Equity in Action Grant Program

Grant Final Report Form

Principal Investigators (PIs) are required to submit final reports within **60 days** of their EIA grant end date. A delinquent report may jeopardize or delay future Network funding. The information you provide helps us improve and justify the continuation of this grant program. The Network may also contact PIs for longer-term impact reporting and may request permission to use elements of these reports in Network activities (Conference sessions, Academy sessions, etc.) and communication both within the CSU system and to external stake-holders.

Summary Grant Information	
Grant Title:	Equity Fellowship Project
PI Name:	Kevin Kaatz
PI Campus:	CSU East Bay
Grant Start Date (month/YYYY):	June 2022
Grant End Date (month/YYYY):	December 2023
Final Report Submission Date:	February 29, 2024

Student Success Network
in the California State University

Major Outcomes

1. Summarize your project's outcomes against the original goals proposed for advancing equitable student learning, engagement, progression, and completion.

As stated in the Preliminary Report, the original goals of the project were: "With the grant I would like to create a two-semester, funded, college-level Faculty Learning Community (FLC) to attack our equity gaps, using current research. The FLC would include fifteen faculty from targeted departments in our college (College of Literature, Arts, and Social Science)… The proposed FLC would start in Fall 2022. Faculty would meet four times over the semester for four hours each (or eight times for two hours each). We would start by introducing the faculty to the current state of research into reducing equity gaps (and closely related, the DFW rate)… The FLC would be tasked with finding more research and add it to the 'best practices' for the classroom and at the departmental level…(and) We will also examine our own equity gap data. Faculty would then brainstorm about possible actionable items each department could take to lower their equity gaps. Faculty would then work on their syllabi and share out to the rest of the group for peer comments."

In Fall 2022 (when the project started). I had seven faculty participating in the project (3 from English, 3 from Philosophy, and 1 from history) in the beginning. In Fall 2023, one of the Philosophy instructors retired from the university, so that left the project with six faculty. While this means not having data for this one instructor for a semester, the project moved forward with the rest of the faculty.
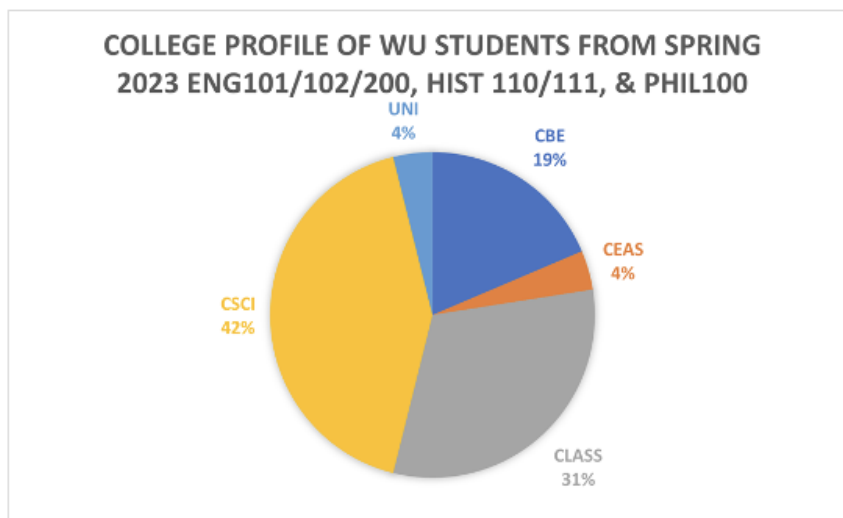
The project focused around faculty learning about equitable teaching practices and then applying them in their classrooms. We met once a month (and a few months we met more than this, especially at the end of the semesters after the grading data came in) to discuss how things were going in the classroom and if there were any ideas to share out what was working/not working. In the first semester (Fall 2022) we met more than once a month, read through the research, discussed the research, and then faculty in each discipline decided to try out new things in their Spring 2023 courses. They also filled out a google sheet with things that faculty could try to improve their equity gaps and DFW rates. I asked faculty to write down monthly reports as well. Our end of the semester meetings (once grade data could be accessed) were always very productive. I would go through the grading data and make presentations to the team about how their data looked. Faculty also looked at their own data and presented their own conclusions. We then had in-depth discussions on what changes should be made to courses for the following semester.

The hypothesis was that the equity gaps and the DFW rates would improve over time, as faculty worked through the research and adjusted their courses according to the data from their previous semester. The results indicate that while some faculty had overall improvements in their equity gaps over time, others did not. However, most of the faculty saw a decrease in the DFW rate. I discuss why this might be the case below. The following data has been anonymized so the names of instructors are just listed as letters (for example, "D"). The results are discussed in Section 7 of this report.
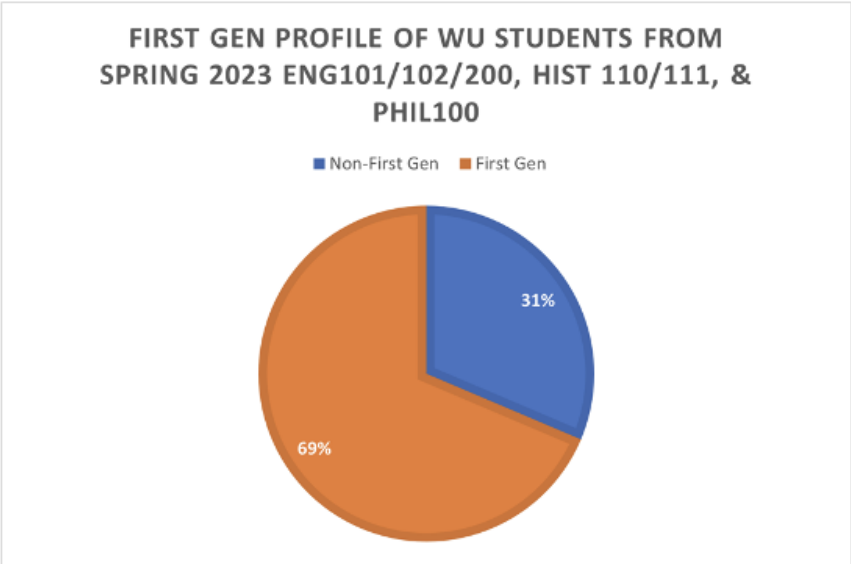
2. Comment on additional outcomes not directly associated with the project (e.g., partnerships formed, additional funding support gained).

