

# SUNY Guided Pathways Cohort II



## Concurrent Session 2B: Culturally responsive and sustaining practices to foster equitable experiences

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**Institute #4: Supporting student progress on their pathway and ensuring students are learning**

# About OCCRL



*Strengthening Pathways for All Students Through Research and Leadership*

# Research & Development



HISPANIC-SERVING COMMUNITY COLLEGES  
STEM PIPELINES



Comprehensive  
Local  
Needs Assessment



EQUITY CONSCIOUS  
COMMUNITY COLLEGE PATHWAYS



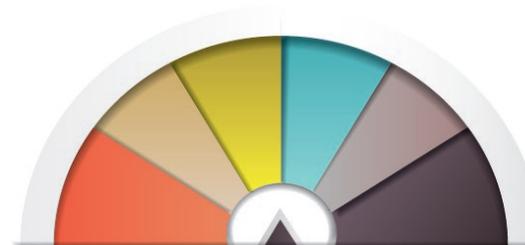
**Advancing Racial Justice  
& Equitable Outcomes in  
Community Colleges Institutes**



Transitioning Learners to Calculus in  
Community Colleges



**Postsecondary Pathways**  
for Former Foster Care Youth



Program Review *Illinois*



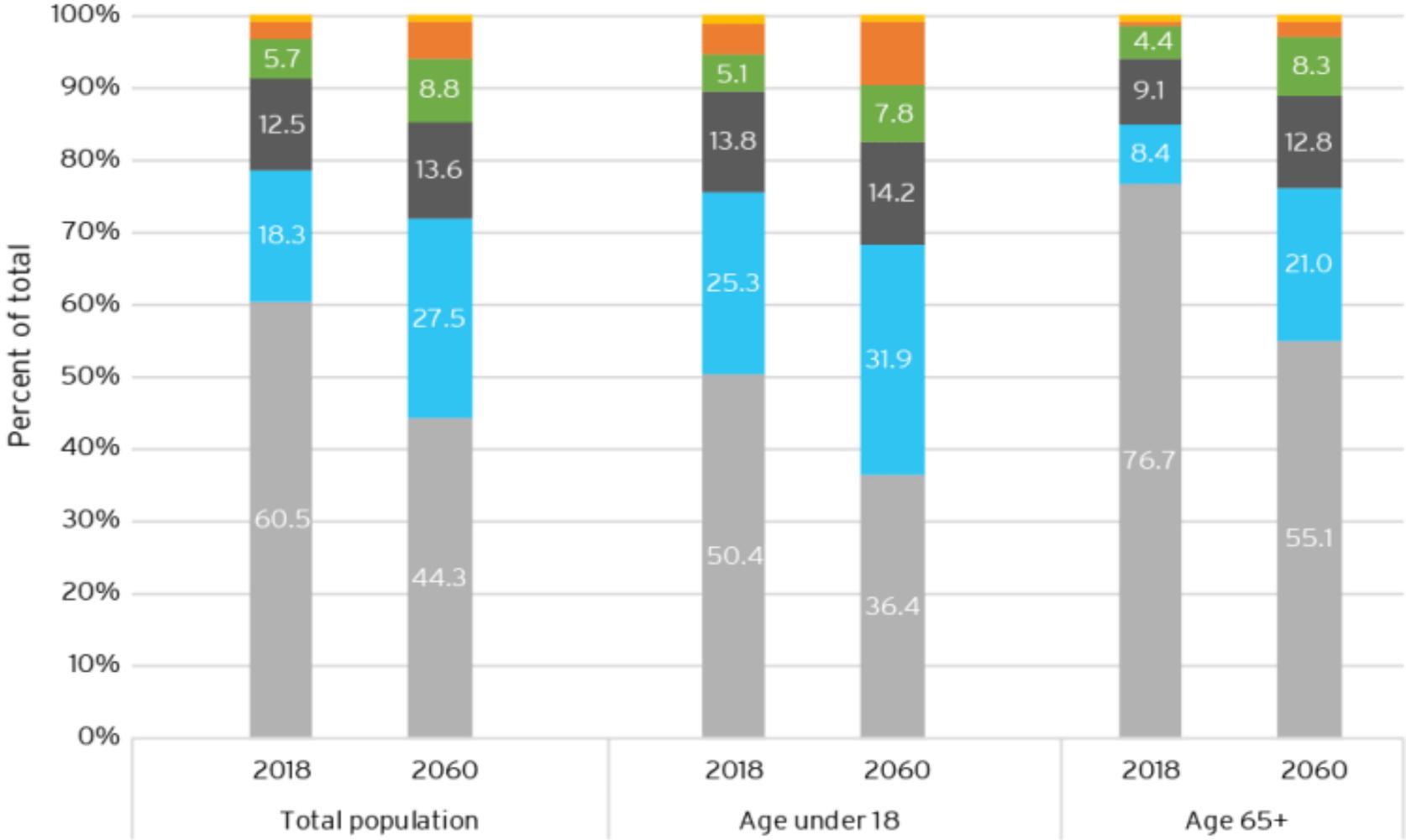
**MSCC**  
Minority Serving Community Colleges

