



CHANGING THE ODDS

Culturally Responsive Curriculum

ALLAN HANCOCK COLLEGE

CATEGORY: INSTRUCTIONAL PROGRAMS AND SERVICES

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Executive Summary



Allan Hancock College, a Hispanic Serving Institution, is situated in a largely rural and agricultural region of California's South Central Coast. In Santa Maria, where the college is located, only 63% of adults over 25 have graduated high school, and only 14.5% hold bachelor's degrees or higher. This promoted the college to examine student data and implement strategies to address significant disparities.



Upon analyzing the college's student success, retention, persistence, and academic achievement data, significant gaps between Hispanic and White students were identified. In searching for a solution to this critical issue, culturally responsive and sustaining curriculum emerged as a promising remedy. Culturally responsive education intentionally bridges curriculum to students' prior knowledge and experiences. To facilitate these connections, Allan Hancock College, in partnership with New York University, designed the ***Culturally Responsive Higher Education Curriculum Assessment Tool***.

After training faculty to use the curriculum assessment tool, and engaging them in a rigorous professional development series, they made substantial curriculum modifications leading to increased student motivation, engagement, retention, and academic success. This highly effective program is currently being replicated at other institutions and disseminated across the nation.



“...for instructors to successfully convey concepts to students, **connections must be made to student's previous learning**, much of which is formed through **cultural experiences** within the environments students currently live or have lived. Without these connections, students experience **culture shock** and the brain triggers the **fight or flight response**” (Hammond, 2015).

Critical Issue



Gaps in student success, retention, persistence, and academic achievement

Like many colleges and universities across the nation, Allan Hancock College (AHC) experiences challenges related to student success, persistence, retention, and academic achievement. In the 2022-23 academic year, AHC served a student population of which the majority were Hispanic students (67%), followed by White students (21%), and others (11%). As a Hispanic Serving Institution, the college began to question whether there was a disconnect between the curriculum and students.

Research suggests that disparities between White and historically minoritized students is often the result of curriculum that is frequently void of the cultural connections that diverse students need to build meaning and discover relevancy (Wlodkowski & Ginsberg, 2017; Hammond, 2015). The disconnect between curriculum and culture can disproportionately impact diverse and minoritized students.

Curriculum is culturally responsive when it effectively reflects and integrates the historical experiences, backgrounds, and perspectives of minoritized student populations (Gay, 2000; Ladson-Billings, 2021). Filled with stories, activities, assignments, and illustrations, curriculum influences how students perceive and experience their education.

Consequently, when curriculum only reflects the lives of dominant populations this reinforces ideas that sideline students of color, linguistically diverse students, single parent/multi-generation, LGBTQ+ led families, and students who are differently abled. An effective and well-rounded education presents multiple versions of realities, experiences, and stories to adequately depict the cultural values, perspectives, and historical contexts of students.



“All adults want to make sense of their world, to find meaning, and to be effective at what they value – this is what fuels their motivation to learn” (Ginsberg, 2017).

Student Success and Retention Gaps

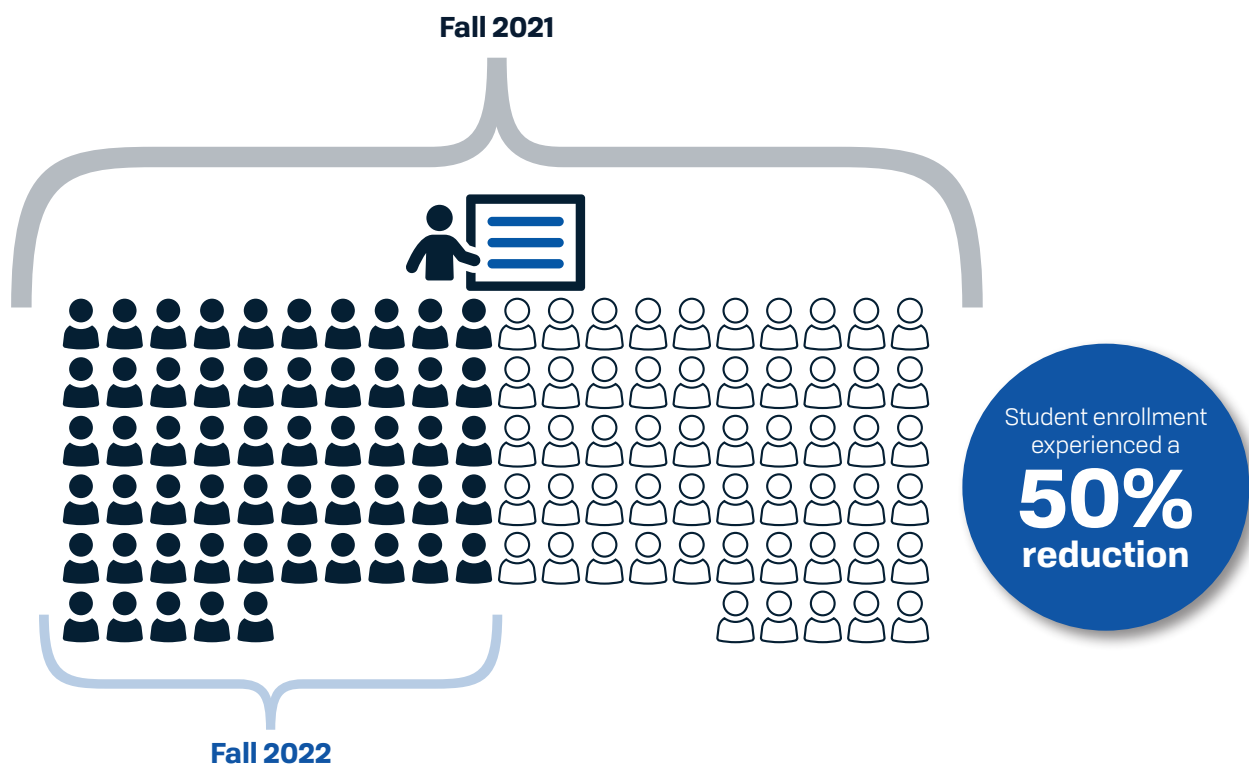
Before training faculty to assess the cultural responsiveness of their curriculum, we performed an analysis of **student success** and **retention** data over the three years between 2018-19 and 2020-21. Our research revealed significant success and retention gaps between Hispanic and White students. A further examination of courses where gaps are most pronounced reveals the magnitude of the disproportionate impact on Hispanic student success and retention.

