Introduction

Since 1969, Extended Opportunity & Programs (EOPS) has provided a pathway to achieving academic success to eligible participants, who are poor, educationally vulnerable and are primarily students of color, from Entry, Progress and Completion. The 13-55: From Vision to Action project will focus on initial and primary access into the program since eligibility is first based on financial need.

ISSUE #2: There are large numbers of students of color who are not accessing, are ineligible for, or fall out of eligibility for available financial aid programming.

Goal 8: Students are knowledgeable about the different financial aid programs and services available to them, and successfully apply for that assistance.

FOOTHILL COLLEGE
EOPS | CARE
EXTENDED OPPORTUNITY PROGRAM & SERVICES
Cooperative Agencies Resources for Education
foothill.edu/eops

Access to resources reveal a predetermined path set before us, making the hill we climb for educational success attainable.

NEXT UP

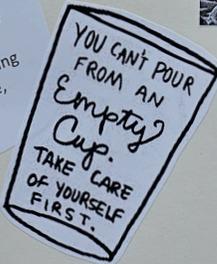**EOPS**

EDUCATION IS NOT A PRIVILEGE

What We Learned:

While executing the primary functions that EOPS was founded on and has traditionally provided, our team was stretched and filled with compassion exhaustion. Like putting on one's emergency oxygen mask first during an airplane emergency, team preservation and care prioritized any extended work. We learned that our focus for 22-23 was the immediate needs of the program and our students.

EOPS commits to the greater significance of participating in campus-wide equity goals and will complete the 13-55: From Vision to Action goals while continuing to model equitable programming to reach students who are the most vulnerable, helping them achieve academic success.

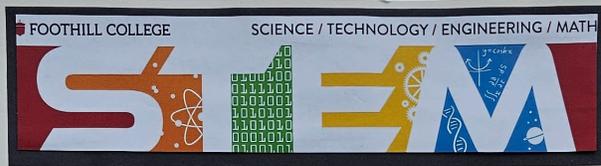YOU CAN'T POUR FROM AN Empty Cup. TAKE CARE OF YOURSELF FIRST.

What's Next?

EOPS will begin to execute the Action Plan which will include, collaboration with Institutional Research, Financial Aid, Admissions and Records and Marketing teams.

PROTECT OUR EDUCATION   TEACH THE TRUTH

SCHOOL COMMITTEE   EQUAL EDUCATION FOR ALL

Outcome: the EOPS program will experience growth in enrollment, specifically with African American student inquiry and participation*. EOPS will increase overall participation in the program that will continue to reach its intended student population which aligns with the college's Strategic Vision for Equity goals.

(*According to the 2021-22 CCCCO Data Mart, out of 113 EOPS participants 6.8% were African American compared to the 13.2% of the Asian and the 58.3% the Latinx student population served.)

Better Schools! Books! EDUCATION   Integration Is An Education...

College Prep! Not Prison Prep!   TELL OUR LEADERS: HANDS OFF PUBLIC CHARTER SCHOOLS   The System Wants to Trap

EOPS   Marching to SAVE Our Dreams We are our Future!

STEM

OWLS — FOOTHILL COLLEGE

ISSUE 6

Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.
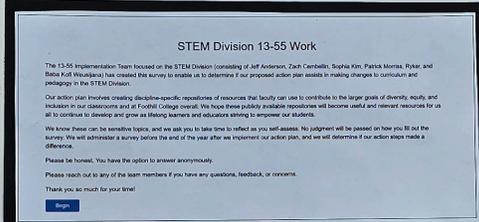
Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.

PROBLEM STATEMENT: When STEM faculty and staff use and do not challenge or interrogate traditional instructional practices and policies, we perpetuate racist policies and fail to welcome students of color and women in STEM classrooms

PROCESS:
1) Faculty pre-survey
2) Department meetings to discuss discipline-specific resources
3) Collection of physical and virtual resources (library + virtual repository)
4) Post-survey and ongoing collection of resources

OUTCOME: Faculty have at their fingertips pre-vetted resources to deepen their understanding of the racialized context of their discipline.

This outcome will lead to faculty being better equipped to make curriculum and pedagogy race conscious. (Issue 6, goals 1 and 2)

STEM Division 13-55 Work

The 13-55 Implementation Team focused on the STEM Division (consisting of Jeff Anderson, Zach Cembellin, Sophia Kim, Patrick Morriss, Ryker, and Baba Kofi Weusijana) has created this survey to enable us to determine if our proposed action plan assists in making changes to curriculum and pedagogy in the STEM Division.

Our action plan involves creating discipline-specific repositories of resources that faculty can use to contribute to the larger goals of diversity, equity, and inclusion in our classrooms and at Foothill College overall. We hope these publicly available repositories will become useful and relevant resources for us all to continue to develop and grow as lifelong learners and educators striving to empower our students.

We know these can be sensitive topics, and we ask you to take time to reflect as you self-assess. No judgment will be passed on how you fill out the survey. We will administer a survey before the end of the year after we implement our action plan, and we will determine if our action steps made a difference.

Please be honest. You have the option to answer anonymously.

Please reach out to any of the team members if you have any questions, feedback, or concerns.

Thank you so much for your time!