During our monthly faculty meetings, a faculty member brought up some issues that students who were receiving accommodations were having in his course. This led to a very lengthy discussion on how we can help these particular students. In the Fall a faculty member and I started to do preliminary work on this issue. This same faculty member and I will be taking the lead this semester on an equity data project with our Accommodations Office and our Office of Institutional Research. Once we get the data the plan is to have a workshop with our Accommodations Office to raise awareness of any possible issues and then work with faculty to raise awareness of these issues.
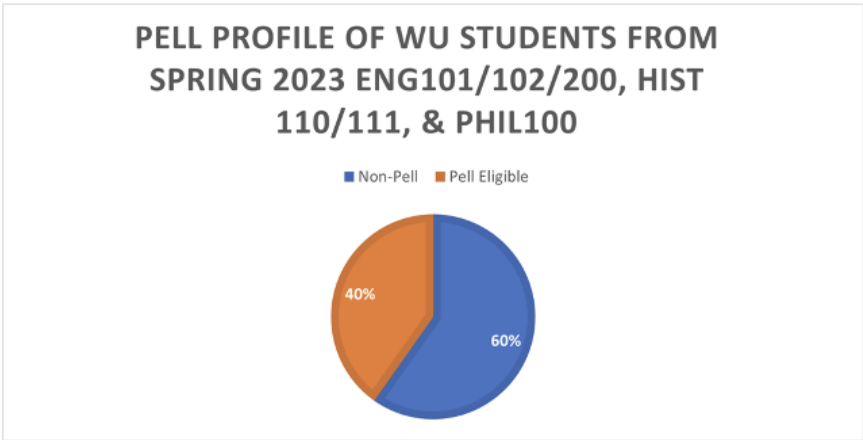
Another additional outcome that was not part of the original proposal has to do with the W(u) aspect of the DFW rates (grades of D, F, and unauthorized withdrawals from courses). As we all were looking through the data, we realized that faculty have very little control over the Wu aspect of the grades given for failing a course. The grades of D and F are a reflection of student effort (not always as we are all aware that lots of things happen in the lives of our students), but a Wu happens when a student disappears from a course and usually does no work at all in the course. I asked our Institutional Research office to pull the W data for me (this was a manual process as it isn't something we normally do when reporting the data) for Spring 2023 and the results were very interesting. It showed that 42% of the students who received a Wu in Philosophy 100, HIST 110/111, ENGL 101/102/200 were from the College of Science, 31% were from the College of Literature, Arts, and Social Sciences, 19% from the College of Business and Economics, and the rest from the College of Education and Allied studies:
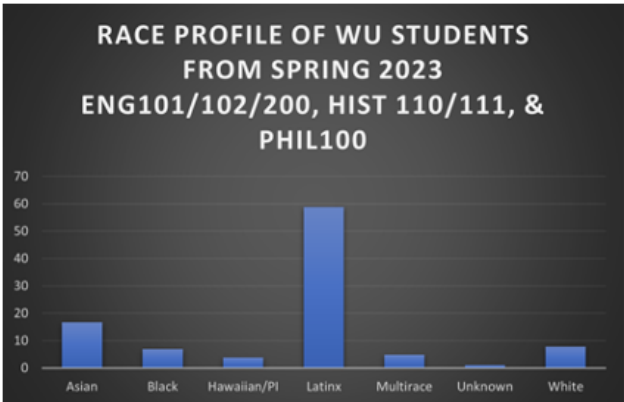

COLLEGE PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

UNI 4%
CBE 19%
CEAS 4%
CLASS 31%
CSCI 42%

By far (69%), these students were first generation:

FIRST GEN PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

■ Non-First Gen ■ First Gen

- 31%
- 69%

Interestingly enough, having a Pell grant (used to indicate financial resources) did not have an impact as 40% of the students receiving a Pell grant received a Wu:
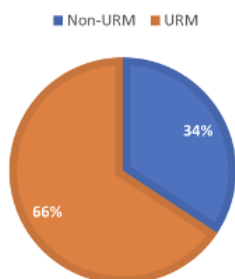
PELL PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

■ Non-Pell ■ Pell Eligible

- 40%
- 60%

Nearly 60% of these students were Latinx:

RACE PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

(Bar chart with categories: Asian, Black, Hawaiian/PI, Latinx, Multirace, Unknown, White; y-axis 0 to 70)
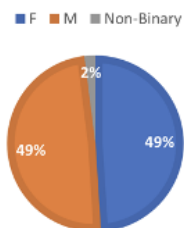
In general, 66% were our URM (Underrepresented Minority students), while gender played no part in the students who received Wu (49% female, 49% male, and 2% undeclared):

URM PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

Non-URM   URM

34%
66%

GENDER PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

F   M   Non-Binary

2%
49%   49%

I have asked that our Office of Institutional Research pull the data for the Wu students for the same Fall 2023 courses. I haven't received the data yet (we have had lots of disruptions this semester, including the strike and then our campus was impacted by the storms in the middle of February). I expect similar results. As far as I know, no one else is looking at this student demographic and this is something I really want the university to start paying attention to. We need to think of action to take in order to help these students before they disappear from courses. This will be on ongoing project.

Finally, through this grant I found out that others on my campus are working on similar issues (anti-racist pedagogy and so on) so it has been nice to link up with other faculty interested in the same things.

3. Specify any unanticipated project developments (i.e., unanticipated barriers or unexpected wins)

Unanticipated developments: My original thought was that faculty would flock to this project. I had hoped to have 15 faculty from many different departments taking part, but that was not the case. It may be that $1,000 divided into three semesters was not enough or that faculty were just too busy to add one more item to their workloads. The other issue is that, even though I talked to department chairs about trying to keep the same faculty teaching the same courses (for data purposes), that did not always happen. I had one faculty member teach a PHIL 100 course in Fall 2022 (when the project started), but then was not chosen to teach this course in Spring 2023. He was, however, able to teach it again in Fall 2023 so at least we have some grade data for his course. The other unanticipated issue that came up in Fall 2023 is that one of my faculty members retired in Spring 2023 and did not mention it to me. I found out only through his Facebook page (!) so in the end, we had six faculty members take part in the entire project. The bonus of this is that I used the money to pay a faculty member to work on the accommodation project (mentioned above).

Unexpected wins: We have some really good data that learning about equitable teaching practices have an impact on student equity gaps. The faculty in this project worked very hard and were very eager to learn new pedagogy in order to help with student success and retention at the university.

Another unexpected win (although it has not be realized yet) is that the faculty on this project were very keen to continue meeting after the funding period to discuss pedagogy and what is happening in their own classrooms. We all learned from each other on what was working/now working and they were missing our monthly meetings.

4. If applicable, comment on any longer-term outcomes you anticipate from your Equity in Action Grant-funded project. Also please estimate anticipated achievement dates (month and year).

I am hoping that this project makes a big impact on my university in terms of improving student success. As I mention in the next section, I will be contacting all the departments at CSU East Bay with a summary of the results and ask that they think about using some of the recommendations to help their students. This will be done by the end of April 2024. Another outcome is to convince the university and the Chancellor's Office (CO) to separate out the W (unauthorized withdrawal) from the DF grades. I have started these conversations on my campus, especially with our Office of Institutional Research, but they said that the university dashboards only show the information that the CO is looking for. The goal is to convince the CO to separate out grading data so that it will be easier to improve student success and graduation rates as we can then focus down on who the Wu students are and help them before they disappear from the university. This has been an ongoing conversation since last Fall.