Student Success Gaps				
Course	Enrollments	Success % (Grade C or better)	Disproportionally impacted Hispanic students below equity	% Below Equity
PD 101	297	60%	57	19%
FILM 101	187	51%	35	19%
BIOL 128	86	76%	16	19%
EDUC 130	78	71%	14	18%
CHEM 150	152	57%	26	17%
MATH 131	279	35%	44	16%
MATH 141	243	41%	35	14%
ENGL 101	1,785	51%	248	14%
MATH 123	1,187	47%	148	12%
HIST 118	236	63%	25	11%

Student Retention Gaps				
Course	Enrollments	Retention %	Disproportionally impacted Hispanic students below equity	% Below Equity
HUSV 102	48	73%	10	21%
MATH 131	279	58%	43	15%
FILM 103	65	85%	10	15%
PHIL 121	47	83%	7	15%
ECS 104	83	73%	11	13%
SPCH 103	68	82%	8	12%
PHIL 101	129	77%	15	12%
CA 120	90	89%	10	11%
BIOL 128	86	88%	7	8%
POLS 101	108	88%	7	6%

Student Persistence

In the fall 2021 semester, 1,097 first-time college students enrolled at AHC. By the fall 2022 semester, AHC lost 50% of those students, despite several previously adopted measures to address this issue.



Addressing the Issue



Rationale

From a very early age, culture shapes the way individuals perceive and think about the world. It forms our attitudes, norms, beliefs, and sense of self. It shapes our worldview, purpose, and overall sense of belonging.

When students are placed into an environment where their culture is not acknowledged, honored, or explicitly valued, they often experience an unrelatable and nonsensical void where connections to meaning, understanding, and reasoning are diminished or altogether nonexistent. They simply may not have a reference point from which to synthesize or triangulate visual, written, and verbal language back to representations within their own culture.

Instruction in the college classroom moves students toward a set of common learning outcomes. Methods and techniques for instruction are significantly varied, and some efforts produce more success than others. When retention or persistence levels decline, instructors often question why some students are successful while others are not. In some cases, instructors examine institutional data in search of clues. Data often confirm that dominant populations perform at a higher level academically, have greater retention and persistence, and are more likely to achieve their educational goals (Crisp, G., Taggart, A., & Nora, A. (2015). Instructors are often left scratching their heads, wondering why underrepresented populations are not achieving at the same level as the dominant population.

Low achievement among minoritized students is often blamed on the students themselves (e.g., low English proficiency, academically underprepared, or lack of parental support). Curriculum, on the other hand, is rarely examined as a root cause. Instead, attention is often directed to the kinds and levels of student support services offered to populations in need. Although important to student success, these services alone do not paint the full picture of why some students succeed and others do not. Without including curriculum in the examination, an incomplete and inaccurate view of student success can emerge.

“A systematic approach to culturally responsive teaching is the perfect catalyst to stimulate the brain’s neuroplasticity so that it grows new brain cells that help students think in more sophisticated ways” (Hammond, 2015).

Program Strengths

Faculty

- **90** faculty and staff trained
- **16** academic departments
- **29** courses modified and growing weekly

Students

- **1,683** enrolled in modified courses (fall 2023)
- **5,298** enrolled in courses taught by faculty who completed professional development series (fall 2023)

Steps to Addressing the Issue

Addressing the issue.

To address the disconnect between curriculum and culture, we took the following steps:

Step 1

Faculty input and involvement in developing and finalizing the assessment tool.

Step 2

Formative and summative evaluations to determine the readiness of the institution to engage in culturally responsive curriculum.

Step 3

Budget development to compensate faculty for engaging in 48 hours of professional development and course modifications.

Step 4

Implementation of a professional development series with a focus on tangible and useful curricular examples.

Step 5

Development of a publicly accessible archive comprised of curriculum modification examples.

Step 6

Assessment of student outcomes, refinement of professional development series, and planning for continuous improvements.

Step 7

Disseminate the assessment tool across the nation through conference presentations, publications, and creation of a public curriculum archive.

The *Culturally Responsive Higher Education Curriculum Assessment Tool* provides an opportunity for faculty (individually or as a team) to dive deep into their curriculum and discover whether it is culturally responsive and sustaining, or if modifications are needed. If necessary, steps can be taken to revise or adjust curriculum. Culturally responsive changes can bring about increased success, retention, persistence, and academic achievement among all students, especially those from historically oppressed cultures and ethnicities.



