Toward Belonging in the Community College Classroom

Lessons from the Learning for Equity Ascend Research Network (LEARN)

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HIGHER EDUCATION LEADERS increasingly recognize that inequitable academic outcomes result, in part, from inequitable classroom experiences.[1] As research shows, students of color and students with basic needs insecurity are less likely to experience classroom conditions that support academic motivation, persistence, and success—conditions like identity safety, belonging, and a growth mindset culture (see Learning Conditions Measured with Ascend, page 2).[2] Research also shows that this experience gap contributes to broader opportunity gaps because it prevents certain groups of students from having classroom experiences that facilitate academic engagement and success.[3]

Although better classroom experiences can promote equitable student success, few faculty are trained to create these experiences systematically.[4] A number of innovations to build faculty awareness and capacity are being implemented and studied in higher education. This brief details early lessons from a series of pilots to understand California community college faculty experience with a professional development initiative called Ascend and with its embedded communities of practice (CoPs).

In an Ascend CoP, faculty work collaboratively to improve the quality and equity of their students' classroom experiences (see How Ascend Works, page 3). Over multiple, iterative cycles, faculty learn evidence-based practices and test the impact of those practices by collecting real time, disaggregated survey data about student experience in their classrooms.

The Ascend pilots created an opportunity to understand what motivated faculty to join their CoPs. They also offered a window into how student feedback changed their classroom learning conditions and faculty approaches to instruction. These findings complement research conducted by the Student Experience Project[6] (SEP), which earlier found that college faculty can significantly improve student experience when provided with appropriate, evidence-based support.

TOPLINES

> Community college faculty who participated in Ascend were motivated to improve their teaching and collaborate with colleagues to develop strategies to better serve student needs.

> A desire to learn new teaching strategies alongside colleagues energized faculty to engage in collaborative learning through communities of practice.

> Participating instructors gained greater awareness of student needs and implemented new classroom strategies to improve student experiences in their classrooms.

> Participating colleges are exploring ways to move beyond the pilot phase to institutionalize Ascend, which is perceived by faculty as a timely and actionable professional development resource.

SEP is a non-profit collaborative of university leaders, faculty, researchers, and national education improvement organizations. This brief follows earlier findings that nearly 300 faculty faculty across six SEP partner universities improved classroom learning conditions when they participated in Ascend CoPs.[7]

In 2022, PERTS (Project for Education Research That Scales) and Wheelhouse partnered to extend Ascend's professional learning model beyond the SEP's initial 6-university cohort. This led to the formation of the Learning for Equity Ascend Research Network (LEARN), a collaboration between Wheelhouse, PERTS, and several California community colleges.

Learning Conditions Measured with Ascend

Identity Safety
When a classroom environment affirms students' identities and engenders a sense of community and mutual respect, students are better able to academically engage and succeed because they feel safer.

To measure this condition, the Ascend survey asks students to share their level of agreement with statements such as: "In this class, I worry that people's evaluations of me will be affected by my group membership(s) (e.g., race, gender, social class, etc.)."*

Institutional Growth Mindset
When instructors convey a growth mindset (the belief that intelligence is malleable rather than fixed), students experience less identity threat and perform better academically.

To measure this condition, the Ascend survey asks students to share their level of agreement with statements such as: "This instructor seems to believe that students have a certain amount of intelligence, and they really can't do much to change it."*

Self-efficacy
Confidence in and a positive estimation of one's abilities—can enhance academic persistence and success. Identity threat can reduce the self-efficacy of members of stereotyped groups.

To measure this condition, the Ascend survey asks students to share their level of agreement with statements such as: "I feel confident about my ability to do well in this class."

Social belonging
Interpersonal and situational cues can signal to students that they do or don't belong, and students can experience those cues differently as a function of group membership (e.g., gender, race, income).

To measure this condition, the Ascend survey asks students to share their level of agreement with statements such as: "I feel like I can be myself in this class."

Social connectedness
Students who feel socially connected to peers and instructors are more likely to have positive social and academic experiences in college, as well as higher emotional well-being and better health.