Assessment and Communication

5. Describe efforts to communicate and disseminate project outcomes within your campus.

I have talked about this project with department chairs whose faculty took part in the grant (English, Philosophy, and History). Once this report is completed, I will be sharing the final results with these departments. I have also been in contact with my Dean (Wendy Ng) about this project as she funded a smaller version of this a few years ago. My hope is that I can share the final results out with the deans/associate deans/chairs at future meetings this semester. I also attended the Quality Matters national conference in Minneapolis, MN, in early November 2023. Here I presented the project and presented the preliminary results as well as what faculty/administrators could do to improve their own student success. I have also contacted Roy Stripling, Director, Student Success Dashboard Research Initiatives in the Chancellor's Office about removing the W from the DFW grading reports. I did this after attending a meeting on these very dashboards and how faculty can access them for a variety of research projects.

6. Provide a summary of your assessment activities and results, where available.

Assessment was done primarily through data obtained from our Pioneer Insights Course Outcomes dashboard. Grade data (DFW and equity gaps) were downloaded from the dashboard and entered into an Excel spreadsheet. Other assessments were done through qualitative responses given by faculty in their monthly reports.

We also did our own course assessment with written and oral reports. Each faculty needed to write out a monthly report on how their course changes were working and at each meeting each faculty member reported out these results. We compared the changes with each other and with the grade/equity gap data. I assessed the success of this project based on the grading/equity gap data as this helped to reveal what was happening at the student level. I report these out for each faculty member anonymously. I do state the discipline.

Finally, I do need to explain how we measure the equity gap here at East Bay. Here, students who receive a DFW are split up between our Underrepresented Minority students (URM–Black, Latino, and Pacific Islander), and our non-URM. The number of URM and non-URM students who failed are examined based on percentages and are subtracted from each other. So a negative equity gap means that, percentage wise, more URM students received a DFW than our non-URM students. A positive equity gap means that more non-URM students received a DFW grade than our URM students. The goal is to get a zero equity gap. For the DFW rates, these are always positive as they are based on the percentage of students who received a DFW. The goal is to have a zero DFW rate (although in reality, this is very hard to achieve).

In terms of data results: I'll first discuss Philosophy, then History, then English.

G PHIL 100 Fall 2022, Spring 2023 Equity Gap DFW comparison
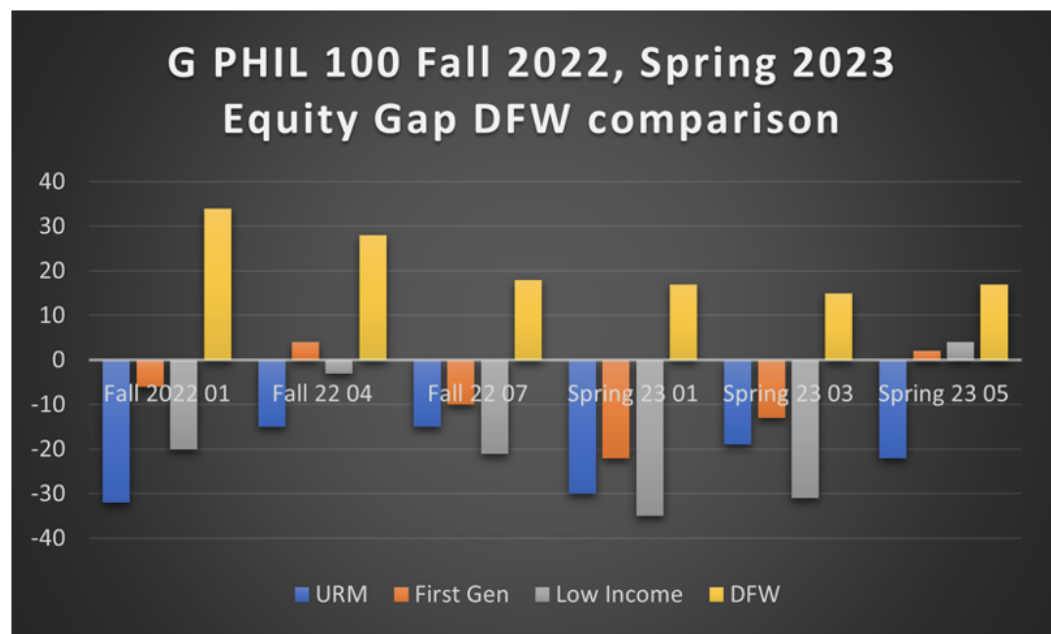
This faculty member (G) taught Philosophy 100 (Introduction to Critical Thinking) in Fall 2022 and Spring 2023. I'll note that this is a very difficult course for many of our students. In Fall 2022 we all read through the research and planned out Spring 2023 (as described above). He retired after Spring 2023. While he showed improvement in bringing down the DFW rate between Fall 2022 and Spring 2023, his equity gaps showed worse equity gaps in two of his Spring 2023 sections, while one (Spring 2023, Section 5) showed a decrease in the equity gaps, compared to his other sections. This is evident in the first generation and low income students.

The next results are from another PHIL 100 instructor ("D"):

D PHIL 100 Fall 2022, Spring 2023, Fall 2023 Equity Gap and DFW Comparison
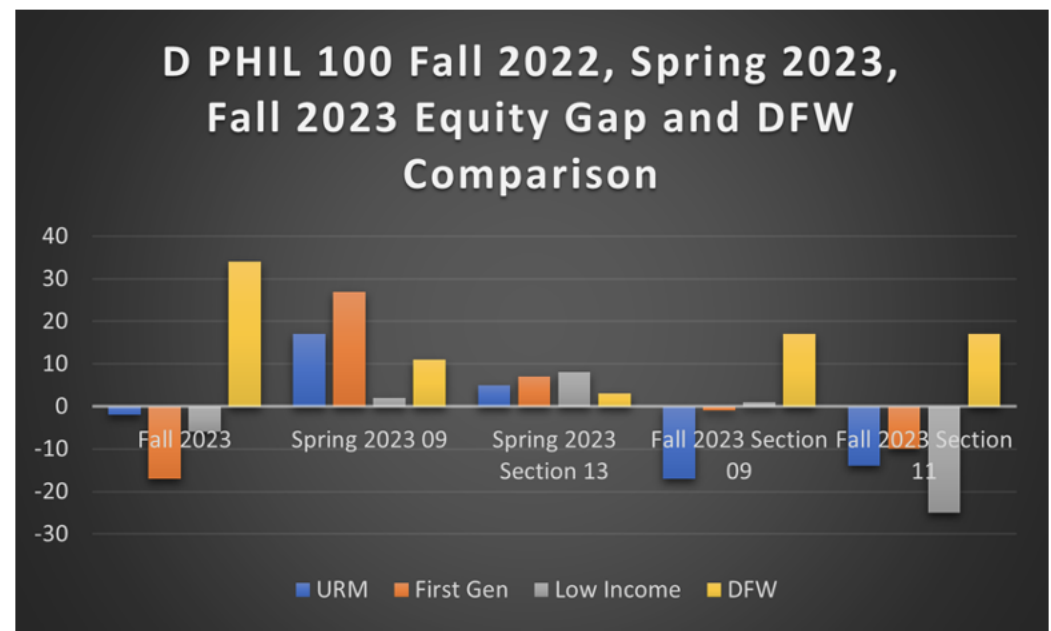
These results from "D" show general improvement in both the equity gaps and the DFW over the three semesters. However, in Fall 2023 there is a drop in the equity gaps for the URM students compared to the previous semesters. The First Gen data shows a good improvement until it dips in Fall 2023. This is also the case of the Low Income students. There is improvement in Spring 2023, but a large decline in Fall 2023, section 11. It should be noted that the equity gap is positive in the Fall 2023 section 09 course. As I mention above, these variations could be due to a number of factors outside the control of the instructor and as also noted, we are looking at two different groups of students. Both sections were taught exactly the same.

