Institutionalizing a Culturally Responsive Approaches To Serving Hispanic Students (Crash) Course for Faculty at a Small HSI

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C.R.A.S.H. CORE VALUES

Culturally Responsive Approaches to Serving Hispanic Students

ASU

From here, it's possible.

ESCALA at ASU

- ESCALA Educational Services
  - Higher ed consultants focus on teaching and learning at HSIs
  - Certificate in College Teaching & Learning in HSIs program (CTL-HSI)
  - Paid for services through a Department of Education grant for new engineering program
- Program for ASU Faculty
  - Original plan: send faculty to Santa Fe for CTL-HSI program
    - 2 faculty sent in 2018
    - No faculty volunteered for next year
  - Redesigned: Bring ESCALA to ASU
    - 3-4 day workshop
    - Year-long inquiry project with ESCALA coach
    - Run in 2019 (in-person, 21 participants), 2020 (virtual, 17 participants)

# My Story of Success with ESCALA

- Part of 2019 Cohort
- Attended 4 day workshop in August 2019
- Assigned an ESCALA coach and cluster
- Met with cluster and coach 3 times throughout year
  - 2 group sessions
  - 1 individual session
- Ran inquiry project in Fall 2019
- Analyze data and presented project in Spring 2020

Increasing Latinx Student Participation and Exam Scores in an Introductory Geology Course

Heather L. Lehto
ESCALA Project
February 21, 2020

Exam Grades Over TIme

- Lots of variation!
- 3 had overall increase in scores (gray)
- 2 steady, high scoring
- 1 steady, medium-low scoring
- 1 decrease in scores (stopped coming to class)
- 1 up and down (family issues)
- African American student (red) saw increase, with decrease at the end

Change in Exam Grades Over Time for Latinx and African American Students
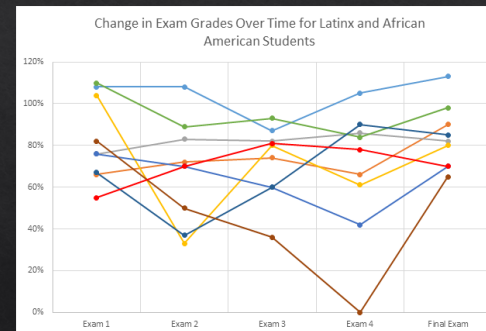
Course Analysis

	Male Equity Index	Female Equity Index	Latinx Equity Index	Male Latinx Equity Index	Female Latinx Equity Index
			Fall 2013-2018		
A	0.8	1.3	0.8	0.6	1.1
B	0.9	1.2	0.6	0.4	1.0
C	1.2	0.7	1.1	1.2	0.8
D	1.1	0.8	1.8	2.5	0.6
F	1.2	0.7	1.2	1.1	1.5

- Fall 2013-2018
  - Latinx, male, and Latinx male students underperform in my courses
  - Female and Latinx female students over perform in my courses

The Story of

C.R.A.S.H. CORE VALUES
Culturally Responsive Approaches to Serving Hispanic Students

Grant funding ending, needed to institutionalize the program

Step 1: Convince admin to find the money
- NSF wants it and we want more NSF grants
- Some funding from Provost, some from departments/colleges of participants

Step 2: Contract with ESCALA to help with new program
- Melissa Salazar has been INVALUABLE during this process!

Step 3: How to frame the training?
- Frame around ASU's new core values

Step 4: Develop the curriculum
- Hour upon hour of work by Core Team

Step 5: Run test session to work out the bugs
- Cohort 1 started January 2022

The C.R.A.S.H. Program

- 3-day workshop and year-long inquiry project
- Benefits to participants
  - $500 stipend ($100 for workshop, $400 for project)
  - C.R.A.S.H. Certificate of Culturally Responsive Teaching and Learning
  - Professional development
  - Increased student engagement and retention
- Stipends for facilitators and coaches
  - Facilitators: $625 per session
  - Coaches: $1,100 per cohort
  - Coaching lead: $625 per cohort
  - Program Director: $2,500 per cohort
- Cost to run the program: $1,300 per participant