To measure this condition, the Ascend survey asks students to share their level of agreement with statements such as: "In this class, I can rely on other students for academic support."
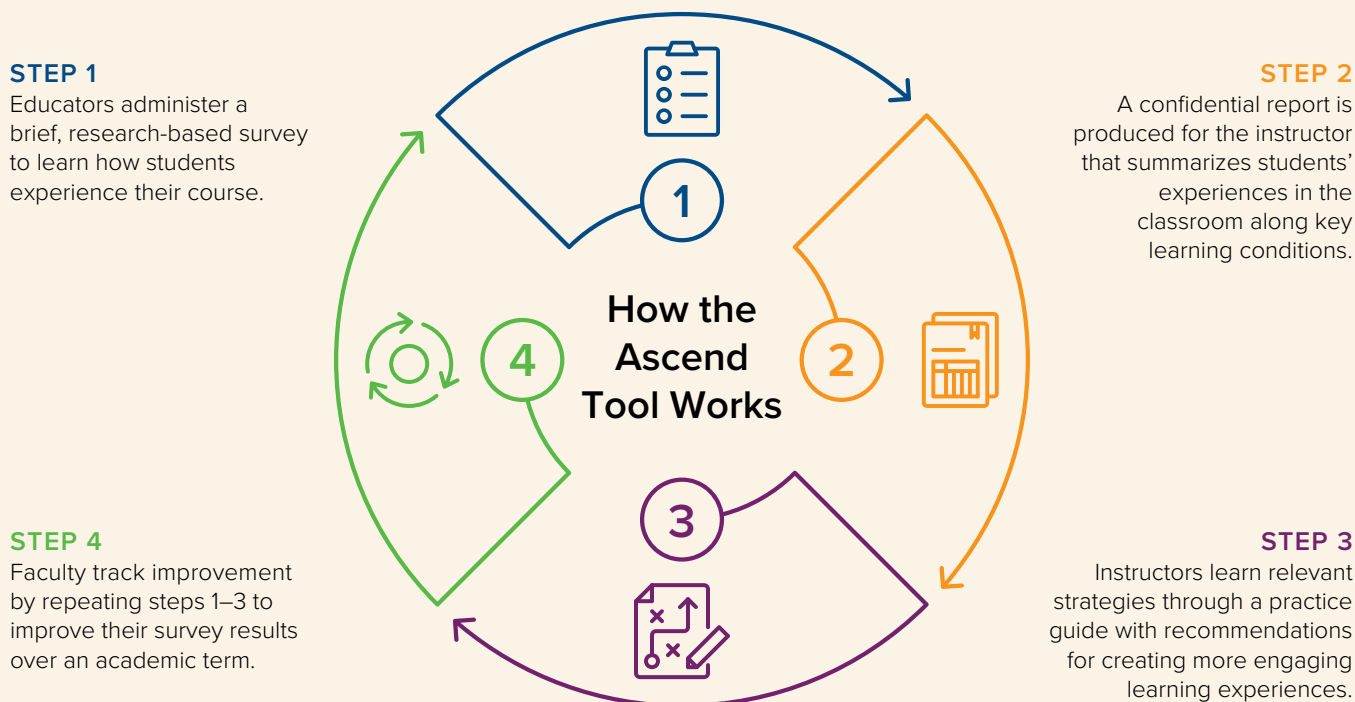
Trust and Fairness
When faculty communicate and behave in ways that communicate caring and engender trust, they can mitigate identity threat and reduce concerns about being evaluated unfairly or supported unequally.

To measure this condition, the Ascend survey asks students to share their level of agreement with statements such as: "This instructor treats me with respect."

* Note, these items are "reverse-coded." Students are considered to be experiencing positive learning conditions when their composite score falls in the "Strongly Disagree" to "Disagree" range for these items.

How Does Ascend Work?

Ascend is a data-driven professional learning program that enables instructors to learn how students are experiencing their classroom. The program provides faculty periodic feedback from their students along seven learning conditions (see Learning Conditions Measured with Ascend, page 2). Feedback is disaggregated by key student subgroups: low and high financial stress, gender, and race.[8] This enables faculty to see both overall levels of these learning conditions as well as differences in experiences by subgroup. Faculty can then work to improve these learning conditions and address experience gaps during the academic term by using an evidence-based library of strategies to create and foster more equitable classroom learning experiences. In addition, faculty engage in communities of practice (CoPs), which provide a space for them to discuss student feedback and learn about student-centered practices alongside fellow faculty.