The final PHIL instructor ("J") taught PHIL 100 in Fall 2022 and then again in Fall 2023:
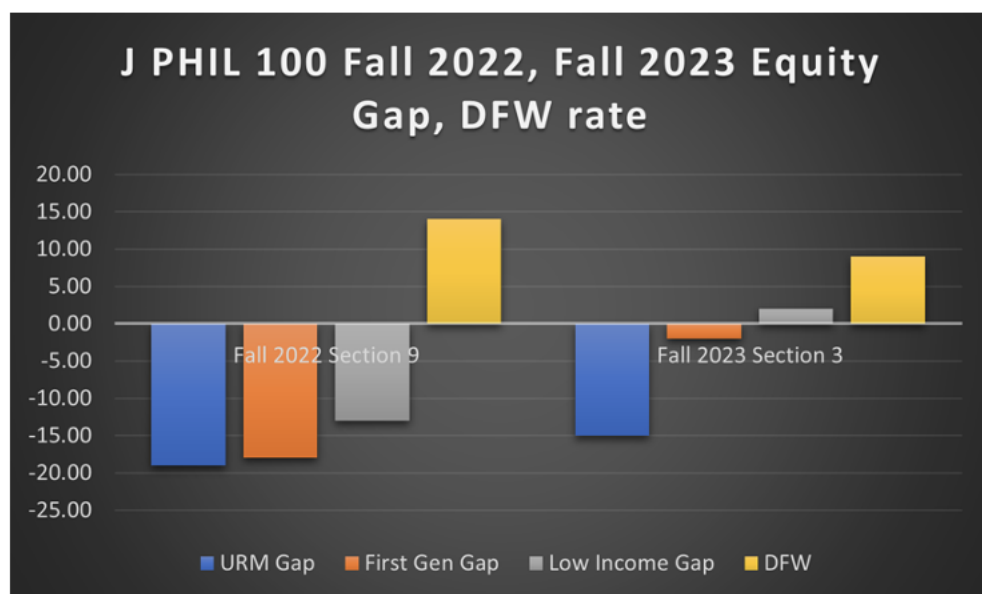
This data shows quite an improvement between Fall 2022 and Fall 2023 in all data points (URM, First Gen, Low Income, and DFW rates). While this instructor did not teach PHIL 100 in Spring 2023, he still attended all of our meetings and went through the equity research with the rest of the team.

The project also included one History instructor ("B") who mostly taught the first half of U.S. History. I also included data from the second half of U.S. History, below.

U.S. History Part I:
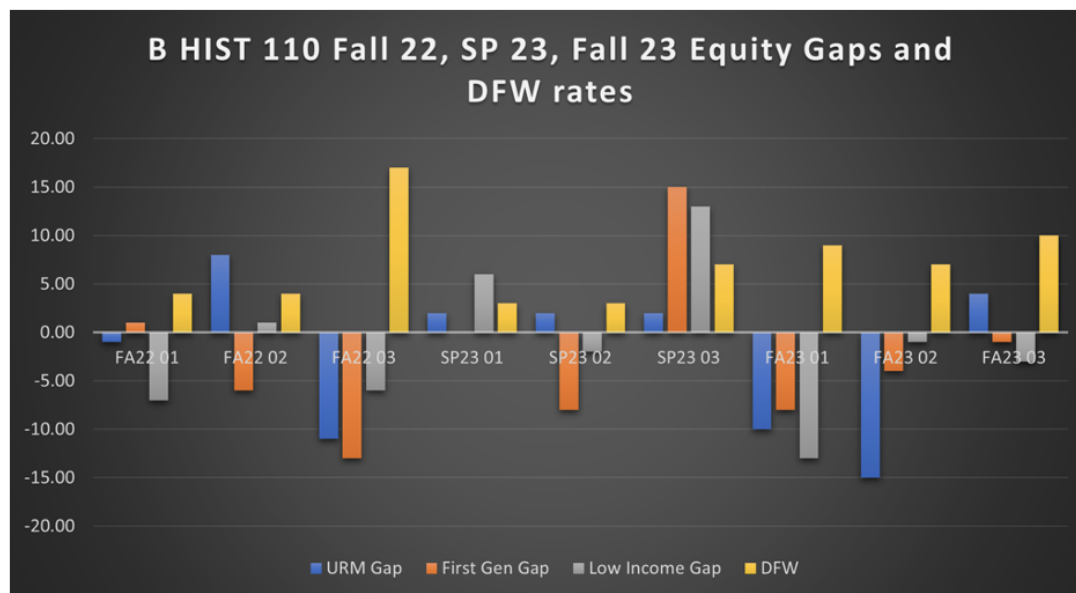
Here we see that in Fall 2022 (when the project was getting off the ground and faculty were reading through the equity/DFW research), the instructor had some larger equity gaps in his Section 03, as well as a high DFW rate. In Spring 2023 the equity gaps for first gen, low income, the URM gap, as well as a dramatic decrease in the DFW rate for many of his sections. In Fall 2023, we see a dip in the equity gaps once again (prevalent in URM, and First Gen, especially in sections 01 and 02. The DFW rates do show an increase overall from Spring 2023, but these are still on the lower side. The trend is that there are better equity gaps in Spring 2023 than Fall 2022. It was Spring 2023 when faculty first started to apply the research findings to their courses. Then the equity gaps get a bit worse in Fall 2023, in two sections.