The Workshop

- 6 sessions total
  - 5 themes based on ASU Core Values:
  - Final session was on inquiry project
- 2 facilitators ran each session
  - Had a mix of lecture and active learning
  - Planned to the minute
- Lunch speakers each day

Community | Comunidad
Collaborate to develop an inclusive sense of place and purpose
- Pull together to engage in purposeful teamwork
- Serve others and extend genuine acknowledgement and recognition
- Unify to strengthen institutional purpose
- Cultivate meaningful relationships through intentional acts of kindness

Diversity & Inclusion | Diversidad & Inclusión
Celebrate, appreciate, and build on our differences
- Build a culture of equity, participation, and belonging
- Create and nurture a safe environment to share ideas and welcome inclusive constructive feedback
- Seek to understand, encourage, and empower courageous and honest communication
- Practice and advocate empathy, just treatment, and mutual respect for everyone
- Stand up against injustice to form a foundation of trust and accountability

Significance | Impacto
Construct a legacy and reputation of dynamic impact beyond ourselves
- Nurture positive growth of self and others
- Embrace opportunities and celebrate achievements
- Be inquisitive to expand knowledge and horizons
- Ignite innovation

Commitment | Compromiso
Hold ourselves and each other accountable to our responsibilities & goals
- Generate an environment that handles adversity and supports resilience
- Encourage healthy conflict to energize growth and effect positive results
- Advocate self-reflection and institutional growth mindset
- Deliver excellence through continuous improvement

Integrity | Integridad
Do the right thing, even if no one knows
- Act with upstanding character, humility, and trustworthiness
- Be transparent in motive communication, and action
- Take responsibility for actions
- Provide honesty and respect at all times
- Consider others first

Time	Facilitator	Activity	PPT Slides	Booklet Pages	Actvity Notes (materials,
1:00 - 1:02pm (2 mins)	Anthony	Introduce the ASU Value of Diversity and Inclusion: Celebrate, appreciate, and build on our differences. Build a culture of equity, participation, and belonging. Create and nurture a safe environment to share ideas and welcome inclusive, constructive feedback. Seek to understand; encourage and empower courageous and honest communication. Practice and advocate empathy, just treatment, and mutual respect for everyone. Stand up against injustice to form a foundation of trust and accountability	1-4		
1:02-1:04pm (2 mins)	Jessica	Asset-Based Thinking vs Deficit Language-Introduction	5-6	pg 18 key-vocab. Ventajas are on pg 33 of the 2020 booklet, but don't relate to this section.	
1:04-1:11pm (7 mins)	Jessica	Asset-Based Thinking vs Deficit Language- Practice Asset-Based Thinking vs Deficit Language Game: Asset or Deficit Game- green and red index cards- hold up index card to respond to quotations given. 2 or 3 easy ones to start, no discussion. Followed by 4 good ones. Jessica (1, 3, 5) / Anthony (2, 4, 6) to alternate prompts. Prompt 2: Maybe give opportunity to groups to rewrite as Asset Based	7-25		Completed: Construct: (1) Quotati (asset) and red cards (deficit), at l on how many tables
1:11-1:14pm (3 mins)	Jessica	Challenge Prompt	26		

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The Project

- Inquiry project to test effectiveness of a change in the classroom
- 1st semester: design and run project, collect data
- 2nd semester: analyze and interpret data, present to ASU community
- Goals:
  - Regular data collection on changes made
  - Continuous improvement
  - Share teaching with colleagues

First Cohort Workshop: Jan 10-12, 2022

Participants	Facilitators	Coaches
• 18 registered • 16 attended • 2 ESCALA graduates	• 6 total • 2 per session • 6 sessions • All ESCALA graduates	• 4 coaches • 3-4 coachees each • All ESCALA graduates

Participant Reactions

"The High/Low-Context module was fascinating. I have much more clarity on cultural learning styles"

"The CRASH program is a fantastic way to think about your teaching practices and improve your existing educational talents. Although specifically tailored to address our Hispanic students, CRASH helps improve teaching practices for all of our students in the process."