Exemplars



Development

Two faculty focus groups at AHC reviewed a draft curriculum assessment tool over an eight-hour period and suggested changes to item verbiage and rating scale. In addition, external evaluators conducted a formative evaluation, gaining insights into student and faculty perspectives related to culturally responsive curriculum and the college's readiness to embrace it.

Focus group data revealed students' interest in engaging in discussions on diversity, cultural identity, and socio-political awareness. Data also indicated faculty viewed culturally responsiveness curriculum as an add-on rather than an integrated approach throughout their curriculum. Evaluators advised us to get comfortable with uncomfortable conversations regarding race, inequities, sexism, access, and the history of oppression.

In fall 2021, the first faculty cohort engaged in the culturally responsive professional development series. Feedback, as part of a summative evaluation, emphasized the faculty's need for more tangible examples and less pedagogical theory related to culturally responsive education.

Target Audience

The target audience for the culturally responsive curriculum assessment and PD series is higher education faculty. The first three initial cohorts were drawn from the AHC faculty. Both full-time and part-time faculty were invited and paid their contract rates to participate. To date, 90 faculty and staff have engaged in the PD series. Twenty-nine courses have been modified as a result of the assessment, and many more are in process. We anticipate the vast majority of all AHC faculty will eventually be trained in culturally responsive curriculum assessment and course modification.

Benefactors

Based on the number of faculty who attended the professional development series, culturally responsive curriculum modifications positively impacted **5,298 students** in **fall 2023**. In the same semester, **1,683 students** were enrolled in culturally responsive-modified courses. This number is growing exponentially each semester as more cohorts of AHC faculty, from multiple disciplines, participate in culturally responsive training.

Resources for Implementation

Funding to support this project was made possible by state and federal allocations directed toward DEI initiatives. Additionally, funding was provided by a federal Title V grant, a COVID-19 block grant, and two California Community College Chancellor's Office grants.



“By developing cultural self-awareness and learning about differing cultural frameworks, we can cultivate the ability to reinterpret others' cultural norms as strengths among students”
(Chavez & Longerbeam, 2016).

Documented Outcomes



Following the implementation of culturally responsive curriculum modifications, we surveyed faculty who participated in the professional development series and students enrolled in modified courses. Survey results were collected from 49 faculty respondents and 209 students respondents.

Percentage of students who reported increased levels of:		Percentage of faculty who reported increased levels of:	
Engagement	90%	Student Engagement	90%
Participation	83%	Student Participation	90%
Understanding of Subject Matter	85%	Understanding of Subject Matter By Students	85%
Connection and Belonging	81%	Connection and Belonging Among Students	91%
Opportunities For Success	89%	Opportunities For Success For Students	95%
Motivation	85%	Student Motivation	85%
Empathy and Concern	88%	Empathy and Concern Among Students	86%

Following the first semester of implementation, we compared Hispanic student retention, success, and academic achievement, before and after faculty modified their courses. Faculty who modified their courses achieved a measurable difference in student retention, success, and GPA.

Percentage of faculty who achieved a measurable difference in student retention, success, and GPA after one semester of modifying their curriculum.	
Retention	62%
Student Success	69%
Course GPA	62%

Faculty Testimonials

"My teaching approach now recognizes that all students learn differently. If I am to be an efficient teacher for all of my students, I need to meet them where they are."

"I just had the final presentations due and one student did an ethnographic video interview with her family and the components of their experiences being bi-racial to differing degrees. This may have been the most powerful thing the class learned."

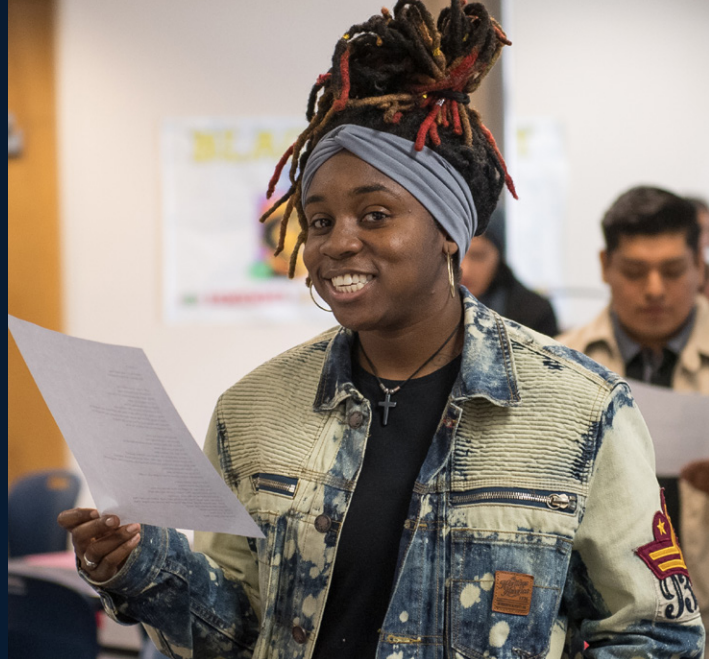
"I implemented topics that were relevant to my students and facilitated activities that students were able to make connections to, and this increased engagement and participation."