Here is the data for HIST 111, taught by "B":
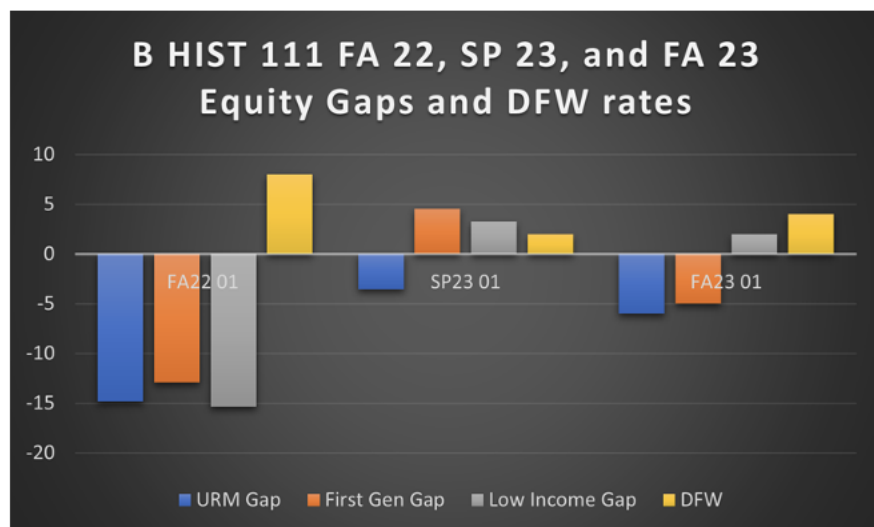
Here we see quite the positive change in all data points. The URM, First Gen, and Low income gaps are between -15 and -16%, while the DFW rate is 8%. The equity gaps get reduced for URM, and turn positive (meaning fewer URM students are failing, compared to non-URM students). The DFW rate is also reduced. In FA 2023, the equity gaps are still much better than Fall 2022, along with a DFW rate at 4%.

The project also included three faculty from the English Department. As I mentioned in Section 3–unanticipated project developments–I could not control the courses that the faculty teach. As a result, some faculty would teach a semester of one English class, and then teach another English class in the Spring. Sometimes (especially with ENGL 200), we have some consistency with the same instructors teaching the same course.

Here is the data for instructor "I" who taught ENGL 200 with consistency over the three semesters of the project:
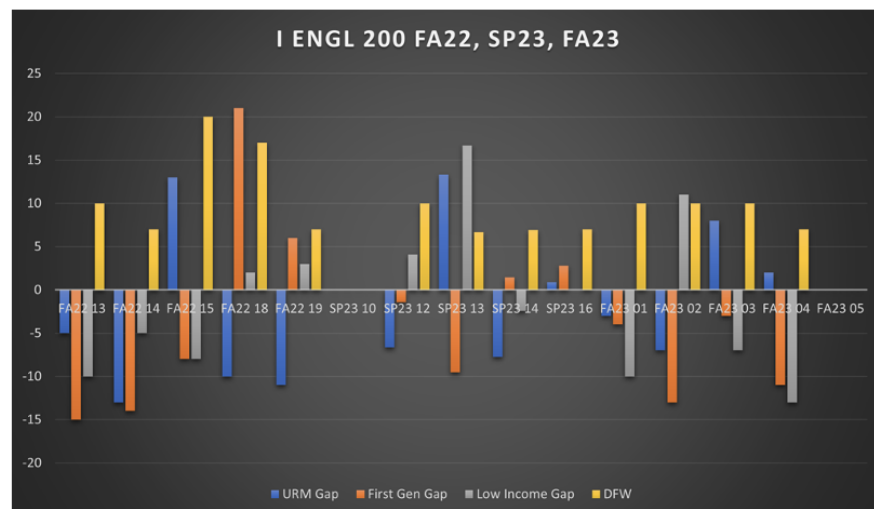
This set of data is an interesting case of a mix of results, even within the same semester. For example, we can see that in Fall 22, Sections 13 and 14, there were negative equity results for URM, First Gen, and Low Income. These sections had a relatively low DFW rate (10% and 7%). However during the same semester, Section 15, 18, and 19 were also taught. In Section 15, there is a positive equity gap for URM, but these are negative for Sections 18 and 19. There are negative equity gaps in First Gen and Low Income for Section 15, but these are positive for both Sections 18 and 19. There are relatively high DFW rates for Sections 15 and 18, but these drop in Section 19. In Spring 2023, the DFW rates stabilize amongst the 5 sections (in fact, Section 10 had a zero DFW and equity gaps). Again, there is some variation between the sections for the equity gaps. This is also the case for the FA 2023 sections. For the most part the DFW rates go up a bit, while the equity gaps for First Gen and Low Income are negative. In Section 5 (Fall 2023), there is once again a zero DFW/Equity gap.

I realize that there are many sections here so it might be useful to split out the DFW rates so the downward trend in those can be better seen:
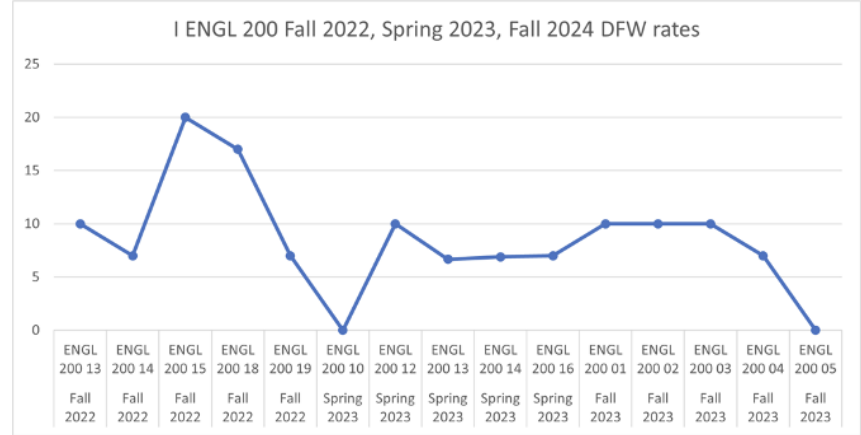

One faculty member from English ("E") took part in the entire project, but was never able to teach the same course in consecutive semesters. As I mention below, I could not control what and when instructors teach. But here is the data from one of her courses, with two sections:
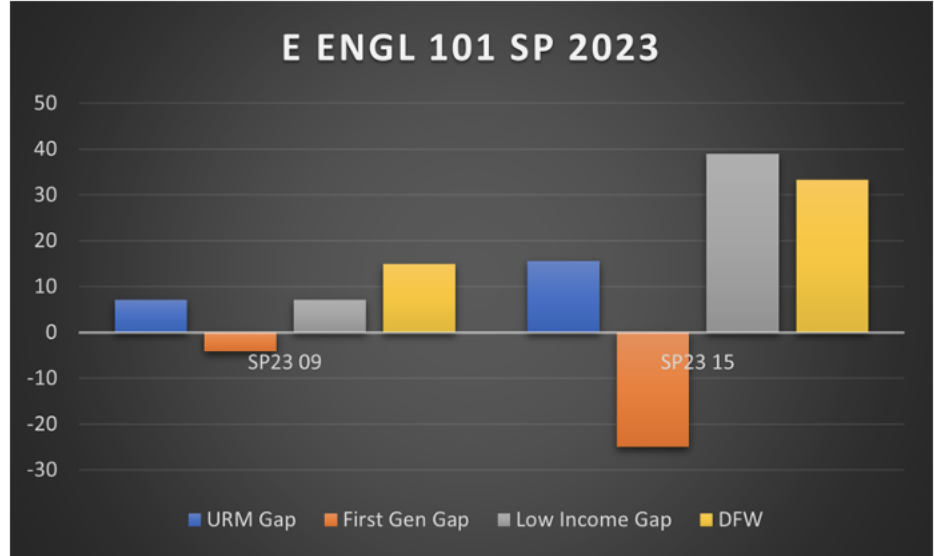
Without a comparison, it is impossible to discuss changes over time, but the equity gaps in both sections are positive (with the exception of the First Gen in Section 15). There are quite large DFW rates for both sections, and in particular, Section 15 (over 30% of the students who took this course failed).