**OCCRL**  
Office of Community College  
Research and Leadership

# Context and Demographics



# U.S. Race-Ethnic Profiles, 2018 and 2060



White\*
  Hispanic
  Black\*
  Asian\*
  Multiracial\*
  All other\*

\* Non-Hispanic members of race

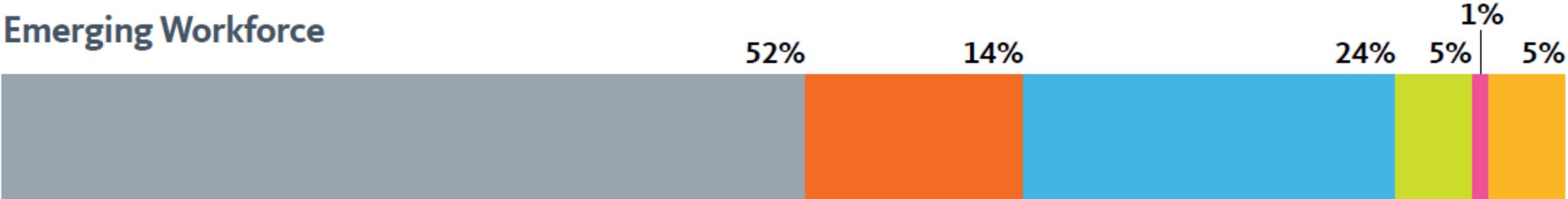
# Workforce Demographics

- White
- Black
- Latinx
- Asian or Pacific Islander
- Native American
- Mixed/other