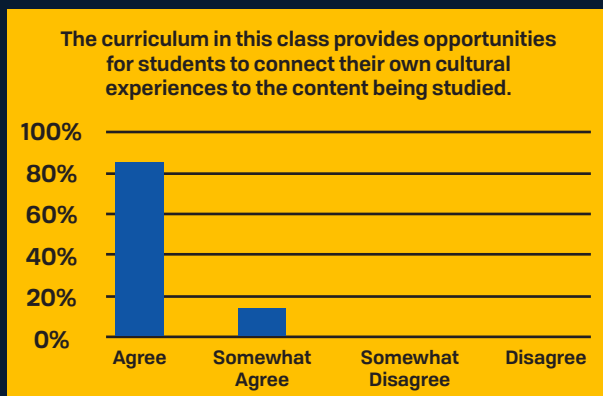
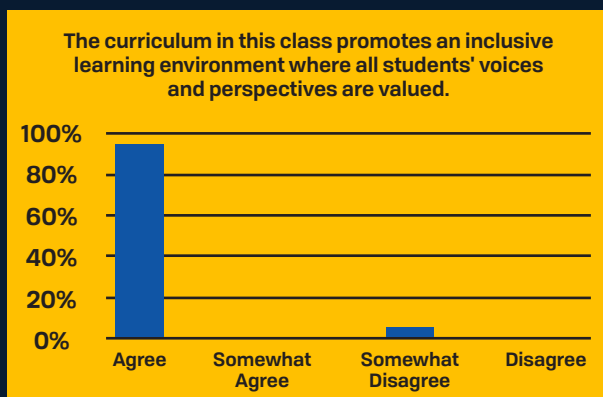
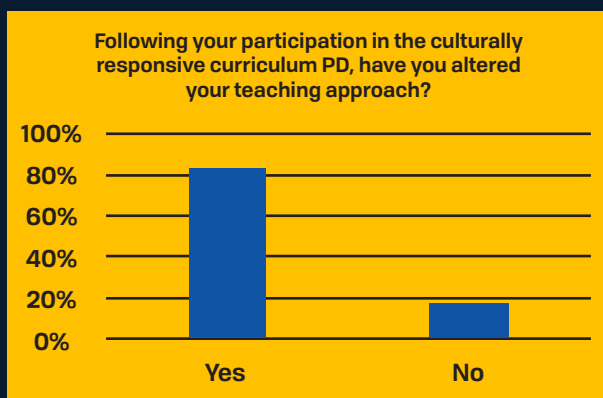
Faculty Testimonials (cont'd)

"I am more open and understanding of learning issues. I make sure to incorporate diverse viewpoints and perspectives and challenge students to examine additional viewpoints that may be different those presented in textbook."

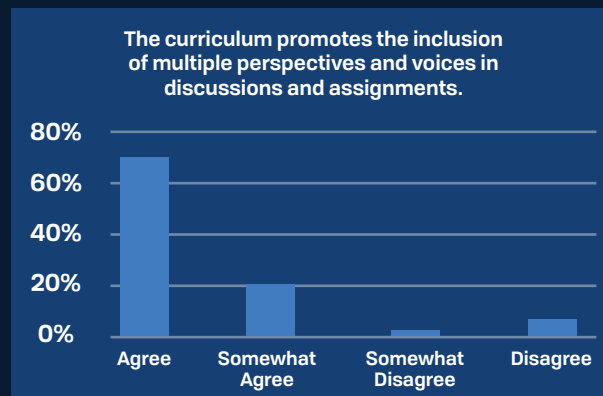
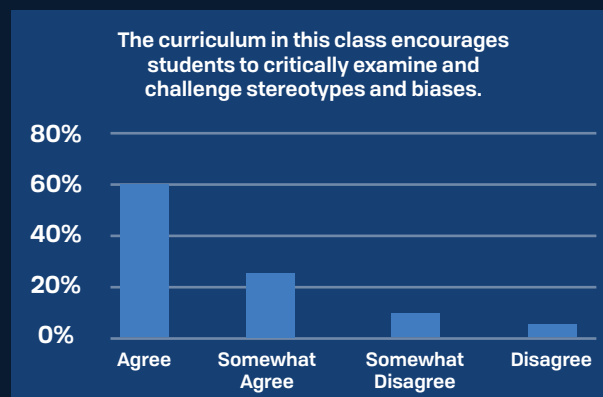
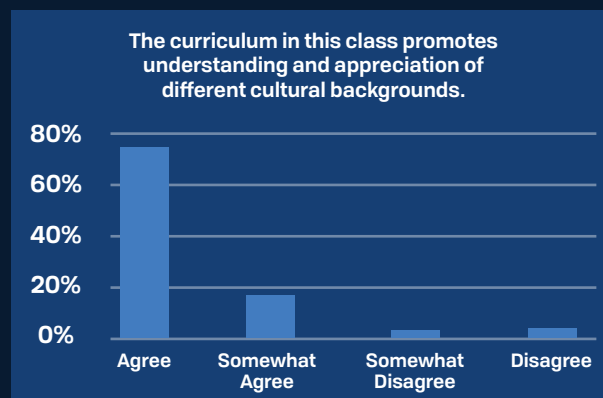
"The primary change has been to incorporate culturally relevant examples into the CHEM 150 curriculum. Examples include determining the correct amounts of magnesium chloride to add to garden fertilizer, calculating the amount of methane produced by [cows], calculating the 'spiciness' of something using the dilution equation, calculating how much water you can bring to a boil using the same amount of energy it takes to melt a railroad spike."



