

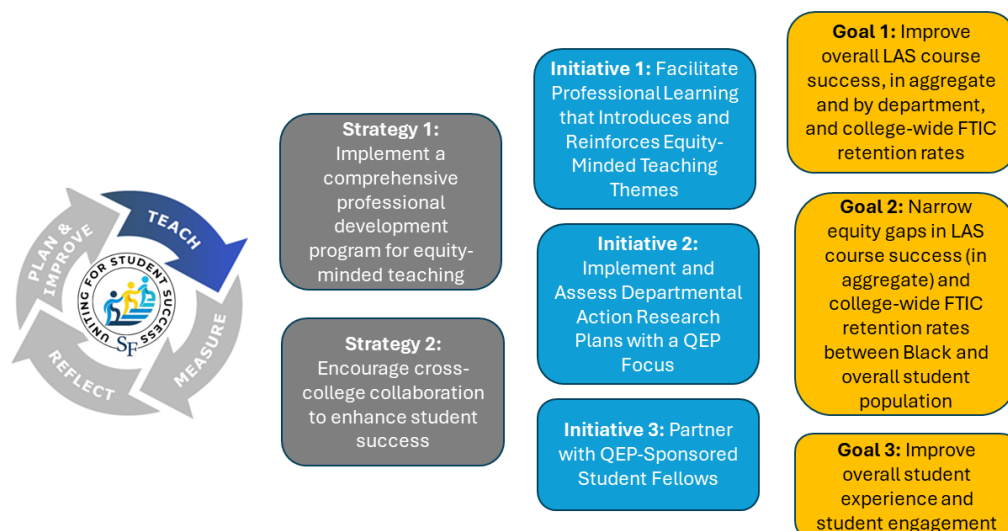
## Summary

**Equity-Minded Education: Uniting for Student Success** is Santa Fe College’s 2023-28 Quality Enhancement Plan (QEP) to improve equitable outcomes for students through the design and implementation of a professional learning program. *Equity-Minded Education’s comprehensive professional development program will support equity-minded teaching and encourage cross-college collaborations to enhance student success* through three initiatives:

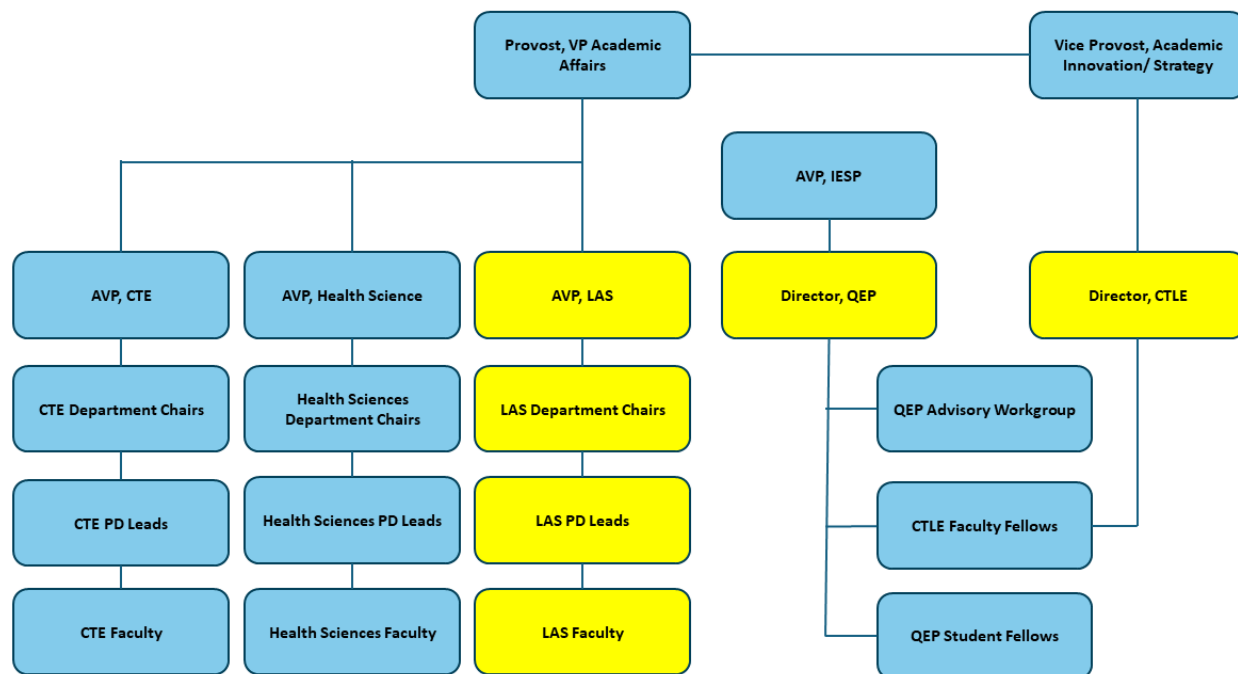
1. **Facilitate Professional Learning that Introduces and Reinforces Equity-Minded Teaching Themes.** This initiative focuses on providing coordinated, foundational learning to support faculty in adopting shared equity-minded teaching practices that create more equitable learning environments. SF will use proven professional development programs including Association of College and University Educators (ACUE), Student Experience Project (SEP), and Transparency in Learning and Teaching (TILT), in addition to designing custom professional learning opportunities through the new SF Center for Teaching and Learning Excellence (CTLE).
2. **Implement and Assess Departmental Action Research Plans with a QEP Focus.** Once faculty strengthen their equity-minded teaching strategies, they will collaborate within and across departments to review student success data, apply theme-based strategies to courses, and assess the impact of various approaches. The resulting departmental action research plans will be implemented and modified through an annual cycle to surface effective approaches, which will be shared across the College.
3. **Partner with QEP-Sponsored Student Fellows for Equity-Minded Education.** Learning from students and collaborating with them to promote success are important features of equity-minded teaching. This initiative employs students from the target population as partner consultants. Student fellows will serve as a focus and advisory group, providing formative feedback about professional development, departmental action research plans, and faculty artifacts. These fellows will also lead campus panel discussions and forums, raising greater awareness of equity challenges and student experiences.