## Current Workforce

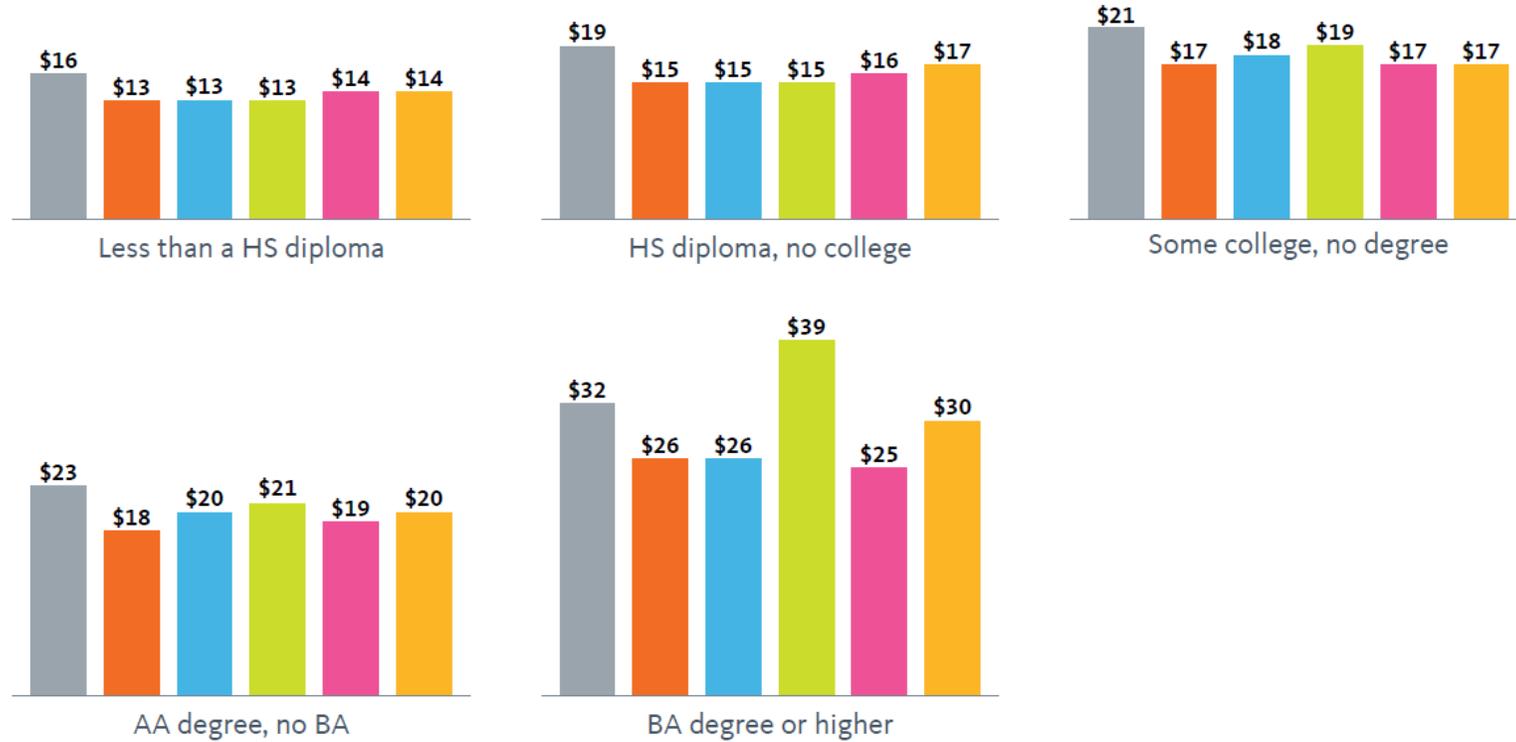


## Emerging Workforce



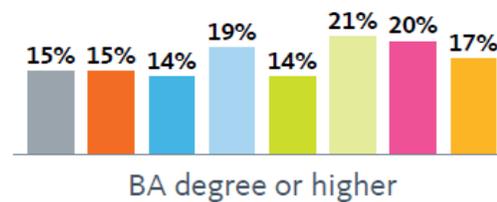
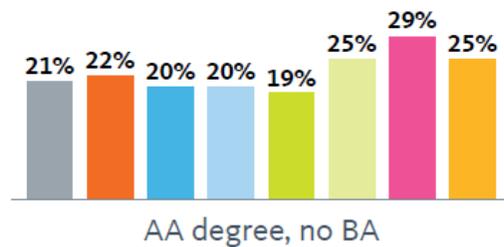
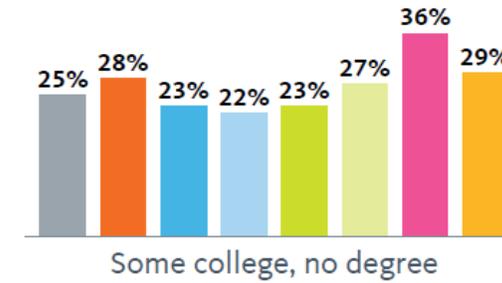
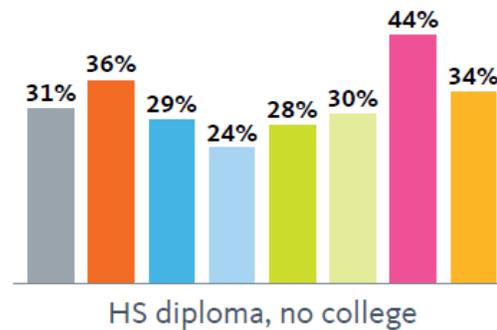
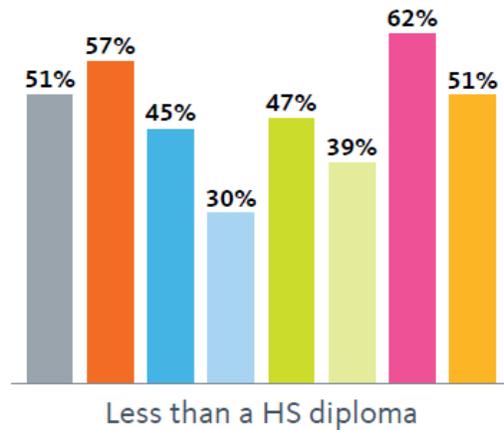
# Median Wage by Education, Race/Ethnicity