STEP 1
Educators administer a brief, research-based survey to learn how students experience their course.

STEP 2
A confidential report is produced for the instructor that summarizes students' experiences in the classroom along key learning conditions.

STEP 4
Faculty track improvement by repeating steps 1–3 to improve their survey results over an academic term.

STEP 3
Instructors learn relevant strategies through a practice guide with recommendations for creating more engaging learning experiences.

How the Ascend Tool Works

Piloting Ascend in Two California Community Colleges

In Spring 2022, Cypress College and Sacramento City College piloted Ascend.[9] A total of 32 faculty from a diverse set of courses participated across the two colleges. More than half of the participating faculty (58%) implemented the pilot program in an online course, 22% implemented it in a face-to-face course, and 25% implemented it in a hybrid class. Disciplines varied among participants (e.g., English, STEM, health sciences, child development). A few faculty administered the pilot in CTE courses.

Data Collection

Wheelhouse collected multiple sources of data during the implementation of this pilot. Specifically, a survey of all faculty participants captured their self-reported motivation for participating, their experiences with Ascend, the impact they believed the use of Ascend had on their students' experience in the classroom, and how they observed the classroom culture and their own development as instructors. We also conducted observations of the community of practice (CoP) meetings where participants reflected on their experiences with Ascend and the strategies they were implementing in their classrooms.

Findings

1. Faculty were motivated to engage and implement Ascend by a desire to improve their teaching and collaborate with colleagues to better serve students in the classroom.

When asked about their motivations to engage with the Ascend professional development (PD) experience, faculty selected an array of reasons. A majority (97%) expressed wanting to improve their practice. A large proportion (89%) also indicated they were driven by a desire to create a more equitable learning environment, while 86% revealed they wanted to learn how to better engage and motivate their students. Most faculty (89%) also noted a desire to "better understand my students," while 72% wanted to "show my students I care." A Cypress professor reflected in the post-pilot survey: "I wanted to get a better idea of how my students felt about the class, especially since most of my classes have been completely online for the last two years," demonstrating their curiosity to understand how students were experiencing the shift in teaching modalities as a result of the pandemic.

Faculty signaled high levels of engagement with the Ascend experience through their use of the various components of the professional development program, including the number of survey cycles completed, number of communities of practice meetings attended, and usage of the library of practice.

Most faculty implemented Ascend in one of their courses, while a little over a quarter (28%) implemented Ascend surveys in two courses. The majority of faculty (94%) were able to have students complete three survey cycles in at least one class. About 50% reported spending less than an hour reviewing their survey reports after each survey cycle, 11% reported spending 1–2 hours reviewing their reports after each survey cycle, and about 40% reported spending 30 minutes or less reviewing their reports. Faculty noted the ease of use of the Ascend survey to gather data within their course and use it to improve their course with timely student feedback. A faculty member at Cypress expressed: "I wanted to see real-time feedback about my students' experiences in my class. I found the categories being surveyed to be different from what I had observed in other assessments. I also wanted to be part of a workgroup with other faculty members to try to come up with solutions to make the student experience better and more successful."

2. A desire to collaborate and learn new strategies alongside their colleagues energized faculty to engage with communities of practice (CoPs).

Communities of practice are spaces where instructors are provided the opportunity to collaborate and learn alongside their colleagues. CoP meetings are usually an hour long and convene four times during a semester: once before instructors start surveying students and then after each cycle. Participants within a CoP co-create a safe learning environment that supports open dialogue and the adoption of new ideas by collectively establishing community commitments. CoPs help participants make sense of their reports together, identify areas of improvement, discuss the strategies they are currently using from the library of practice or other sources, and celebrate progress.