[Begin]

Please share your assessment on your knowledge and awareness in the given areas. This is not going to be used to pass judgment or in any way connected with your performance as a Foothill instructor. We are using this for you to self-assess and then we will administer a post-survey at the end of the year to see if there has been any change in your assessment. Thank you for taking time to reflect and share. (required)

	Strongly agree	Kind of agree	Kind of disagree	Strongly disagree	Not sure what this means
I have an understanding of the racialized content of my discipline.	☐	☐	☐	☐	☐
I engage in ongoing professional development around my teaching practices.	☐	☐	☐	☐	☐
I know how to find resources to make changes to my teaching that acknowledges and challenges historical racism in my discipline.	☐	☐	☐	☐	☐
I know how to find resources to increase my knowledge and awareness of the racialized content of my discipline.	☐	☐	☐	☐	☐
I think I effectively educate students in topics related to race and racism in my discipline.	☐	☐	☐	☐	☐
I use culturally responsive pedagogy in my classroom.	☐	☐	☐	☐	☐
I feel supported in my efforts to educate myself in topics of diversity, equity, and inclusion to transform my curriculum and pedagogy.	☐	☐	☐	☐	☐

Please share an explanation about why you assessed yourself the way you did in the previous question.

Please share any resources you may use in your classroom, curriculum, and self education that relate to diversity, equity, inclusion, anti-racism, anti-oppression, liberatory education, etc. This could be book titles, websites, speakers, videos, and anything else that you have found useful.

Screenshot of faculty pre-survey

STRATEGIC VISION FOR EQUITY — The 13-55

PHYSICAL SCI & MATH

Bookshelf of resources – lending library of DEI resources for STEM faculty, housed in the STEM Division office

NEXT STEPS:
- Canvas shell - STEM Strategic Vision for Equity Anti-Racist Repository – to become a shared space
- Continue to build the lending library
- Follow up faculty survey next fall
- Continuous learning and sharing

WHAT WE LEARNED:
- Everyone is in a different place in this anti-racism work. We have to meet folks where they are at.
- Baby steps matter and make a difference!
- Faculty ARE interested in improving their practice and being more race conscious.

Quotes from faculty pre-survey free-response questions

"I have attended many equity-focused professional development trainings. However when it comes to teaching about race explicitly, I haven't had the courage to do that at all. I don't feel like an expert on the topic and I know that there are so many ways that discussions of race led by white people can go disastrously wrong."

"I hear a lot of talk about equity and diversity, and I have an overall understanding of what this means. But, how to go about changing that is still somewhat of a mystery to me."

"This level of change is paralyzing."

"I believe I have a pretty good idea of how racism permeates the CS field, both for workers in tech and consumers (or victims) of tech. I do not currently offer curriculum highlighting the contributions of people of color to the field, nor do I discuss racism that workers face in the field today. I think I should and could add both to my classes."

OUR TEAM:
- Jeff Anderson, Math
- Zach Cembellin, Acting Dean
- Sophia Kim, SLI Director
- Patrick Morriss, Math
- Ryker, Math
- Baba Kofi Weusijana, Computer Science

FOOTHILL COLLEGE
SCIENCE, TECHNOLOGY, ENGINEERING & MATH

HSH

Implementation
TEAM: Patti · Shae · Nancy

ISSUE **GOAL**

104

DESCRIPTION

The HSH faculty contribute to the challenge in accessing resources and support when they aren't knowledgeable about the services provided by the college.

Racial Equity Outcome

Educating HSH faculty on the student support services at the college will enable faculty to better serve students.

WHAT WE LEARNED

The HSH faculty need more training about student services provided on campus.

Lack of participation by division faculty in non-program work.

Dental Assisting
Dental Hygiene
DMS
EMS
Health
Pharmacy Tech
Horticulture
Rad Tech
Respiratory Tech
Vet Tech

WHAT'S NEXT

Developing a better way to engage HSH faculty
• More professional development?
• Evaluate culture of division?

SVE Issue 5: Lack of Sense of Belonging

Assumptions

Identity development validates our authentic selves, which then validates students' mattering and belonging and increases a sense of safety for them. Identity development builds self-agency and trust--skills our students need to ground and advocate for themselves, particularly when they feel unsafe. The OoE faculty, staff and administrators can help to model what we wish to see in the spaces we work in, how we communicate, how we program, etc.

Problem Statement

The Office of Equity and its programs engage in individualized practices that celebrate student identity and identity development, but we are missing an opportunity to increase our impact in creating affirming spaces for the students we serve when we don't coordinate our collective efforts (programs, community practices and policies, etc.)

We convened a group of colleagues from the OoE and Learning Communities ➔ Worked together to formulate a local issue and goal

Process

Action Plan Outcome 1

The Office of Equity will create a set of tenets from a chosen theory of identity development that will inform future programming for the Office of Equity and its current programs that radically centers student belonging and mattering.

Office experienced personnel change

↓

Incorporated new voices which changed perspectives on our localized issue and goal: necessitated modification of goal

Team members deepened understanding of identity development and sense of belonging, and relationships between the two

Tenet 1

We will create learning experiences that give scholar's a sense of mattering by centering their lived experience and unique perspectives

What did we learn?

We hadn't been explicit enough in identifying who would do what
We hadn't fully surfaced all the "resources" we needed (peoples' brains!)
Didn't fully account for culture
Not enough time/space for explicitly honoring current work

Tenet 2

We will provide spaces of belonging where scholars can bring together and elevate their intersecting and fluid social identities

Office of Equity

PUENTE

umoja ™ community

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Tenet 3

We will use program infrastructure and resources to build an interdependent collective base of care rooted in the inherent power and brilliance of learning community scholars