- White
- Black
- Latinx
- Asian or Pacific Islander
- Native American
- Mixed/other

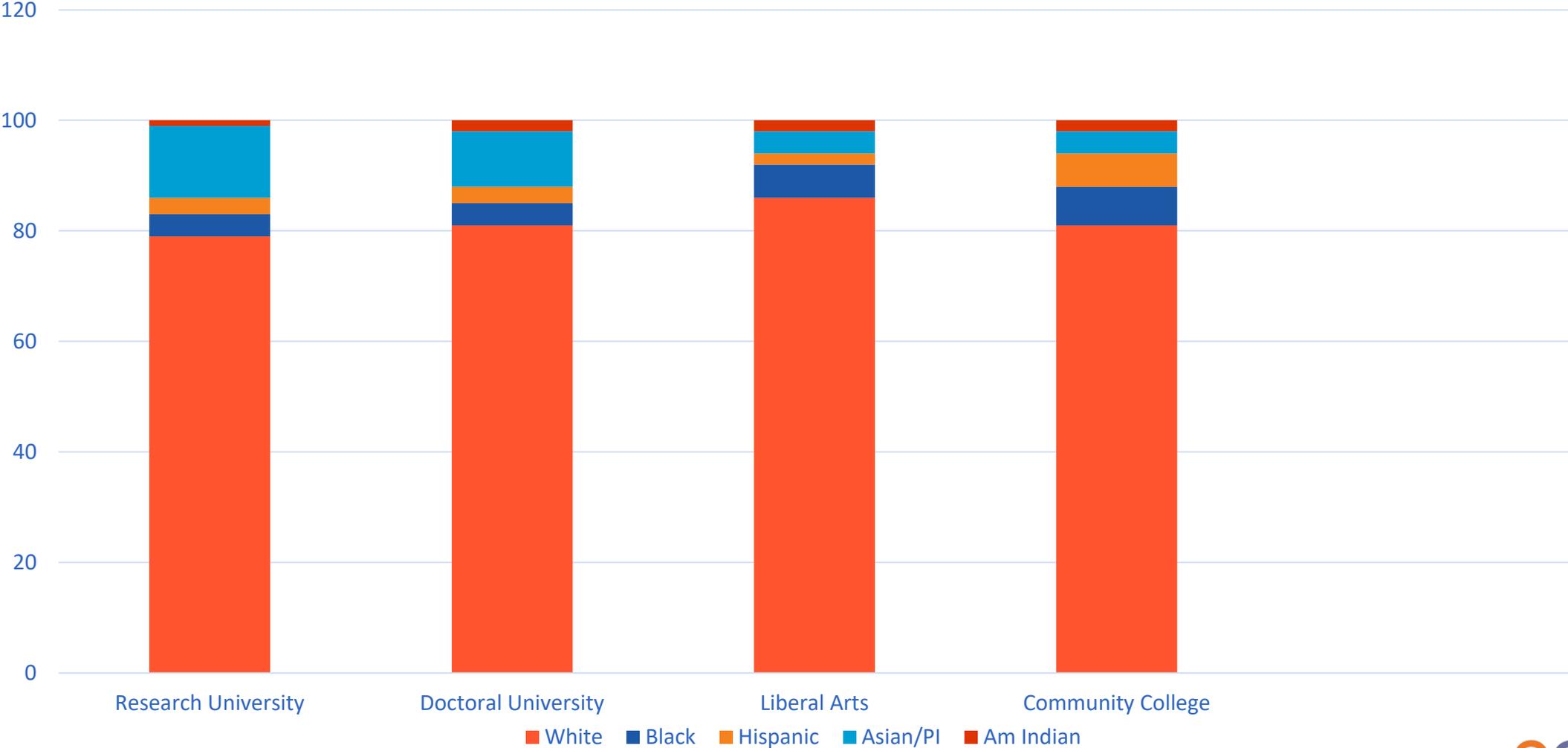


# U.S., Joblessness by Educational Attainment, Race/Ethnicity & Nativity

- White
- Black
- Latinx, US-born
- Latinx, Immigrant
- Asian or Pacific Islander, US-born
- Asian or Pacific Islander, Immigrant
- Native American
- Mixed/other



# Faculty Representation by Institutional Type



# Examining the Pillars of Guided Pathways

## Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.