The most prominent sentiments shared by faculty about their motivation to engage with CoPs was a desire to collaborate and learn new strategies alongside colleagues. For example, a faculty member at Sacramento City College said: "I wanted to get the student feedback in an easy way and implement some changes from the resource library. I also wanted to work with colleagues to learn from other instructors and share our experiences." A faculty member at Cypress college reflected: "I learn more when I collaborate with others. I get so many ideas from seeing how other people implement strategies or address challenges." For this faculty member, a collaborative experience in which they could connect to and learn from their peers was a motivating factor to participate. Faculty members also tended to view CoPs as a welcomed respite from isolation: "I wanted to survey the students and have an opportunity to talk about it with faculty, rather than digesting the information all on my own." (Sacramento City instructor)

In addition to valuing the survey feature, faculty expressed appreciation for participating in communities of practice. About 86% of faculty were able to attend at least three community of practice (CoP) meetings during the semester, and 53% of faculty attended
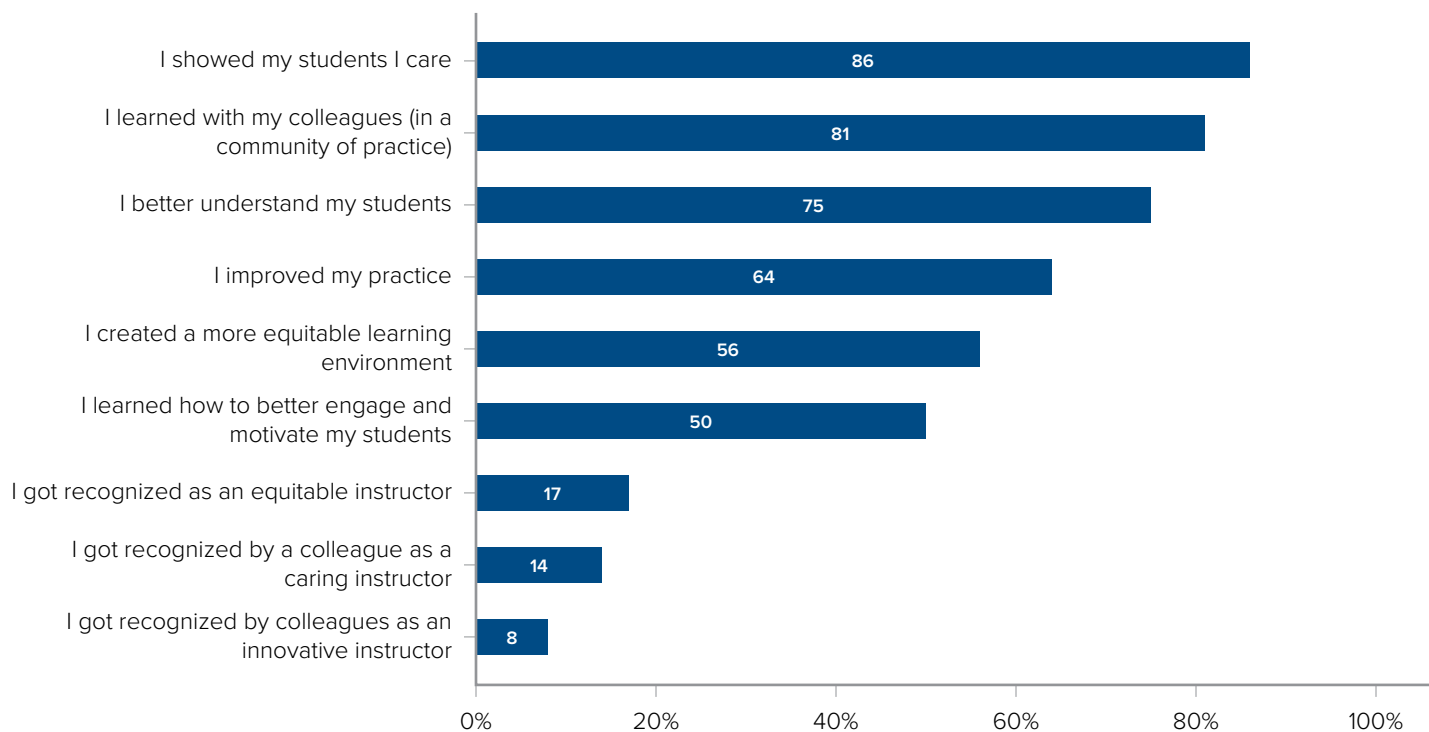
"I learn more when I collaborate with others. I get so many ideas from seeing how other people implement strategies or address challenges."