Excerpts from Faculty Survey



Excerpts from Student Survey





Faculty & Student Input:

To transform higher education curriculum to be more culturally responsive, sustaining, and relevant, it is imperative to include faculty and students in the dialog. Their valuable insights, input, and voice, serves to achieve commitment, participation, and enthusiasm for the program.

Supporting Faculty:

Sharing examples of multiple instructional strategies and teaching modalities supports faculty effectiveness in the classroom. Acquiring skills related to culturally responsive education and curriculum enables faculty to achieve significant course and institutional outcomes. Researching multicultural materials and framing multiple cultural perspectives is a new skill set for most faculty. Therefore, having experts available for questions and guidance is an imperative step in assuring the success of the program.

Financial Resources:

Modifying curriculum to be more culturally responsive, inclusive, relevant, and engaging demands research, time, effort, and dedication. Therefore, it is essential to compensate faculty for their time. Hancock faculty are compensated for attending six to eight hours of professional development and 40 hours to modify their courses to become more culturally responsive.

Flexible Delivery:

Although face-to-face training offers an ideal forum for connecting, sharing, and learning together in cohorts, the hybrid or synchronized online training formats provide access to more participants. At AHC, the professional development series is currently offered in both synchronized online and face-to-face formats.

Dissemination and Replicability:

The *Culturally Responsive Higher Education Curriculum Assessment Tool*, coupled with the professional development series, represents a scalable and replicable strategy for improving outcomes for all students. Following project implementation, nearly one quarter of AHC faculty (both full and part-time) voluntarily engaged in the professional development series. The tool has been presented at several educational conferences, receiving enthusiastic reception.

Authors of the assessment tool continue to work to disseminate the assessment instrument and professional development model. They have presented at conference sessions hosted by: the National Science Foundation, California Community College Chancellor's Office, Association of Hispanic Serving Institution Educators, State Board of Community College Trustees, New Jersey City University, Achieving the Dream, and the Hawaii International Conference on Education.

The authors established a public archive of culturally responsible course modifications available as examples for educators in the United States and around the world. Further, they train faculty at other colleges and shared their work in empirical publications. The authors aspire to extend the tool and professional development series to a broader audience of college faculty, and the Bellwether Award will facilitate the dissemination and replicability of this effort.

Improvement:

It is important to note that data generated from formative and summative evaluations, and student and faculty surveys, guided us in making program improvements. This stakeholder feedback informed and enhanced the effectiveness of the program's many components. All of this assisted in achieving the program's positive outcomes.



Culturally Responsive Higher Education Curriculum Assessment Tool



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Theoretical Framework

Culturally Responsive Education The Paradigm

Rooted in the theoretical underpinnings of culturally relevant pedagogy (Ladson-Billings, G., 1995), the early work associated with cultural diversity and multicultural curriculum (Gay, G., 1996 & 1999), and the later focus on culturally sustaining pedagogy (Paris, D., 2014 and Paris, D. & Alim, H. S., 2014), culturally responsive-sustaining education developed into a strategy to enable deeper connections to content, individual development, and humanizing expressions of knowledge. By putting aside dominant world views and focusing on the cultural attributes inherent within all students, information and knowledge flows forth from multiple stories instead of frugal attempts at seeking knowledge and enlightenment from narrow parameters confined within a single story (TED Talk, “The Danger of a Single Story,” Chimamanda Ngozi Adichie).

It is through multiple stories of the human condition, science, technology, achievement, turmoil, toil, and failure, that knowledge becomes a wide spectrum of relative experiences, empowering students to identify with, relate to, and freely absorb course content. Utilizing this approach inspires students to take ownership of the concepts and materials examined because they are encompassed within highly relatable and personal contexts. By embracing “multiple expressions of diversity” (e.g., race, social class, gender, language, sexual orientation, nationality, religion, and ability), that these can become central assets that drive student learning and success to a higher level (New York Department of Education).

Culturally Responsive Education Higher Education

Instruction in the higher education classroom, like instruction geared toward younger ages, focuses on moving students toward a set of common and predefined learning outcomes. Methods and techniques for doing so are varied and some efforts are met with more success than others. At the end of the term, or at various points leading to this, instructors often question why some students are more successful than others. In some cases, instructors examine institutional data in search of clues as to why some students succeed, while others do not. Data often confirm that dominant populations perform at a higher level academically, have greater retention and persistence, and are more likely to achieve their stated goal(s). Instructors are often left scratching their heads, wondering why less dominant populations are not achieving at the same level as the dominant population.

Low achievement among students of color is often blamed on the students themselves, (e.g., low English proficiency, failure to assimilate into the dominant culture, or lack of parental support), and the list goes on. Curriculum, on the other hand, is rarely examined as a root cause. Instead, attention is often directed to the kinds and levels of student support services offered to populations of color. Although important to student success, these services alone do not paint the full picture of why some students succeed and others do not. Without including curriculum in the examination, an incomplete and inaccurate view of student success can emerge.

The Culturally Responsive Higher Education Curriculum Assessment Tool, provides an opportunity for faculty members (individually or as a team) to take a deep-dive into their curriculum to discover whether it is culturally responsive and sustaining, or if modifications are needed. If necessary, steps can be taken to revise or adjust curriculum. In cases where individual components or the entire curriculum is culturally unresponsive, these changes can bring about increased success among all students, especially among those from historically oppressed cultures and ethnicities.