In some cases the equity gaps (although not the DFW rates) got a bit worse over the course of the project. Here is the data for instructor "Z", who taught ENGL 200 (Second Composition):
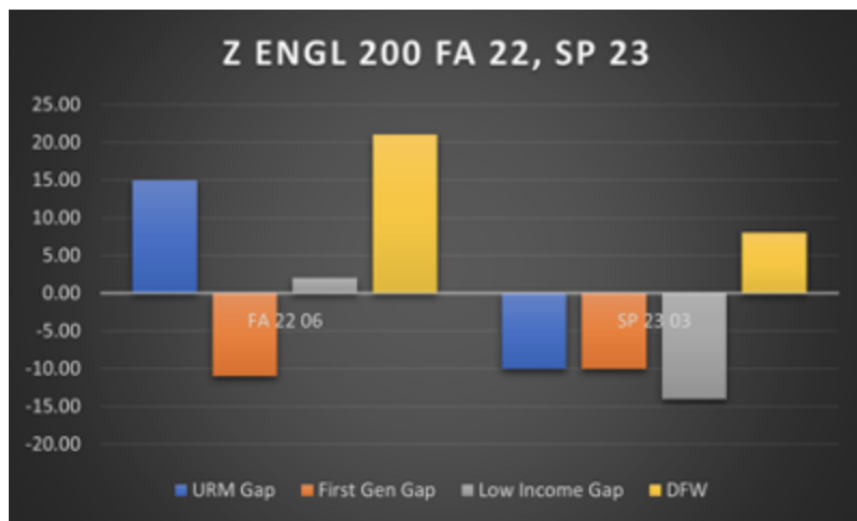

In this case, the URM and the Low Income equity gaps got worse, while the first gen gap stayed relatively the same. It should also be noted that the DFW rate does drop significantly.

This same instructor ("Z") also taught ENGL 103, College Writing Stretch I, ESOL, an English course for second language learners. The data appears to be odd—see especially the low income gap from FA23, Section 13. While the data states that there is a 100% low income gap in this course, what this really indicates is that there was one student, in the low income category, who failed this course. This is one of the dangers of using the data incorrectly if you don't understand what it actually means.
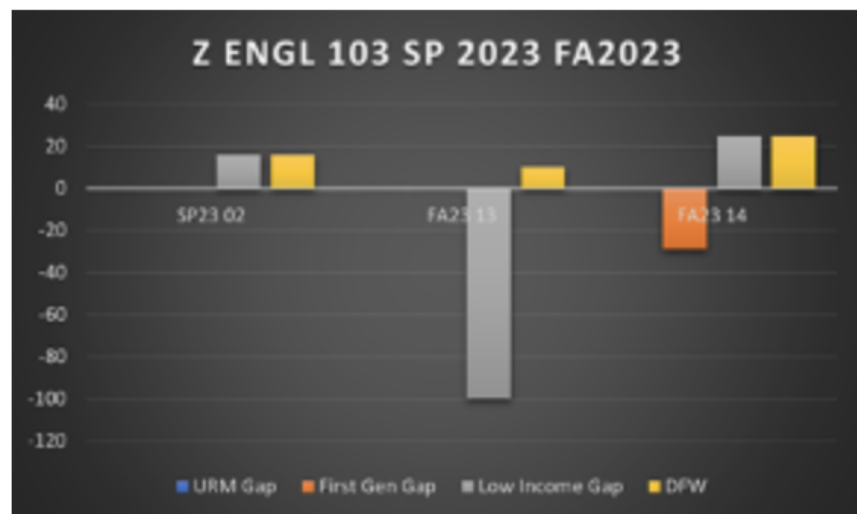
Another example, from the same instructor ("Z"), this time from ENGL 102 (Accelerated College Writing)
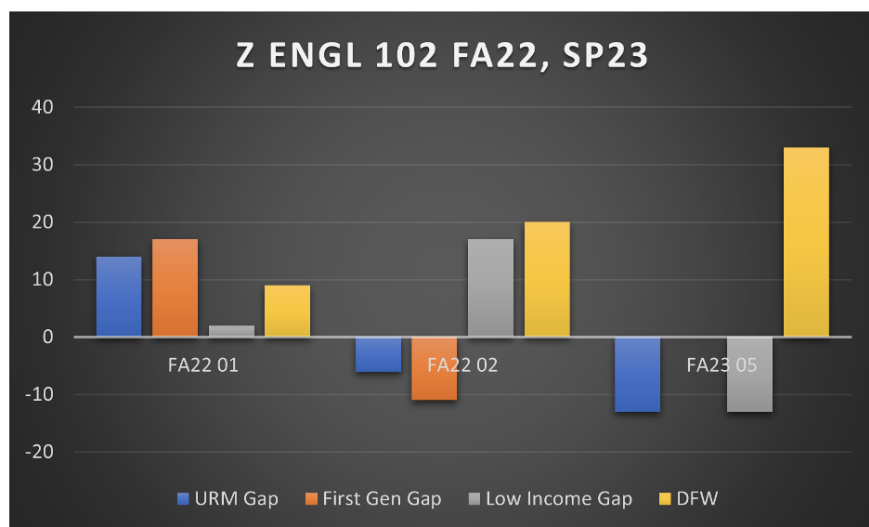
In this case, the Fall 22, Section 1 shows positive equity gaps (we really want zero, but positive is better than negative) and a low DFW rate. Fall 22, Section 1 shows relatively negative equity gaps for URM and First Gen, while we see a larger decrease in the URM and low income in Spring 2023, with a large increase in the DFW rate.