FACULTY SURVEY RESPONDENT, CYPRESS COLLEGE

all four CoP meetings. Faculty found that having a common experience with other faculty and being supported in their learning was a valued benefit, as it validated their struggles and successes in community with others. Faculty noted that sharing ideas and interacting with colleagues outside their disciplines was particularly useful in expanding their awareness around areas of improvement. For example, an instructor at Sacramento City College conveyed: "My colleagues' reflections helped draw my attention to areas of my surveys I hadn't been focusing on as much as others'." Another instructor at Cypress College indicated that the most useful aspect of participating in a CoP was the opportunity to explore the library of practice alongside others. One of the Cypress College instructors noted they were "... able to read and utilize many of the suggestions and see how the strategies worked for others and how the survey information impacted others."

3. Faculty developed greater awareness of students' needs and implemented new classroom strategies to improve students' classroom experiences.

When asked what the impact was of using Ascend over the semester, faculty indicated that participating in this program enabled them to: (1) show their students they cared (86%); (2) learn alongside colleagues about student-centered strategies (81%); (3) better understand their students (75%); and (4) improve their teaching practice (64%).

Figure 1: "Regardless of what initially motivated you to use Ascend, what was the impact of using Ascend over this semester?"

Category	Percentage
I showed my students I care	86
I learned with my colleagues (in a community of practice)	81
I better understand my students	75
I improved my practice	64
I created a more equitable learning environment	56
I learned how to better engage and motivate my students	50
I got recognized as an equitable instructor	17
I got recognized by a colleague as a caring instructor	14
I got recognized by colleagues as an innovative instructor	8

"... It is important to note that the faculty who are participating have already or are currently engaged in a lot of equity work. I believe they are starting the Ascend pilot with mindsets that are already favorable towards equity for these groups."

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CoP facilitator reflections corroborated faculty's interest in improving themselves and their classes by noting faculty's continued engagement in classroom practices that aimed to eliminate equity gaps in their classrooms. One of the facilitators emphasized: "… It is important to note that the faculty who are participating have already or are currently engaged in a lot of equity work. I believe they are starting the Ascend pilot with mindsets that are already favorable towards equity for these groups." Facilitators noted faculty's existing and ongoing engagement with equity work as well as willingness to learn and improve their practices.

CoP facilitators and researchers observed that many of the faculty began to notice and discuss differences in student survey responses across the learning conditions (belonging certainty, identity safety, self-efficacy) based on economic status (i.e., high financial stress students). Faculty shared not being entirely surprised, but noted the survey helped confirm their concerns about students who struggle financially and juggle academics with additional responsibilities. The Ascend survey results also resulted in faculty feeling better able to identify an issue in their class and focus on implementing a teaching solution to support student learning, rather than solely focusing on student performance.

Within the post-pilot survey, faculty conveyed that implementing Ascend also allowed them to identify and implement positive changes to their classroom. A Cypress College instructor reflected: "After each survey, I tried a strategy to address my lowest scoring learning condition. As a result, I added some activities to my course that I wouldn't have thought to add without this prompting. I also continued to use the strategies that I had tried last semester (e.g., wise feedback)." This instructor reflected on their survey results and introduced strategies to address specific learning conditions in their classroom. Another instructor at Sacramento City College said the survey results from Ascend helped them become "aware of the intricacies of … [their] students' experiences."

When asked to reflect on their user experience, faculty shared high satisfaction levels and a willingness to use Ascend again the following semester. Community of practice facilitators noted faculty's willingness to reflect on their survey reports and implement strategies to improve student experience to address student equity gaps. For example, one of the CoP facilitators described: "Faculty definitely are looking at the data carefully in order to identify areas for improvement and eagerly reviewed the data to see if there were changes. They are committed to making improvements." Faculty's commitment to classroom improvements is reflected by their plans to use these strategies in future classes.