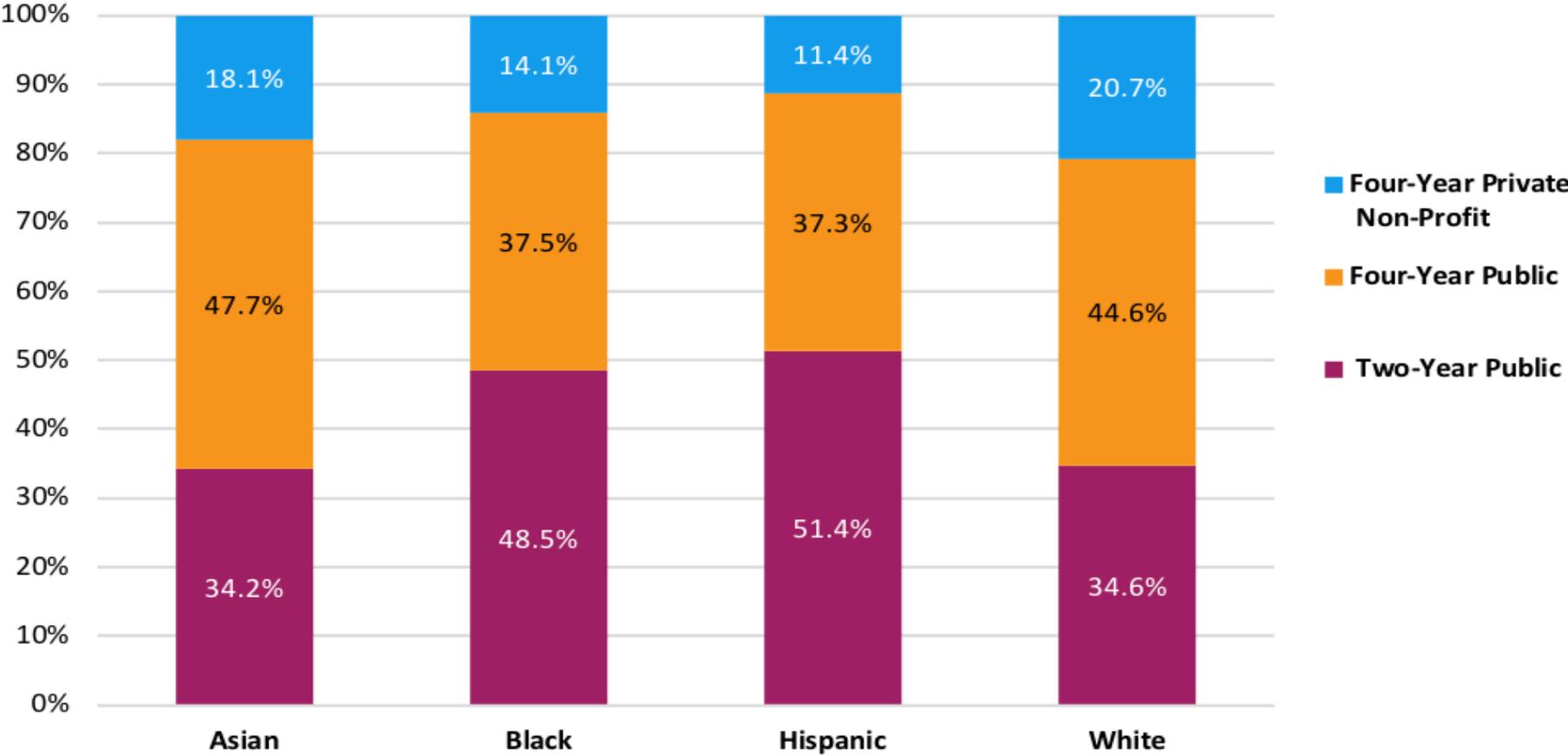


Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

# Racially Inequitable Access



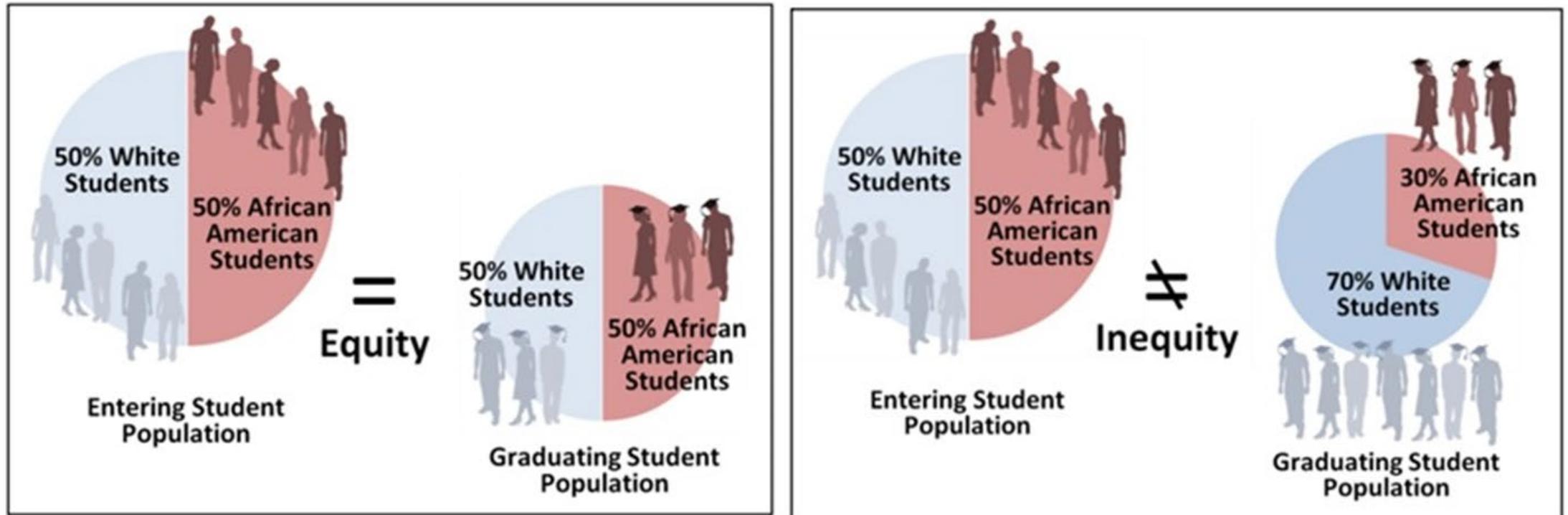
Shapiro, et al. (2018)

# The Equity Imperative



# Defining Equity

“The process involved in achieving the ultimate goal of equality. Equity in education provides students with the varied, additional, or differentiated supports needed to achieve equality” (Welton & La Londe, 2013, p. 6).