Short Discussion on these Results

The hypothesis was that the equity gaps and the DFW rates would improve over time, as faculty worked through the research and adjusted their courses according to the data from their previous semester. While it was easy to evaluate the data with the first semester compared to the second, it became apparent that it became harder to evaluate the data when we wrapped up the project in the third semester. While some faculty had positive trends in terms of reducing the equity gaps and reducing the DFWs, some faculty experienced negative trends, and others had mixed results. I then separated out the data in terms of looking at only the URM (underrepresented minorities) data, only the first generation gap, and only the low income gap. This helped to look at trends over time (from Fall 2022 when the project started to Fall 2023 when the project ended). We realized that part of the issue with looking at equity gaps over time was that it doesn't quite work to think about trends over time. The reason for this is that the data follows students in a particular course and semester (say, Fall 2022), and then the next set of data we collect looks at different students in the same course, but a different semester (Spring 2023), and then again for the third semester (Fall 2023)--so three different groups of students. This is how the university collects both equity gap data and DFW data. It is clear that while it helps to look at, say, equity gaps in a certain course in a certain semester, it is not all that helpful to do comparisons with the same course, in semesters beyond one, mostly because we are looking at a totally different group of students. Students have difficulties in courses for a variety of reasons, and students in, say, PHIL 100 in Fall could have different difficulties in PHIL 100 in the Spring. I still think it is very useful to compare one semester with the one right after (or before), but moving out beyond that may be unhelpful. One exception could be where there are consistently negative equity gaps and/or DFW rates with the same instructor over a span of a few semesters. It may be that the instructor needs some training on how to increase student success. This project did not have instructors with this issue.

Another Way of Dissecting the Data

Some of our discussions at the end of Fall 2022 and into Spring 2023 revolved around ways to keep track of students receiving a W (unauthorized withdrawals). I decided to take the data from two semesters (Fall 2022 and Spring 2023) and remove the W (unauthorized withdrawals) from the DFW data. According to our Institutional Research office, this is a manual process as our Pioneer Insights dashboard collects the grades of D, F, and Wu, as a group. As discussed below, the students who receive a W (and this is different from an authorized withdrawal, which does not show up in the grading data) more than likely receive this because of factors that faculty cannot control, such as work schedules, family commitments, family issues, financial issues, and so on. These students disappear from a course and do little to no gradable work, and this type of factor is lumped in with the grades of D and F. I believe this is a mistake and gives very different results when the two grading types are separated out. Unfortunately Institutional Research was not able to link the W students to the equity gap data without some intense manual work. I will be asking them to work on this in the future.

The following graph is one example from a faculty member who taught PHIL 100 in Fall 2022. The graph shows the total DFW percentage rates for three sections of PHIL 100. The middle section shows just the DF %, while the third section shows the W(u)%. In descriptive terms, Section 101 is reported, in the Pioneer Insights dashboard, as having a 34% (founded down) DFW rate. But if the W is removed, then it drops to 28%. The actual W is 6%.
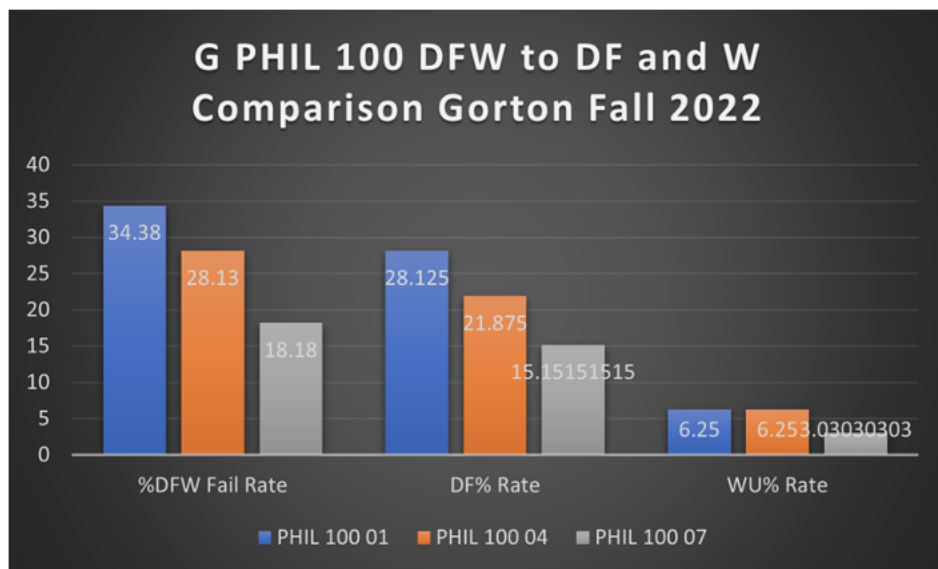
Here we see that the DFW rate is reported to be 34% (meaning 34% of the students taking this course failed it), 28%, and 18% respectively, but if the W numbers are removed, the fail rate of D and F drop to 28%, 22%, and 15%.

Here is another example from PHIL 100, Fall 2022 with the DF separated out from the W. The results are pretty drastic in terms of what is reported on students who completed the work in the course compared to students who disappeared and did no work:
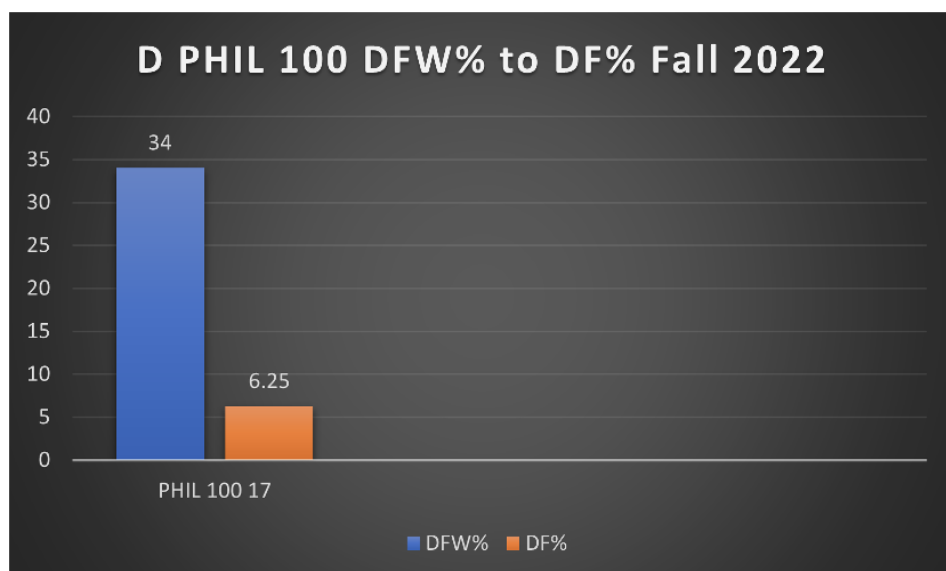
This particular result reveals that while Pioneer Insights shows a 34% DFW rate, the actual percentage of students who failed because they had problems with the assignments they turned in was 6% (again, rounded down). This also shows that a large number of students in this course disappeared or never turned in assignments to be graded.

It is pretty clear that our university (and maybe all campuses in the CSU) should consider separating out the DF data from the W data, especially since there has been a push to look at the DFW data in terms of student success. Part of this project also focused on looking at who these W students are (from one semester. The data had to be pulled out manually). This was discussed above.