When asked for one or two new insights or practices they intended to carry forward in their work, some faculty cited the importance of working on student engagement, social belonging, and connectedness. Faculty gravitated toward exploring and implementing strategies to support social belonging and connectedness in their courses and identifying examples of what others did in their classrooms and tailor them to their needs. For example, multiple faculty said they intended to implement a belonging story and wise feedback in their classrooms—two strategies that seek to improve student belonging and social connectedness. A belonging story is a short story that depicts previous students' challenges and concerns about belonging in the classroom and how they adapted, which has shown to reduce academic outcome gaps for historically marginalized groups (e.g., racially minoritized students, women, first-generation college students).[10] Wise feedback uses critical comments and feedback intentionally provided on course assignments that clearly reflect the instructor's support for students' growth and belief that the student is able to meet expectations. This approach to student feedback has been shown to increase academic engagement and reduce academic outcome gaps for structurally disadvantaged students.[11]

4. Compared to prior semesters, some faculty self-reported greater engagement with students after using Ascend.

To understand the impact of Ascend on learning conditions, we analyzed aggregate learning conditions data and asked faculty to share whether students had contacted them more frequently than they had in previous semesters. About 40% of faculty indicated that students had contacted them to comment or ask questions about the survey. A little less than half of faculty (47%) also shared that students approached them for more (or much more) advice, support, or mentorship compared to similar classes in prior semesters.[12]

"After each survey, I tried a strategy to address my lowest scoring learning condition. As a result, I added some activities to my course that I wouldn't have thought to add without this prompting."

FACULTY SURVEY RESPONDENT, CYPRESS COLLEGE

Aggregate data for each college tended to show small improvements in certain learning conditions and for some subpopulations. For example, at one community college, belonging certainty increased 10% for women over the multiple cycles. A more in-depth review of belonging certainty revealed that one of the communities had a 15% increase among women and 11% increase among students from structurally disadvantaged races. In the aggregate, the same community college also improved identity safety by 4% overall, but saw a 13% increase for students with high financial stress in some classes. At another community college, belonging certainty improved by 9% overall, but some groups saw an 18% increase for women and 13% increase for structurally disadvantaged races.

5. Faculty viewed Ascend as a valuable tool for professional development and student success efforts, having important implications for institutionalizing and expanding its use on college campuses.

Overall, faculty viewed Ascend surveys as an efficient and convenient way to gather student feedback to inform timely changes to their practice (compared to end-of-term evaluations) and to support their professional development and equitable student learning experiences in their classrooms. Faculty also expressed they would continue to implement strategies and insights that they gained in other classes moving forward—a strong starting point for institutionalizing Ascend. A Cypress faculty member highlighted the importance of Ascend surveys in raising faculty awareness around student needs: "I see this as very helpful to make faculty aware of the student perspective, something that we often are very unaware of (if we are honest with ourselves). I think it really helps to get us out of assuming things about our students and moves us to see where our students are in need of support."

As the colleges seek to scale and institutionalize the use of Ascend, they are exploring embedding Ascend in existing professional development efforts on campuses, providing stackable professional development (PD) certificates, and using participation in Ascend in support of faculty merit and promotion. For example, in the short term, Cypress College is exploring ways to implement Ascend as part of its faculty professional development cycle for all faculty and providing stipends as faculty implement Ascend in their classrooms and participate in Communities of Practice. Recognizing that stipends may not be sustainable, in the long term Cypress College may explore a stackable professional development certificate for faculty engaging in course redesign (CoRE), Ascend, and Growth Mindset Academy. The college is also considering offering earned units in professional development areas that will count towards salary advancement or ASCEND certificates of recognition awarded by the college district. In support of their recruitment efforts, Sacramento City College (SCC) enlisted faculty teaching freshman seminars as part of the First-Year Experience Program. Moving forward, SCC will strongly encourage faculty to implement Ascend in Freshman Seminars by automatically signing them up to participate, and providing them with an opt-out (rather than opt-in) option.

Faculty were also asked to share recommendations for expanding the use of Ascend at their colleges. They suggested increased marketing along with informational sessions that highlighted compelling examples of its success and benefits. Other faculty proposed that having colleagues introduce Ascend to other faculty might also engender greater adoption. Another important suggestion included finding ways to recognize faculty's efforts through financial compensation, acknowledging their participation and efforts in the merit and tenure process, and reducing teaching loads to free up some of the faculty's time to engage with professional learning.[13]

Implications for Practice and Recommendations for Refinement

These efforts provide concrete ways to expand Ascend beyond the self-selected faculty who are equity-minded. However, it is important to recognize some of the limitations that may emerge in larger-scale implementation of Ascend at community colleges that may lack the resources and/or support to initiate these efforts.