# Advancing Equity

...A process of identifying how disparities affect educational opportunities for students based on marginalized social identities, e.g., race/ethnicity, gender, socioeconomic status, sexuality, age, citizenship, and religion. After addressing the identified disparities, institutions should determine strategic approaches that are ongoing, systemic, scalable, and sustaining to eliminate inequities and improve student outcomes.

— Eboni M. Zamani-Gallaher

# Toward Racially Equitable, Culturally Sustaining Pathways



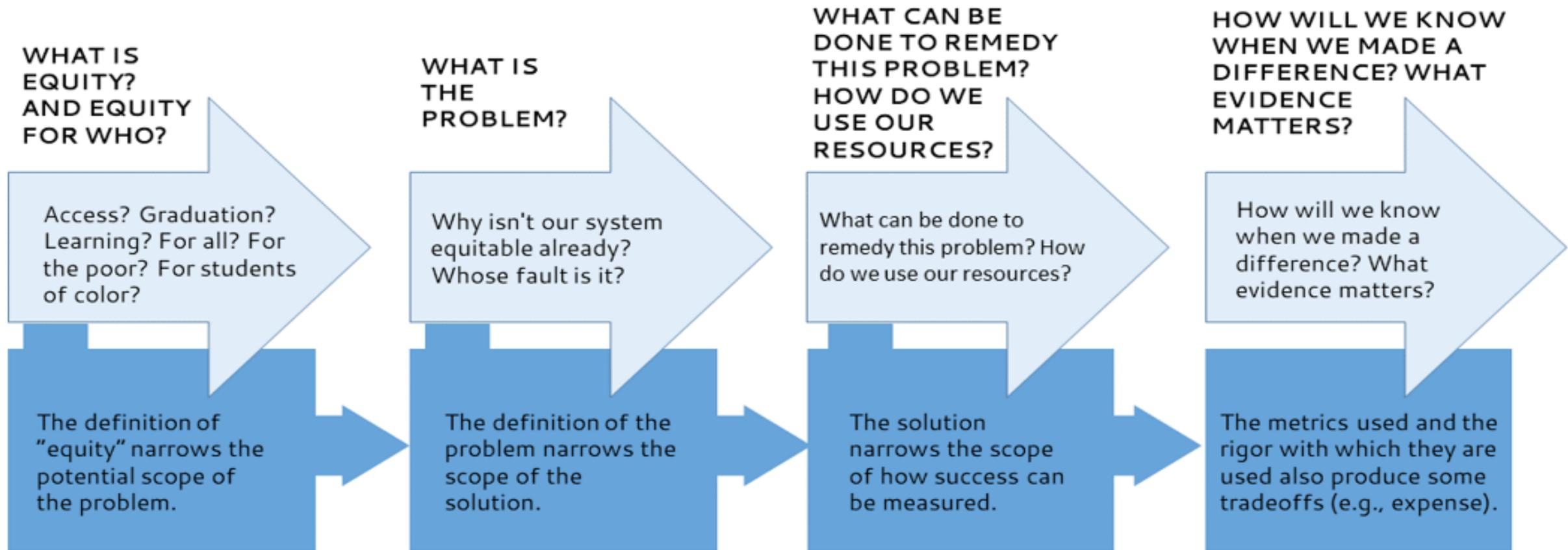
# Consciousness Gap: Terms That Are More Than Talking Points

- Culturally Relevant Teaching (Gay, 2018)
- Culturally Responsive Pedagogy (CRP) (Ladson-Billings, 1995)
- Examples of cultural responsiveness
- Equity minded (Bensimon, 2007, 2018)
- Equity consciousness (Zamani-Gallaher, 2019)

# Pause to Ponder

- Where is equity explicitly embedded in GPS?
- What's your college's definition of equity? Does this overlap with your framing?
- Is the definition of equity?
- Beyond statements regarding institutional commitment to diversity, how have equity efforts been guided by race conscious programming and culturally responsive practices?
- What steps need to be taken (individually, interpersonally, institutionally, and structurally to advance and sustain racially equitable student pathways?