By promoting equity-minded teaching practices, SF’s QEP **will narrow equity gaps in student course success and retention.** Research suggests that these teaching strategies benefit all students, regardless of race and ethnicity. Thus, the college anticipates the project **will improve overall course success rates of students in liberal arts and sciences courses and improve overall retention rates of First-Time-in-College (FTIC) students.** Moreover, because benefits will be felt by all students, the QEP **will improve the SF student experience and will result in greater student engagement.**

Figure 1: QEP Strategies, Initiatives, and Goals



## Revised QEP Organizational Chart



The **QEP Director** is responsible for managing the project by: collaborating with college constituencies to bring the project to full scale; monitoring the progress in accomplishing project goals and objectives; addressing challenges to project success; and institutionalizing effective initiatives, processes, personnel, etc.

The **CTLE Director** collaborates with the QEP Director and associated faculty, staff, and administrators to develop and deploy professional development programming to support the QEP.

While the QEP is a college-wide strategic initiative, **the AVP, LAS and LAS Chairs play pivotal roles in the QEP's success.** Two QEP direct assessment measures focus on tracking course success in the six liberal arts and sciences departments and on performance gaps between Black students and the overall LAS course-taking population. Two additional direct measures assess overall FTIC student retention and gaps in FTIC student retention between Black students and the overall FTIC population. In Fall 2023, LAS course enrollment accounted for approximately 65% of total college enrollment and 80% of total FTIC enrollment.

**Associate Vice Presidents, Academic Affairs** provide oversight and strategic support of action research going on in their division, including collecting and compiling feedback from department chairs on QEP initiatives and implementation.

**Academic Department Chairs** coordinate with PD Leads to provide leadership and to oversee their department's action research plan development, implementation, and analysis, including regular review of data, strategies, and/or feedback from faculty on QEP initiatives and implementation.

*Direct Assessment Measures of Student Success Outcomes* (Note: Baseline values set using average of Fall 2021, Fall 2022, and Fall 2023.)

