

Student Success Summit 2023

Tuesday 9/5

2:00-3:30 PM

Keynote: Felicia Rose Chavez, Author and Educator

Session Title: Summoning Our Collective Power

Session Description: Felicia Rose Chavez reads from and discusses her book *The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom*. Ms. Chavez will provide various readings from her book interspersed with her commentary, followed by a question and answer.

Wednesday 9/6

2:00-3:30 PM

Session A: New Faculty Institute

Ensured Learning and Active Learning Approaches

Session Presenter(s): Dawn Kroontje, Transitional Learning Faculty, Whatcom Community College; Christie Knighton, English Language, Career and Academic Prep Faculty, Highline College

After a brief introduction to faculty development at the State Board for Community and Technical Colleges, presenters Dawn Kroontje and Christie Knighton will lead a workshop on active learning approaches. Participants will increase their familiarity with three approaches to teaching: integrated & contextualized learning, problem-based learning, and project-based learning. At the end of the session, participants will be able to identify key characteristics that these approaches share and how they can be integrated into instruction across disciplines.

The session will be followed by 30 minutes of faculty connection time.

Session B: Grading without Bias: Using Performance-based Rubrics and Equitable Grading Practices

Session Presenter: Robin Martin, English Language, Career and Academic Prep (ELCAP) Instructor, Highline College

This presentation outlines the purpose and benefit of using equitable grading practices highlighting the use of performance-based rubrics. The facilitator will explain the biased nature of traditional grading practices, outline equitable practices, and explain how and why they are more equitable than traditional practices. The presenter will provide an outline of how to create a performance-based rubric, and an example from one of their classes for English Language Learners. This session is participatory, so the audience is expected to evaluate different student examples using the rubric to test its validity. The session will close with a short discussion on the importance and validity of rubrics and grades. Instructors will be asked to bring one of their own grading rubrics to improve and reflect.

Session C: Against All Odds, One Can Overcome with the Right Support Systems in Place

Session Presenter(s): Dr. Suzanne Phillips, Reentry Navigator, Spokane Community College

This session centers on the experience of a Higher Education Reentry Navigator with the Department of Corrections who has over 25 years of experience. As a professor inside maximum-security prisons teaching at the highest level of security yards, Dr. Phillips has seen first-hand how education changes lives.

She will share her knowledge and experience while also sharing some successes and challenges from her current and former students.

Session D: Pathway to Indigenous Student Success Center

Session Presenter: Leander Yazzie, Diné (Navajo Nation), Tribal Relations Manager, ODEI/Indigenous Student Success Center, Green River College

Participants will be exposed to the story of Native Student Affairs professionals who have successfully implemented programs for their students on major university campuses. Participants will be provided resources to support their work as Student Affairs practitioners. The presenter will share about their co-facilitation of the Native Delegates Pre-Conference and information about the creation and evolution of our Indigenous Student Success Center (ISSC) at Green River College.

*NCORE Encore-a version of this presentation was originally given at the 2023 National Conference on Race and Ethnicity in Higher Education (NCORE).

Thursday 9/7

2:00-3:30 PM

Session A: New Faculty Institute

Minding the Obligation Gap by Centering Radical Love, Radically Humanizing Pedagogy, and Radical Inclusivity

Session Presenter(s): Jeremiah J. Sims, PH.D., Author, Educator, DEIB Coach, Rooted in Love, LLC

Join us for a thrilling session as we explore what it means to "Mind the Obligation Gap" through the lens of radical love in action. Jeremiah J. Sims, Ph.D., a leading race, equity, and inclusion expert, will guide our conversation. We'll delve into the transformative power of humanizing pedagogy and radical inclusivity, as detailed in his book "The White Educators' Guide to Equity" (Wallace & Sims, 2023). Don't miss out on this dynamic exchange!

Session B: Equitable Responses to White Supremacist Student Grievance Processes

Session Presenter: Farhana Loonat, PhD, Political Science and Philosophy Faculty, Skagit Community College

Students weaponize not only student evaluations against Black, Indigenous, and other faculty of color, but even file formal grievances against them. The stress presented by these ongoing equity challenges may contribute to a revolving door of Black, Indigenous, and other faculty of color in US higher education. In this session I will (1) illustrate how women faculty of color's diminished political status as gendered and raced bodies in academia makes them especially vulnerable to systemic gendered racism disguised as singular events, (2) unmask student grievance processes that masquerade as racially neutral and expose their role in upholding white supremacy in US higher education, (3) invite reflection on cross-gender racial solidarity and white women's role in upholding white supremacy. (4) provide recommendations on how administrators can bring their student grievance processes in line with research on students' discrimination against women faculty of color, (5) provide suggestions for how women faculty of color can protect themselves against gendered racism from students and (6) propose the ways in which institutions of higher education more generally and Student Life more specifically can provide substantive, equitable responses to white supremacist student grievance processes.