"The workshop gave me the opportunity to critically evaluate my teaching practices and identify areas where I could be better serving ALL of my students."

"The CRASH course offered me new ways to engage with my students, reach them where they are, and help them succeed in my courses and in their academic careers."

Planning for Cohort 2

- Recruiting
  - Facilitators, coaches, and coaching lead
  - Participants
- Curriculum revision and design
  - New elements are being added
  - Revisions from Cohort 1 offering
- Venues, catering, supplies, printing
- Funding
- Assessment of program

Lessons Learned
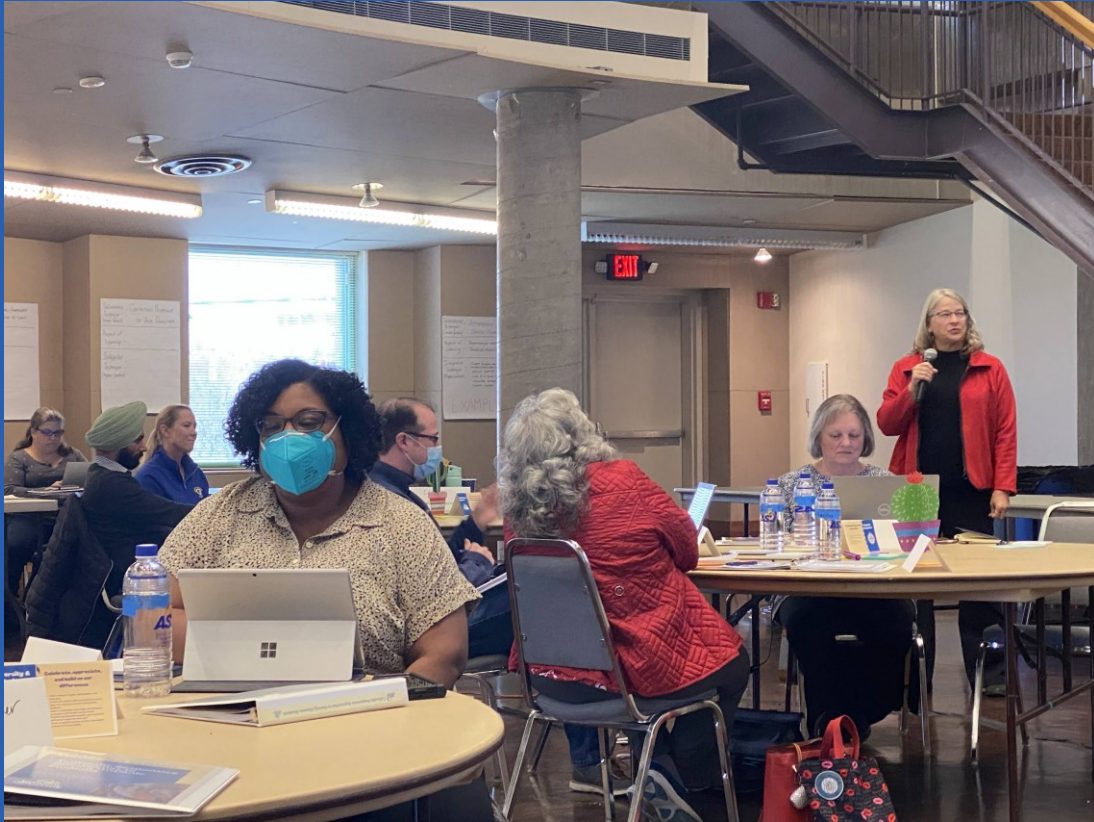
- Funding is the hardest part
  - Break it up across department/colleges/areas
  - Using grant funding can make it tricky
  - Check your policies
- It's a LOT of work
  - Started planning January 2021
  - Admin and curriculum design
- Do it in phases, not all at once
- Be flexible – changing the program entirely may be needed
- Bring in varied stakeholders for design and implementation
  - Science vs. humanities vs. art
- You need a cohesive team
- Need buy in from stakeholders

Acknowledgements

Thank you!
Questions?