# Embedding Equity: Considerations for Moving the Needle



McCambly (2018)

# Centering Racial Equity

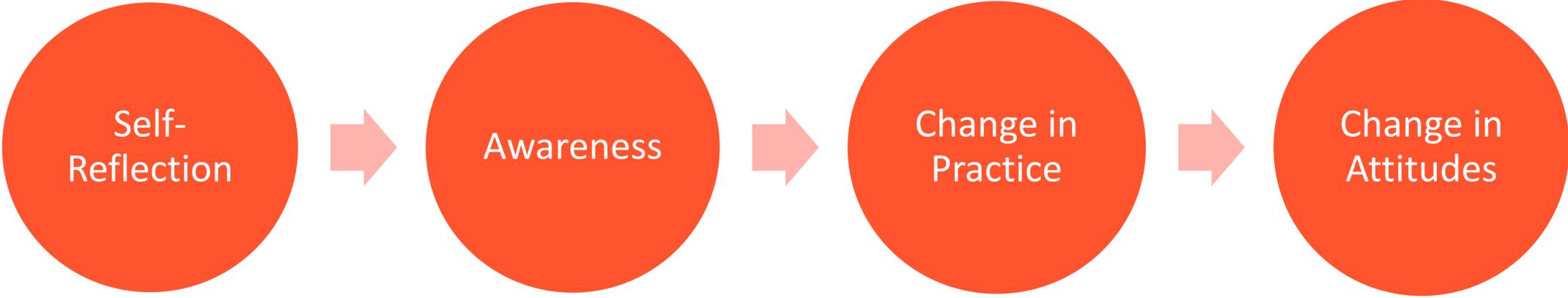
Inequality is one of the most enduring features of our nation's higher education system. Racial/ethnic and class-based disparities in college access, enrollment, and completion persist despite years of programmatic and policy efforts to counteract them...The differences in college enrollment and college completion among historically marginalized and white and affluent populations have widened (Witham et al. 2015), suggesting that postsecondary education remains 'separate and unequal' (Carnevale & Strohl 2013). Clearly, American higher education has an equity problem.

*Taking Equity-Minded Action to Close Equity Gaps*  
(Malcom-Piquex, L. & Bensimon, E.M., 2017)

# Pause to Ponder

- How have you sought to identify and understand what has led to racialized inequities?
- What structures are needed to dismantle institutional barriers to equity and bolster racial equity in a culturally sustaining manner?
- Given the homogeneity of faculty and staff that is misaligned with growing student demographics, what shift in institutional goals are required to address equity, namely racial equity?
- Who has, should, and will be held accountable for doing this work?

# Culturally Sustaining Practices Are Contingent on Developing Equity Consciousness



# Additional Considerations

- Do you know the racialized history of the communities that you serve?
- How does this history impact the environment and outcomes at your college?
- What more can you do to advance opportunities in high skill, high demand, high wage programs for historically marginalized populations that produced racially equitable experiences and completion with industry recognized credentials?
- Consider what does stratification look like in various programs of study and how that perpetuates racially inequitable pathways and outcomes.

# Closing Thoughts

- Equity-mindedness is about being informed by current statistics on demographics of students, faculty, and staff and monitoring intersectional inequity at the course, program, and campus levels; Equity consciousness doesn't divorce equity efforts from race but openly acknowledges racial inequity and centers racially minoritized populations from the margins to mattering.
- Actively give thought and take next steps that intentionally focus to support scaled institutional transformation to produce equitable experiences and outcomes attainment for Black, Latinx, and Indigenous students.
- Prioritize how you can move from within and impact the ecosystem through transformative change practices that elevate provisions for scale and intentionality in supporting adoption of racially conscious, culturally sustaining practices.

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Research and Leadership

# Council for the Study of Community Colleges





# Thank you for joining us!



College-wide attendees, thank you for joining us.



Institute Teams - Next up: Lunch



Breakout by technology and session for presidents and executive leads at 12:00 (Institute Teams only)



Please don't forget to complete the evaluations emailed to you at the end of each institute day