Lessons Learned

7. As you reflect on the strategies and activities implemented during this grant, which were successful?

Each faculty group (grouped by discipline) decided to follow similar changes in their courses in order to assess the success (or not) in their classrooms. There were many things that the faculty tried. Some of the most successful were (and again, we have to take into account that we looked at different student populations each time), especially with reducing the DFW rate:

Adjusting the language for late work. We decided that telling students that 10% of their grade would be taken away for each late day was not fair-especially since we all could relate to turning in some faculty work a bit late (and without penalty!). We also adjusted the language that stated what students needed to provide if they needed extensions. For example, many syllabi state that students must provide a dr. note for the day they were. We all discussed how impossible it is to get in to see a dr. on the day you are actually sick, but yet we require students to do the same thing we cannot do.

Adjust late work statements: In the beginning faculty had late policies that stated anything from 'no late work accepted' or penalties (mentioned above). Faculty decided to drop the late work policy or adjust it so that the penalties were not so severe. Some also allowed students to turn in late materials right up to the last day, but this was not the case for all faculty participating as it was too difficult to have a large number of assignments come in at the last minute, just before grades were due.

Give the students a number of low-stakes assignments in the first three weeks (here at East Bay there is a three week period before the drop deadline) and make contact with students who were not doing them. All the faculty gave students very short, low or no-stakes assignments (like a syllabus quiz or a short answer question) in the first, second and third week of class. This allowed faculty to target students early if they were not doing these easy assignments. Faculty would send emails and if there were a few of these not done, they would send an alert to Bay Advisor (online software we use here at East Bay to notify advisors if there are issues).

Keep in contact with the students by sending encouraging emails. Faculty not only targeted students who were not doing early assignments, but they also made a concerted effort to contact students who missed other assignments throughout the semester. Faculty used the email system in Canvas to send all students emails encouraging them to keep up their good work. These were usually simple emails but faculty felt it made a big impression on students and it also increased the number of students that went to office hours.

Providing individualized feedback during one-on-one conferences and on assignments. Many faculty gave more feedback than they had in the past on student assignments. This proved to be difficult for faculty teaching large sections (over 55 students in each section) but they made the attempt to give at least a little more. Faculty also actively requested (and sometimes required) that students meet with them so that they could hear how students were doing. This led to more personalization for both the instructor and the student. Faculty also tried to track down students who stopped coming to class or stopped turning in assignments to find out why this was happening. However, not all were able to do this as sometimes the students did not respond. Bay Advisor allows faculty to send text messages to students so we tried that as well.

Provide an inclusivity statement to my syllabi and links to more campus resources. After reading the research, many participating faculty included DEI statements on their syllabus. Our Academic Senate also now highly recommends that syllabi tell students about the resources on campus and the faculty in this project provided direct links to resources such as food backs or advising.

Extra Credit. Many faculty (not all, especially those with large enrollments) allowed students to have extra credit. This not only helped with student success, but seemed to help with retention as it gave students hope that they could actually pass the course with a little extra work.

More chances for revision of assignments: Many faculty allowed their students more chances to make changes to their graded assignments, based on the feedback they had received. In some cases, this meant up to two extra chances for revising written work (from the English faculty in particular).

  8. By comparison, what strategies and activities did you find were unsuccessful?

Unfortunately, the grant period covered the time when AI programs made a big splash in the news, leading some students to use AI to write their essays. Faculty had difficulties with allowing some of their more lenient policies to stay in place (like multiple revisions based on feedback originally given on an AI-written essay). We had quite a few talks on how to handle this, including explaining to students that this is academic dishonesty and teaching them (if the faculty were comfortable enough with doing this) how to use AI in their research.

Some English faculty originally required that the students visit the writing center of campus as part of their grade, but it was discovered that many of them did not do this, the faculty removed that requirement the following semester. The research pointed to this being helpful to students, but for reasons unknown, students did not attend. This is not a recommendation to stop asking students to go to writing centers–this was just an experience that the English faculty had when they required it!

9. Given your experience with the Equity in Action Grant Program, what changes would you recommend to better support you toward your goals?

Faculty on my grant project did quite a bit of extra work that they normally would not do otherwise. For faculty to get buy-in to do work as I described, the university would need to offer better funding to do projects like this. I gave each faculty about $2,000 for their work in this project, but it wasn't enough for other faculty (and certainly paying them about $300/semester was definitely not enough.

I would also like to have more direct access to the data. I've been asking our Institutional Research office to pull data for me that isn't readily available (like data on student accommodations or the students who get an unauthorized withdrawal from a course) but I would rather have the power to do that myself.

I've realized that faculty need more time in general to focus on pedagogical matters. We all had a great time in our monthly meetings talking about what was happening in our classrooms, and after the grant finished, the faculty wanted to continue as there were no other outlets for something like this.

10. What can the CSU Student Success Network do to help your campus in its efforts to identify, understand, and disrupt inequities in our system?

I think one thing it can do is be hyper-focused on a particular problem. For example, it could provide funding to look at students who are getting an unauthorized withdrawal (W). I found that this is an untapped area for research and I will be continuing this now that my grant is finished. It would also be very helpful if it could let campuses know of the results of these grants. My campus has at least one other Equity in Action grant and I don't know the exact details or how success was measured. Maybe parts of these reports could be shared out.

I do want to end this report with some comments made by faculty who took part in this grant. I asked them to discuss if participation was helpful to their teaching and was it helpful to their student success. Here are their responses:

"This project helped me analyze DFW and WU data for my classes, exploring potential explanations for the numbers. It also motivated me to go beyond students' performance in class, proactively reaching out to them using available resources to address the equity gap. The reflection and collaboration with fellow colleagues across campus provided valuable pedagogical insights into my teaching practices."

"Lots of discussion, lots of new perspectives, lots of chances to get feedback on ideas that I wanted to try."

"My participation did not lower the number of students who received a WU; however, I feel like the students who were actively participating in the class benefited because of the research we conducted and the discussions about pedagogy. The support and collaboration offered by this cohort allowed me to reflect on old practices and implement new ones."

"I found it very helpful to be a part of this group of colleagues. There was a specific purpose to it, which narrowed the focus, but the exchange of ideas and the discussion of different approaches to teaching is extremely helpful. It created more awareness in me about the perspective of students, and also a deeper respect for our institutional attempts to be inclusive and empowering. I would not change very much for future classes in my overall approach. I would try to find new ways to understand students better in the early stages of the class."

"This experience has made me much more aware of and attentive to individual students who are at risk of failing the class. I have a reasonably large number of students per semester, which makes it easier to ignore the few if the many seem to be doing fine. My Equity Project experience has driven home the point that that's bad policy, especially for 1st-year students. Everybody counts."

"I am a better learner and teacher because of the community we had for the three semesters we were together. You created a space for us to be curious, discuss challenges, share resources, and support one another. I miss our group so much! Overall, during my last two semesters with our group, S2023 and F2023, my students had more success."