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Session C: Rigor Vitalis: New Approaches for Offering Rigorous But Less Traumatic Exams

Session Presenter(s): Greg Crowther, Professor of Biology at Everett Community College; Ben Wiggins, Professor of Biology, Shoreline Community College

High-stakes exams are well-known barriers to equitable student success, but better styles of assessments have the potential to significantly improve the inclusive college experience. Test Question Templates (TQTs) and Public Exams (PEs) are two novel approaches to teaching and testing, primarily developed in Washington, with undergraduate students. This session will review general principles of “grading for equity” (as described in Joe Feldman's 2018 book of this name) and then will explore how TQTs and PEs are being used to support more equitable testing. In particular, we will see how these approaches facilitate (a) assessment of higher-order cognition in ways that are transparent to students and (b) generation of multiple equivalent tests so that students can be retested, or test themselves, with relative ease. The presenters will support their recommendations with published and unpublished evidence from their biology courses.

Session D: Equitable Pathway Redesign: Transforming Entry for New Students

Session Presenter(s): Christina Y. Nakada-Alm, Director of Entry Services, Tacoma Community College (TCC); Kelli Johnston, Director of WorkForce, TCC; Patrick Brown, Dean of Enrollment and Student Success, TCC, Christi Rose, Entry Navigator, TCC

During this interactive session, attendees will explore how Tacoma Community College effectively implemented Guided Pathway principles to redesign the entry process. This insightful case study showcases practical strategies for promoting inclusivity, equity, and student success right from the start. Topics covered include the transformation of English and math placement through Direct-Self Placement tools, the establishment of an admissions application process for English language learners, the creation of a new Welcome Center, the development of a customizable New Student Orientation, targeted outreach utilizing peer-to-peer connections, and more. This session offers attendees valuable insights and actionable ideas to enhance their own institutions' entry processes, fostering greater equity, inclusivity, and positive student outcomes.

Friday 9/8

2:00-3:30 PM

Session A: New Faculty Institute

Open Pedagogy and OER

Session Presenter(s): Christie Fierro, Teaching and Learning Director, Renton Technical College

After a brief introduction to faculty development at the State Board for Community and Technical Colleges, Christie Fierro presents this session designed for new and emerging faculty on the topic of Open Educational Resources and Open Pedagogy. Fierro will highlight the transformative impact of using open pedagogy and how to apply the tenets to their teaching practices. The session will also instruct faculty on how the use of open education resources can meet the needs of their students.

Session will be followed by 30 minutes of faculty connection time or time to meet your faculty union representatives.

Session B: Thriving on Challenge: Unlocking Student Potential Through Risk-Tolerant Learning Environments

Session Presenter(s): Mandie Mauldin, Adjunct Math Faculty and President's Civics Fellow, Bellevue College

Creating a safe learning environment is critical for students, particularly those who have experienced academic trauma in the past. Students often fear mistakes rather than see them for what they are - one of the best ways to learn. Through purposeful course design, we can create risk-tolerant environments that reduce anxiety by building community and collaboration, supporting students as they experience challenges, make mistakes, and persevere. Participants will learn to develop community in their classes, recognize the impact of anxiety in learning and how to address it, use the Universal Design Framework, and create opportunities for students to experience desirable difficulties. They will leave the workshop with activities they can use immediately in their courses regardless of discipline.

Session C: How to Leverage an AmeriCorps Partnership for Equitable Outcomes

Session Presenter(s): Christi Rose, Entry Navigator, Tacoma Community College; Amy Brown, AmeriCorps Program Director

This session will explore how the WA Campus Coalition for the Public Good, Civic Leadership and Engagement Corp (WACC), is reducing barriers to higher education for underrepresented students. Participants will learn how AmeriCorps members are building capacity to

streamline the admissions process and support BIPOC and first-generation college students as they begin their educational journey.

TCC's partnership with WACC has begun to dismantle common barriers underrepresented students face in the college entry process. Using a streamlined approach and information gathered through new student orientations, TCC now has capacity to proactively outreach to our BIPOC and First-Generation college students. Participants will leave with a better understanding of how to leverage a partnership with AmeriCorps to promote college access and success for underrepresented students.

Session D: The Good, the Bad and the Ugly in Implementing DEI Efforts in Nursing Education

Session Presenter(s): KaraLynn LaValley, PhD, MN, RN, Nursing, Green River College; Rebeca Allen, MN, RN, Tenured Nursing Faculty, Nursing, Green River College

The purpose of this session is to inform healthcare programs on innovative ideas to help recruit and retain underrepresented, marginalized communities into their programs. Topics include addressing policies and practices that disproportionately impact historically marginalized and underrepresented students and strategies utilized to enhance diversity, equity, and inclusion. Session includes reflections from practices implemented by an undergraduate nursing program to address low NCLEX pass rates, poor retention, and lack of representative students. Lessons shared include efforts to address support for English Language Learners, supportive services, successful integration of dosage calculation, integration of representative course materials, remediation efforts, accessibility and more. Reflection includes the use of data to inform practices, fostering a sense of community and belonging in the classroom and greater community, meeting students where they are at and addressing power and privilege to address the stigma of “nurses eating their young.” Participants will leave the session with tools for successful implementation within their own programs, including inclusive pedagogies, finding sources to fund efforts around diversity, equity and inclusion, and actionable steps to foster a positive learning environment that not only engages learners but celebrates their unique experiences and perspectives.

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