Enhancing Motivation to Learn The Motivational Framework

“All adults want to make sense of their world, to find meaning, and to be effective at what they value – this is what fuels their motivation to learn.” (Ginsberg, 2017).

Instructors are usually good at spotting students within their classrooms who are “tuned out.” However, they are not successful at identifying ways to motivate student engagement. By comparing students who are motivated to those who are not, instructors intuitively comprehend that motivation is a foundational construct that impacts student engagement, learning, and educational achievement (Wlodkowski & Ginsberg, 2017). In comparing these two disparate groups, it is apparent that motivation influences how students relate to their educational environment and respond to it; and how this, in turn, impacts student goals and achievement.

Despite the best attempts and good intentions of instructors, motivating students can be a difficult and daunting task. To confound this further, effort, engagement, and determination are often used to gauge student motivation. Unfortunately, these assumed indicators can lead to faulty and misleading assumptions, simply because the significance of each can be viewed and interpreted differently across cultures. For example, work ethic in one culture may require long hours and dedication to the corporation or workplace, whereas another culture may

view free time, entertainment, and relaxation as important for preventing burnout.

Many instructors realize that they can heighten motivation when they are able to elicit an emotional connection to the concepts and materials being presented. In the absence of this emotional connection, students are often disengaged, uninterested, and bored. Therefore, there is a strong relationship between emotion and motivation. It is the emotional connection that stimulates students to be inquisitive, curious, and thirsty for meaning and understanding. Without an emotional connection, and especially without one that is placed in a cultural context, students either tune out or drop out.

Teaching Across Cultural Strengths

Balancing Integrated and Individualized

“By developing cultural self-awareness and learning about differing cultural frameworks, we can cultivate the ability to reinterpret others’ cultural norms as strengths and redesign our teaching and courses to engage these strengths among students” (Chávez & Longerbeam, 2016).

Culture, from a very early age, shapes the way individuals perceive and think about the world. It forms their attitudes, norms, beliefs, and sense of self. It can even shape a person’s worldview, sense of purpose, and overall sense of belonging. As such, culture plays an important role throughout a person’s growth and development. When students are placed into an environment where their culture is not acknowledged, honored, or valued, they often experience an unrelatable and nonsensical void where connections to meaning, understanding, and reasoning are diminished or altogether nonexistent. They simply may not have a reference point for which to synthesize or triangulate visual, written, and verbal language back to representations within their own cultural frameworks.

For instructors, finding the most appropriate cultural framework in which to place the content and context of learning is highly important. These cultural frameworks, as defined by Chávez and Longerbeam (2016) can be separated into teaching and learning models that place individualized instruction at the end of one spectrum and integrated learning on the other. As these scholars explain, a “culturally individualized framework” leads to a narrow view of the world where teaching and learning are singular, compartmentalized, and linear constructs. On the other hand, a “culturally integrated framework” encompasses teaching and learning that are interconnected, mutual, and reflective. Whereas culturally integrated teaching and learning leads to an independent worldview that is common, assumed, and valued, culturally dependent teaching and learning reinforces an interconnected view of the world.

Culturally Responsive-Sustaining Teaching and the Brain

Authentic Engagement and Rigor

“A systematic approach to culturally responsive teaching is the perfect catalyst to stimulate the brain’s neuroplasticity so that it grows new brain cells that help students think in more sophisticated ways” (Hammond, 2015).

Achievement gaps between dominant and less dominant student populations continues to be a significant issue confronting colleges and universities across the nation. Scores of under prepared and dependent learners fill many college classrooms and instructors are left to determine the best methods and strategies to instill these students with the higher order, problem-solving, and analytical skills required to perform at the college level. Instruction for English learners, economically disadvantaged students, and those of color is often directed at the lower spectrum of Bloom’s Taxonomy. Analyzing, evaluating, and synthesizing are substituted with an emphasis on remembering, understanding, and application. As a consequence, less dominant students receive instruction that is repetitive, unchallenging, and disconnected.

When students are denied opportunities to develop the higher order thinking and cognitive skills needed to succeed in college, their brainpower is diminished and their true potential is hindered or destroyed. African American and Latino male students are most often impacted and this leads to feelings of frustration and helplessness.

Curriculum and the Connection to Culture

Why it matters?

The connection between curriculum and culture creates an engaging educational environment which highlights cultural strengths, builds on existing knowledge, and motivates students to learn. The combination of these lead to student success. Culturally responsive-sustaining curriculum serves as the foundation of effective teaching and learning. Allan Hancock College is proud of its partnership with the New York University Metro Center, and specifically The Education Justice Research and Organizing Collaborative, in presenting this Culturally Responsive Higher Education Curriculum Assessment Tool. We are hopeful this instrument, along with our associated professional development efforts, will lead to a greater understanding and use of culturally responsive-sustaining education practices at all higher education levels. Using this tool to assess curriculum will assist faculty across colleges and universities to better meet the needs of their ever-changing student populations.



Curriculum Assessment Tool

Assessment Categories

Representation:

The Representation section depicts cultures, communities, and people through the: Diversity of Individuals, Diversity of Authors, Diversity of Portrayals, and Accuracy of Portrayals.