**Outcome 1a:** Improve course success rates in Liberal Arts and Sciences, in aggregate and by department.

**Assessment Methods:** Aggregated course success (in %) by LAS & Department

	F21	F22	Y1 (F23)	Baseline = (Historical SD as measure of "noise")	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
					Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
All LAS	71.9	74.1	76.9	74.3 (1.6)	75.8	77.3	77.3	80.3	78.8	83.3	80.3	86.3
English	69.8	75.5	78.0	74.4 (3.5)	75.9	77.4	77.4	80.4	78.9	83.4	80.4	86.4
Fine Arts	83.1	83.3	86.5	84.4 (2.2)	85.9	87.4	87.4	90.4	88.9	93.4	90.4	96.4
Humanities	74.2	78.5	81.5	78.2 (2.9)	79.7	81.2	81.2	84.2	82.7	87.2	84.2	90.2
Mathematics	60.2	61.2	62.6	61.3 (1.3)	62.8	64.3	64.3	67.3	65.8	70.3	67.3	73.3
Natural Sciences	74.3	75.0	79.1	76.2 (2.2)	77.7	79.2	79.2	82.2	80.7	85.2	82.2	88.2
Social & Behavioral Sciences	78.7	80.6	82.8	80.7 (2.1)	82.2	83.7	83.7	86.7	85.2	89.7	86.7	92.7

**Outcome 1b:** Narrow gaps in LAS course success rates between Black students and the overall LAS course-taking population. **Assessment Methods:** Disparity in disaggregate LAS course success (in % gap)

	F21	F22	Y1 (F23)	Baseline	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
					Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
All LAS	-15.5	-13.4	-13.2	-14.3	-13.3	-12.3	-12.3	-10.3	-11.3	-8.3	-10.3	-6.3

**Outcome 2a:** Improve FTIC student retention overall (fall-to-fall enrollment). **Assessment Methods:**

Aggregated FTIC fall-to-fall retention rate (in %)

	F21 Cohort from 2020	F22	Y1 (F23)	Baseline	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
					Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
All FTIC Students	62.7	62.6	62.9	62.8	64.3	65.8	65.8	68.8	67.3	71.8	68.8	74.8

**Outcome 2b:** Narrow gaps between Black FTIC student retention and overall FTIC student retention (fall-to-fall enrollment). **Assessment Methods:** Disparity in disaggregated student fall-to-fall retention rate (in % gap)

	F21	F22	Y1 (F23)	Baseline	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
					Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
All FTIC students	-12.5	-16.5	-20.5	-16.5	-14.5	-12.5	-13.5	-10.5	-12.5	-8.5	-11.5	-6.5

### Indirect Measures of Project Efficacy

**Indicator 1a:** Faculty participation in QEP initiatives.

Indirect Measure	F21	F22	Y1 (F23)	Baseline	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
					Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
Percentage of full-time faculty participating in QEP Professional Development	No prior data	No prior data	39%	50% (40%)*	55% (45%)	65% (55%)	60% (50%)	75% (65%)	65% (55%)	85% (75%)	70% (60%)	95% (85%)
Percentage of LAS faculty participation in DARPs	No prior data	No prior data	83 FT LAS Faculty Named in DARP proposal**	--	25%	35%	45%	55%	65%	75%	85%	95%

\*Actual value in F23 was 39%. Suggest using 40% as baseline with thresholds and targets adjusted accordingly.

\*\*All six LAS Departments submitted DARP proposals for review. Natural Sciences submitted four based on academic discipline area; Social Behavioral Sciences submitted three, two focused on TiLT and one focused on Sense of Belonging. DARP proposals from Biology and from Math committed all faculty within Biological Sciences disciplines and all faculty teaching MAT1033, respectively, without identifying names. The number and percentage of LAS faculty participants will be reassessed at the beginning of Fall 2024 semester.

CTE and Health Sciences Departments and the Library also submitted DARP proposals. Departments across the college submitted 20 DARP proposals and committed over 130 faculty to participate in their projects, with implementation in one or more sections of 118 courses.

**Indicator 1b:** Student Engagement with the College.

Indirect Measure	F20	F22	Y1 (F23)	Baseline	Y2 (F24)		Y3 (F25)		Y4 (F26)		Y5 (F27)	
					Threshold	Target	Threshold	Target	Threshold	Target	Threshold	Target
SENSE High Expectations and Aspirations benchmark score: gap (in points) b/w Black students and overall population	-7.4	-6.6	-3.1	-5.7*	-4.7	-3.7	-2.7	-1.7				
End-of-course feedback (student opinion surveys completion rates, in percentage)	21.2%	22.7%	23.6%	22.5%**	25.5%	27.5%	30.5%	33.5%				

\* Baseline value set using average of Fall 2020, Fall 2022, and Fall 2023.

\*\* Baseline value set using average of Fall 2021, Fall 2022, and Fall 2023.