From this pilot, we identified the following opportunities for refinement for both community colleges and Ascend's developers to help faculty and students achieve greater benefits. We organized our recommendations around user experience and scaling.

Opportunities for Refinement: User Experience

1. Strengthen the organization of the platform and resources: Some faculty highlighted the need for the survey platform, the PERTS website, and resources (such as the library of practice and self-help videos) to be better organized to offer greater guidance. Faculty, especially those using Ascend for the first time, expressed being overwhelmed by the amount of information found within the survey platform (i.e., survey reports) and the library of practice. PERTS has linked the relevant practices for each learning condition within the survey reports to alleviate faculty's learning curve. The Ascend reports were also upgraded over the course of the pilot to address the top pain points expressed by faculty.

2. Enhance the Community of Practice (CoP) discussions towards practice: Faculty shared wanting the CoPs to be more applied to their survey results. For example, dedicating a greater portion of the CoP meeting time to reviewing and interpreting survey results and the practices that faculty can implement.

3. Ensure faculty understand that implementing Ascend in small classes (i.e., less than 25 students) can lead to truncated or incomplete data on equity: Small class sizes can truncate the equity summary function of the survey reports, as student data cannot be disaggregated into smaller demographic groups to protect the identities of small student populations. To avoid limiting faculty participation based on class size, ensure faculty members understand that aggregate data can still be meaningful to instructors.

4. Encourage best practices that lead to high survey response rates: For example, some faculty provide students class time to boost survey completion. However, around exam periods some faculty may skip this strategy and repurpose the time to review class material which can lead to lower rates of survey participation.

5. Add clarity with faculty that survey data is for "faculty eyes only" and not for performance evaluation: Faculty expressed a need for assurance about who has access to individual reports and data. Some junior faculty expressed concerns that data might be used to judge their performance in annual evaluations for promotion and tenure. As adoption deepens at these colleges, it will be important to remind new faculty that the goal of Ascend is to measure for improvement, not instructor evaluation.

Opportunity for Refinement: Scaling

6. Partner with colleges that have strong professional development infrastructure and faculty buy-in on student success and equity initiatives to enable sustainability and integration of Ascend over time: Some community colleges may not have robust faculty professional development programs that Ascend can complement or where Ascend can reside as an option. Faculty who are less equity-minded might be more difficult to engage as Ascend users. As such, engaging them may demand broader professional development expectations and resources. Colleges that have a less robust professional development infrastructure can also implement Ascend, but it might be more challenging to get these efforts off the ground and to find an organizational home to support nascent equity efforts. Professional development financial resources are currently offered by the State Chancellor's Office Student Equity and Achievement (SEA) Program. These funds support the advancement of systemwide goals to boost student achievement with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups. These financial resources are a part of AB 2558 which established the Community College Professional Development Program and requires community college districts that receive these funds to identify an employee's contractually obligated hours to participate in professional development which Sacramento City College refers to as their faculty flex requirement.

   Some of these areas of refinement are being addressed in the second pilot of Ascend. The most recent pilot doubled the number of faculty participating in Ascend CoPs. It also added a facilitator for the communities of practice to each college to support the larger group. Cypress College's ability to double participation rates signals that supporting faculty leaders to recruit within and outside their departments along with the support of vice presidents of instruction, division deans, and the college president is a promising structure for this work. Furthermore, classroom improvements seem likely to grow over time as faculty get more practice and as the most effective strategies are identified, studied, and implemented. Early analysis suggests the use of Ascend along with communities of practice is a promising solution to increasing equity and transforming the student experience in the community college classroom.

7. Link student outcomes data to learning conditions data: Some participating faculty express a desire for learning conditions data to be linked to institutional student outcomes. These faculty recognize the sensitivity and optics surrounding the linkage of student outcomes data and faculty evaluations. They hope their current LEARN experience and how they are implementing Ascend demonstrates that learning conditions data can be used for the purpose of continuous improvement or, as one campus lead shared, for the purpose of "... self study ... you're not being evaluated ... unless you choose to embed it ... I think for many of us ... the value in the growth mindset model is where we find hope" to improve student outcomes whether it be completing a certificate, a degree, or transfer to a four-year institution. Currently, a partner campus is exploring a data sharing agreement to secure learning conditions data, while another campus has completed an agreement and is in the process of securing the data.