Social Justice:

The Social Justice section is divided into two categories: 1) Power, Privilege, and Multiple Perspectives and 2) Systemic Oppression and Action Orientation.

Assess Curriculum in Seven Steps

This assessment can be done individually, with a partner, or in diverse teams. *Suggestion: Locate and refer to the demographic data from your campus to ensure curriculum reflects the student populations you serve.*

1 Set aside a significant period of time to begin reviewing sections of the curriculum and other education resources. This could be a syllabus, chapter, textbook, assignments, section, introduction, environment, resources, grading policies, assessments, and/or course objectives. Setting aside a 4-hour slot of time for yourself and at least two of the colleagues, students, administrators, or community members who can leverage multiple perspectives is ideal. However, reviewing the curriculum alone can also be transformative.

2 The units, chapter, section, or element you choose to assess should not focus specifically on diversity and multiculturalism; they should be typical examples/samples of your curriculum.

3 In the first two sections, Representation and Diversity of Authors, record tangible characters or authors in the curriculum you are analyzing. Curriculum may excel in one area and fall short in another, and it is important to record those differences.

4 Once you have your curriculum and the assessment tool in hand, review each item in the Representation and Social Justice sections. Record key words, ideas, and qualities from the statements that you will be looking for as you read through and review the curriculum, content, and materials. Gauge your confidence level for each item.

5 To assess Representation and Social Justice Orientation sections, gauge the confidence level for each item. Items marked "Somewhat Confident," "Not Confident," or "Not Observed," are areas indicating a need for curriculum modification.

6 Consult colleagues and examine resources to modify curriculum. A list of resources is in the Appendix of this assessment tool. You may also want to contact colleagues and scholars at other institutions.

7 Please share the results of your assessment by uploading documents and modified curriculum into *Culturally Responsive Higher Education Curriculum Assessment Tool* – Microsoft Teams folder.



Highly Confident: If you are highly confident, you should be able to provide an abundance of specific examples (stories, passages, illustrations, quotes, assignments, languages, etc.) from the curriculum or materials to show how and why the statement is accurate. Items in this column are culturally responsive and sustaining.

Confident: If you are confident, you should be able to provide some evidence from the curriculum or materials that the statement is accurate. The curriculum may not have been designed to be culturally responsive and sustaining, but elements are apparent in most cases.

Somewhat Confident: If you marked items somewhat confident, this indicates that there is little evidence that these are culturally responsive and sustaining.

Not Confident / Not Observed: If not confident or not observed, there is no evidence of cultural responsiveness in the curriculum or materials.

Assessment Guidelines

Representation & Social Justice Orientation

Use the instruments below to indicate how confident you are that the examined curriculum, adopted textbooks, and supplemental materials are culturally responsive and sustaining.

Representation - Diversity of INDIVIDUALS				
Record numbers below				
	Women Girls	Men Boys	Non-binary	Total
Latinx / Hispanic				
Black / African				
Native American				
Asian / Pacific Islander				
Middle Eastern				
White / Caucasian				
LGBTQ+				
Multi-Racial				
Persons with Disabilities				
Non-Christian				
English as a 2nd or Foreign Lang.				
Immigrant or Undocumented				
TOTALS				

Representation - Diversity of AUTHORS				
Record numbers below				
	Women Girls	Men Boys	Non-binary	Total
Latinx / Hispanic				
Black / African				
Native American				
Asian / Pacific Islander				
Middle Eastern				
White / Caucasian				
LGBTQ+				
Multi-Racial				
Persons with Disabilities				
Non-Christian				
English as a 2nd or Foreign Lang.				
Immigrant or Undocumented				
TOTALS				

REPRESENTATION SCALE A

Please rate the extent to which you are confident your curriculum includes the attributes below.

<p style="text-align: center;">Diversity of Portrayals Contents / Statements / Perspectives</p>	Highly Confident	Confident	Somewhat Confident	Not Confident Not Observed
The curriculum ...				
1. features diverse individuals, their life experiences, and their contributions to society.				
2. contains culturally-affirming references to different ethnic and cultural traditions, languages, beliefs, names, and dress.				
3. portrays diverse cultures, ethnicities, histories, and nationalities without stereotypes, generalizations, and assumptions.				
4. examines diverse relationships and family structures (i.e., gay couples, interracial couples, single parents, same-sex parents, adopted, foster children, other relatives living with the family, grandparents, etc.).				
5. highlights individuals with disabilities, honors their achievements, values their contributions, and applauds their abilities to overcome difficult challenges.				
6. contains multi-generational viewpoints and perspectives that bridge generational divides and lead to greater understanding between age groups.				
7. references struggles encountered by non-English speaking individuals, as well as their cultural contributions.				
8. includes current and historical contributions made by immigrants and undocumented individuals.				
CONFIDENCE LEVEL:				

NOTES:

REPRESENTATION SCALE B

Please rate the extent to which you are confident your curriculum includes the attributes below.

Accuracy of Portrayals Contents / Statements / Perspectives	Highly Confident	Confident	Somewhat Confident	Not Confident Not Observed
The curriculum ...				
9. does not present minoritized populations as having low economic wealth or low educational attainment.				
10. examines individual issues within a larger social context or through a global, historical, or institutional lens.				
11. does not present non-dominate cultures as alien or exotic.				
12. illustrates that problems faced by people of color or women are not resolved through the benevolent intervention of a white person or male.				
13. highlights minoritized populations as an asset to society.				
14. acknowledges obstacles associated with systemic oppression and discrimination.				
15. acknowledges that individuals impacted by the legal system can turn their lives around.				
16. does not make assumptions about individuals based on their visual appearance.				
<p style="text-align: right;">CONFIDENCE LEVEL:</p>				

NOTES:

SOCIAL JUSTICE SCALE A

Please rate the extent to which you are confident your curriculum includes the attributes below.

