Strengthening Student Success Conference 2019:
Adjunct Inclusivity and Equity: Fostering Student Success through Support and Collaboration

- Presented by
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Session Description:

Oxnard College works as a team to support students, and adjunct colleagues are integral to our team. This interactive presentation aims to communicate how we work together to foster student success, engagement, and learning in our co-requisite support classes. Often, it is challenging for all faculty to convene in person, so we developed a virtual meeting space in Canvas with AB 705 training materials, ultimately creating an inclusive environment that contains a wealth of resources and best classroom practices. Because our most valuable constituency is our students, we asked them to participate in a Qualitative Perception Survey to provide us with feedback on co-requisite classes. As a result, they are an active and essential part of the community of instruction and support at Oxnard College.
Co-requisite Instructor Preparation

- Initial cohort – Fall 2018
- Development of curriculum
  - ENGL R101 College Composition + support class
  - ENGL R097 Intermediate Composition + support class
  - ENGL R100 Intermediate Composition ESL Emphasis + support class
  - Class design: design of parent and support classes
    - Lecture hour vs lab or non-credit
- Student Support
  - Embedded tutors
  - The Writing and Reading Center
- CAP
  - OC Workshops
  - Support

- Second Cohort of Instructors – Fall 2019
  - Canvas AB 705 Resources and Co-requisite "Training"
  - Mentorship
  - Perspectives
    - Elissa
    - Cristy – first cohort
    - Rebbecca - second cohort
Qualitative Perception Survey

Creation

Purpose

Initial data Fall 2018:

- **Pre-Survey:**
  - Students placed directly in classes
  - Counselors recommend the classes
  - Felt they were placed correctly
  - Did not progress through previous English classes at OC

- **Post-Survey:**
  - Students loved the tutor
  - Felt the classes were too long
  - Liked the extra time in class
  - Liked the different activities
  - Liked extra time with class, teacher, tutor
  - Liked the readings
  - Liked the homework/assignment reviews
Inclusivity

- Cristy
- Rebbecca
- Culture of inclusivity at Oxnard
- Possibilities
  - Facilitating meetings
  - Focus on teaching
- Inclusion in faculty meetings
- Professional development opportunities
  - Canvas
- Mentorships with full-time faculty
Community and Activity

Questions:

1. What do you do to foster adjunct inclusivity on your campus?
2. What challenges do you face for including adjunct colleagues in department/decision making process?
3. In a perfect world, how would you include adjunct colleagues?

Discussion Topics:

• Professional development activities for adjunct colleagues
• Burn-out – multiple jobs, lots of driving – how support adjunct colleagues?
Concluding Statements: Cristy and Rebbecca

- Cristy: I'm able to better support my students when I can regularly share ideas with my colleagues about planning and grading. The more connected I am with the campus community, the more I can also encourage students to get connected through clubs, support services, etc.

- Rebbecca: Feeling like a valued member of a community as opposed to a cog within a contingent labor force can be initiated throughout the entire campus community, including students, faculty, and staff. In order to foster a sense of inclusivity in our classrooms, it helps to begin at the institutional level.
Conclusion and Contact Information

- Conclusion
- Questions?
- Thank you!

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