Examples of Additional Professional Development Efforts Under Way

Ascend is one among a number of professional development initiatives being used in community colleges to build faculty awareness, teaching capacity, and leadership around students' classroom experiences. While by no means a comprehensive list, examples of other efforts include:

- **Caring Campus: Faculty Leadership in Student Success:** Almost 30 colleges nationwide are implementing a program that "brings together a group of college faculty whose students are already experiencing high levels of success and involves them in coaching sessions during which they identify similar behavioral commitments that can be employed in the classroom."[14] Participating faculty develop plans to engage other faculty and organize replication of the identified behavioral commitments by other faculty in their classrooms. Sacramento City College has implemented a similar program.[15]

- **CoRe:** The "Course Redesign" program gives faculty time, space, and compensation to reflect together on their teaching practices, providing participants tangible, equity-focused strategies to incorporate into their teaching practice and classrooms, both online and in-person. The program will cover topics such as culturally relevant pedagogy, grading for equity, equitable assignments and assessments, and the concept of rigor and how it applies to classrooms.[16]

- **Growth Mindset Academy:** This program gives faculty evidence-based strategies "in a collaborative community to create transformative learning environments where students feel empowered, supported, and inspired." The program aims to help faculty create transformative learning environments to improve student help seeking behaviors, course success, student motivation, and address equity gaps without compromising rigor.[17] The program has been delivered at Gavilan College, Mt. San Antonio College, Cypress Community College, Bronx Community College, and Norco College.

Author Biography and Acknowledgements

Endnotes

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   Flynn, J., James, R., Mathien, T., Mitchell, P., & Whalen, S. (2017). The overlooked context: Pedagogies for engagement and empowerment at the community college. *Curriculum & Teaching Dialogue, 19.*

6 For additional information about the Student Experience Project please visit: studentexperienceproject.org

7 Student Experience Project (2022). Increasing Equity in College Student Experience: Findings from a National Collaborative.

8 The financial stress category is disaggregated by "low financial stress" and "high financial stress." Students who report they "sometimes" or "often" do not have sufficient money to buy food or report financial problems that lead to not being able to fully pay for tuition, not being able to afford their rent, or moving in with others are considered to be "high financial stress." Gender refers to participants' self-reported gender identity, which includes the following options: girl or woman, boy or man, or non-binary/other.
   Racial/ethnic groups considered part of the structurally disadvantaged and advantaged race are based on college access statistics. Students who are considered a part of a "structurally disadvantaged race" include students who self-identify as Black, Latinx, Native American, or Pacific Islander while those that are considered "structurally advantaged" self-identify as White or Asian.

9 Prior to the 2021 pilot, Merced College participated in a smaller demonstration project.

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12 As part of PERTS' efforts to produce video testimonials of faculty participants and students within their classrooms, some faculty asked for students to voluntarily share their reflections on their instructor asking for their feedback. Students shared being appreciative of the opportunity to provide feedback on the instructor's teaching during the academic term. Other students shared having greater motivation as a result of the instructor's interest in gathering student feedback and providing greater student support in their teaching.

13 Currently, colleges are recognizing faculty effort by providing snacks/food at recruitment events or debriefing meetings to show appreciation for faculty's time and well-being. Some colleges are exploring providing snacks/food at CoPs if they move away from the Zoom format, while other colleges are considering providing faculty with a gift card to a local coffee shop and inviting them to bring a beverage to the online CoP.

14 Barnett, E. A., & Cho, S. (2023). Caring Campus: Faculty Leadership in Student Success. ccrc.tc.columbia.edu/media/k2/attachments/caring-campus-faculty-leadership-student-success.pdf

15 More information about Sacramento City's College Caring Campus Initiative can be found here: scc.losrios.edu/campus-life/news/caring-campus-identifies-ways-to-engage-students-daily

16 More information about Cypress College's Course Redesign (CoRe) can be found in this FAQs document: docs.google.com/document/d/1ELLgR0mYQM46sDifRDy0woG0rEuLacNDt5XYbGtW-nc/edit#heading=h.g6h1bzqfvf76

17 The Growth Mindset Academy (2023, March 22). thegrowthmindsetacademy.com