Power, Privilege, and Multiple Perspectives Contents / Statements / Perspectives	Highly Confident	Confident	Somewhat Confident	Not Confident / Not Observed
The curriculum ...				
1. highlights non-dominate populations, their strengths, and assets.				
2. focuses on the dignity and contributions of diverse races, classes, genders, abilities, and sexual orientations.				
3. does not communicate negativity or hostility toward people of marginalized backgrounds, including women, indigenous people, 2nd language learners/speakers, or people of color.				
4. presents alternate points of view on the same controversial issue or topic, including viewpoints produced by minoritized people/communities.				
5. examines power and privilege from the viewpoint of individuals who have been historical oppressed.				
6. recognizes the value and integrity of diverse faiths and other belief systems in communities of color, interconnected cultures, and matriarchal structures, etc.				
7. examines flaws within the legal and judicial systems and highlights their impact on individuals and society.				
8. presents economic, cultural, social, and political divides and features individuals who have overcome these.				
CONFIDENCE LEVEL:				

NOTES:

SOCIAL JUSTICE SCALE B

Please rate the extent to which you are confident your curriculum includes the attributes below.

Systemic Oppression and Action Orientation Contents / Statements / Perspectives	Highly Confident	Confident	Somewhat Confident	Not Confident Not Observed
The curriculum ...				
9. connects learning to social, political, or environmental issues that affect students on an individual or societal level.				
10. promotes just practices, laws, and institutions that respect individual or group identities.				
11. explores the contemporary and historic oppression of people within structural systems such as prisons, the workplace, academic institutions, and houses of worship, etc.				
12. ensures accessibility for students by addressing multiple learning styles, types of disabilities, and multiple intelligences.				
13. forges connections to the broader community by presenting examples of service, volunteerism, and activism.				
14. allows students to develop positive self-identifies while respecting and honoring individuals who are different from themselves.				
15. places value on a pluralistic, diverse, multicultural, and equitable society.				
16. encourages students to promote equity and combat inequity within their immediate environment, broader community, or society.				
CONFIDENCE LEVEL:				

NOTES:

Action Steps Based on Your Assessment

Examine each item marked as Somewhat Confident, Not Confident / Not Observed, and analyze what modifications you might begin to heighten your culturally responsive confidence levels. Research evidence-based best practices, consult colleagues, or find culturally responsive curriculum models that will assist you in this effort. You may also utilize the list of resources in the appendix of this instrument.

Not Confident / Not Observed Items	Somewhat Confident Items	Confident Items	Highly Confident Items
Curriculum Modification Needed	Curriculum Modification Suggested	Curriculum Culturally Aware	Curriculum Culturally Responsive
<p>These items were not present or do not contribute to the overall cultural responsiveness of the curriculum.</p> <p>Consider diversifying curriculum by adding culturally responsive content and taking a deep-dive into the theoretical framework.</p> <p>Utilize resources and work with colleagues and consultants to modify curriculum.</p>	<p>These items do little to contribute to the overall cultural responsiveness of the curriculum.</p> <p>Consider diversifying curriculum by adding culturally responsive content.</p> <p>Utilize resources and work with colleagues and consultants to modify curriculum.</p>	<p>These items are adequate and contribute to the overall cultural responsiveness of the curriculum.</p> <p>Consider consulting colleagues and examining resources to strengthen the cultural responsiveness of these items.</p>	<p>These items are strong and contribute to supporting the overall cultural responsiveness of the curriculum.</p> <p>Consider sharing resources, approaches, and curriculum relative to these items with colleagues.</p>

Curriculum Resources

When colleges and universities develop curriculum, they often refer to the whole package of learning goals and standards; units and lessons that detail what faculty teach daily and weekly: assignments, activities, projects, books, materials, videos, presentations, and readings.

Culturally responsive and sustaining curriculum is also embodied within the environment and the cultural design of the course. For example, the grading, assessment, attendance, the syllabus, and behavioral expectations shape the educational space which is connected to the curriculum and student outcomes.

Educational policies impact the students' perceptions of the entire college experience, including matriculation processes, student support resources, and the handing-off of students through transfer or employment. These elements of education are truly at the heart of a culturally responsive-sustaining education. Educational policies are explicitly

connected to the students' experience, connection, and success and need to be embraced as part of the curriculum to be assessed through this assessment.

Curriculum is a key component of a culturally responsive education, as it is filled with stories, activities, assignments, and illustrations that influence how people understand the world, and contribute to centering and normalizing people, cultures, and values. Curriculum that only reflect the lives of dominant populations (White people and culture, nuclear families, or able-bodied people) reinforce ideas that sideline students of color, linguistically diverse students, single parent/multi-generation/ LGBTQ+ led families, and students with disabilities. A sustaining education presents multiple versions of realities, worlds, experiences, and stories to infuse the values, perspectives, and historical contexts of many cultures. This instrument provides a way for faculty to assess the extent to which their curriculum provides these opportunities.