggles taking place amongst our Black/ African-American, AAPI, and Latina/o/x communities. There is a graphic reading “Stop AAPI Hate” alongside a “Black Lives Matter” banner. The instructor has the following sentences under the banner: “Here in Speech 1 I hope to bring those lived experiences to life, to celebrate you as a person, and the culture that created you. Just as the above stated, there is no room for hate either in this world or in our classroom.”

The Speech 1 inquiry group was fortunate to have a Shatford Librarian on their team who cultivated Canvas pages entitled “Here to Help You: Helpful Campus Resources” and “Welcome to the PCC Library.” Such information is critical for student success and offers “encouragement, and support, as opposed to expecting students to ask questions first” (Rendón-Linares, and Muñoz, 2011).

Most importantly, our Speech faculty recognized that redesign is a cyclical activity constantly informed by student feedback. We are grateful to our mama scholars in Speech. Felicidades!

With thanks and appreciation to the Speech Faculty Inquiry Group Members: Brianna Broady & Lena Hicks

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JOIN US

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Recruiting

POLS 001

CHEM 022

PSYCH 001

**PLEASE CONSIDER JOINING
OUR GATEWAY COURSE
REDESIGN FIGS BEGINNING
FALL 2022!**

Yuliana Samson, English Lead

English

The curriculum redesign team for first-year composition (English 1A) is composed of adjunct and tenured English faculty, Writing Support Center faculty, and a librarian. We met once a month and attended two professional development opportunities. The first was Stanford University’s Program of Writing and Rhetoric Symposium: Dimensions of Mexican American Rhetoric and the other was California Community Colleges: Amplifying Student Stories as an Equity-Minded Practice webinar. After reviewing pertinent scholarship on Latina/o/x and Chicana/o/x success in the discipline and the theoretical lenses in the Gateway Institute, we decided on developing students’ authentic voices as a race conscious, identity affirming, and culturally sustaining redesign focus for redesign. The focus on authentic voice allowed us to link the course with transfer and career writing, which often asks students to write about themselves, their experiences, and their strengths. The professional development opportunities we attended were held by expert practitioners in the discipline and confirmed the importance of centering student experiences and voices in the form of testimonios, literacy narratives, and digital compositions. Through our monthly meetings, we realized that many of us had elements in our courses or services that aligned with the goals of the redesign and our focus on developing authentic voice. For two out of the three English faculty members, teaching in the Stretch Accelerated Composition Course introduced us to some of the concepts we encountered in our learning for the redesign project and provided a solid foundation on which to build on. We created a Canvas shell to house a Welcome module, teaching materials, professional development readings and presentations, Writing Support Service workshops, and links to library services to share with colleagues interested in customizing their own redesign as expert practitioners.

The sample introductory module, or Welcome module, creates a welcoming and inclusive environment and recognizes the real-life factors impacting students. The module is modeled after the College 1 2020 redesign Welcome module for the asynchronous class. The move to asynchronous classes helped the College 1 team understand the importance of a Welcome module in setting the tone of the course and intentionally emphasizing overlooked elements of a syllabus using an equity-minded lens. The Welcome module inverts the traditional layout of the syllabus and allows the flexibility of frontloading race conscious and identity affirming pages and resources.

English, continued

For this curriculum we decided to frontload a Land Acknowledgement, a Solidarity Statement, and Support Services. The module begins with a Land Acknowledgement as an expression of gratitude for the land and recognition of the people who have lived and worked on the land while contextualizing Pasadena City College as being located on the homelands of Indigenous people. Beginning with a statement of reconciliation helps students understand the importance of having a good relationship with our environment and each other. The Solidarity Statement extends this sentiment by recognizing the disproportionate impact of the COVID-19 pandemic on Black and Brown people and the unique set of circumstances each person is facing currently. It is important for faculty members to articulate the real-life impact the pandemic is having and has had in the lives of their students. Many of the inequities we knew students were experiencing before the pandemic, such as housing and food insecurities, were only made worse by the pandemic. Recognizing these connections in the Solidarity Statement helps to create an explicit link to student support services, such as Personal Counseling and the Lancer Pantry-- two crucial lifelines for our students. Lastly, the module includes resources for how to write an origin story to let students hear our authentic voice and learn about our identities as instructors.

The teaching modules employ the theory of validation by having students write their own literacy narratives and testimonios and study examples of authentic voice using primarily BIPOC authors, such as Sandra Cisneros, Frederick Douglass, Ocean Vuong, Malcolm X, Margaret E. Montoya, and Amy Tan. These modules help students develop their authentic voices by having them write about their experiences and integrate their cultural and personal references in their writing. The modules recognize that students’ identities, experiences, and culture are worthy topics to explore, write about, and analyze. They also demonstrate that a culturally responsive pedagogy can be a rigorous approach to meet the Student Learning Outcomes (SLOs). Students are engaged in evaluating, selecting, and analyzing quotes as examples of authentic voice. They look up a writer’s references and analyze how the references contribute to meaning and authentic voice. Students draw from their own personal and cultural experiences to create their own references to include in their writing. They also think critically about the purpose of their literacy narratives and how they can reflect and analyze their own writing to discover its significance and central focus. Lastly, these modules ask students to engage in metacognitive thinking along the way about the writing process and the act of discovering their story and its impact on their lives.

The redesign implements the concept of servingness by using support services to create a Network of Care for students and practitioners. Collaborating with the Writing Support Center and the library proved invaluable in actualizing the concept of servingness. The Writing Support Center (WSC) pulled workshops from their achieved collection on the topic of developing authentic voice in narrative writing and maintaining voice when integrating quotes. The WSC workshops are excellent because they are multimodal and include a video, a handout, and a worksheet. The WSC also had workshops on writing cover letters as well as scholarship and transfer essays. These workshops are ready-to-use lessons practitioners can integrate on Canvas. They underscore the need to include transfer and career writing in the first-year composition course. Ideally, students should have drafts of cover letters as well as scholarship and transfer essays at the end of first-year composition as tangible takeaways and real-world writing samples they can build on by revising for audience and purpose. These workshops allow practitioners to introduce students to the Writing Support Center as a writing resource. The library also extended the concept of servingness for both faculty and students through their Collections service, which collates themed library materials. For the redesign, they created a featured collection titled “In their Own Words: Memoir and Autobiographies.” The collection features eBooks, print books, and graphic novels all of which are Zero Textbooks Cost (ZTC), which increases the concept of servingness by reducing the financial burden of textbooks for students. It also extends the concept of servingness to faculty by facilitating their choice of ZTC texts for their own redesign as practitioner experts. Collaborating with the WSC and the library allows for peer mentoring in curriculum design to integrate and promote essential services on campus. The WSC can work with instructors to create workshops, expand their workshop offerings, and help students write across the curriculum. The library can work with instructors on curating their own collections, which can be used to help onboard new instructors and create collaboration among colleagues. This experience has underscored the need for opportunities where diverse and inclusive practitioners collaborate to advance equity efforts and increase student success, especially for Latina/o/x and Chicana/o/x students.

With thanks and appreciation to the English Faculty Inquiry Group
Members: Man Tue Huynh, Emily Fernandez, Kathryn McGuire, Giselle Miralles, & Genesis Montalvo

