

College Curriculum Committee Meeting Agenda
Tuesday, May 17, 2022
2:00 p.m. – 3:30 p.m.
Room 4501; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Reaffirmation of Remote Meetings Resolution	3 min.	Action	#5/17/22-1	Kuehnl
2. Minutes: May 3, 2022	2 min.	Action	#5/17/22-2	Kuehnl
3. Report Out from Division Reps	10 min.	Discussion		All
4. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
5. Announcements a. New Certificate Approval by CCCCO: IT Support	2 min.	Information		CCC Team
6. Stand Alone Approval Request: MATH 280	5 min.	2nd Read/ Action	#5/17/22-3	Kuehnl
7. AB 928 Update	10 min.	Information	#5/17/22-4	Gilstrap
8. Equity in the COR	40 min.	Discussion	#5/17/22-5-6	Kuehnl
9. CCC Priorities for 2022-23	10 min.	Discussion	#5/17/22-7	Kuehnl
10. Good of the Order	3 min.			Kuehnl
11. Adjournment				Kuehnl

*Times listed are approximate

Attachments:

- #5/17/22-1 Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361
- #5/17/22-2 Draft Minutes: May 3, 2022
- #5/17/22-3 Stand Alone Approval Request: [MATH 280](#)
- #5/17/22-4 ICAS memo: Recommendation on a singular GE transfer pathway
- #5/17/22-5 Foothill College Strategic Vision for Equity
- #5/17/22-6 Academic Senate Equity Action Plan 2021-2022
- #5/17/22-7 CCC Priorities 2021-22

2021-2022 Curriculum Committee Meetings:

<u>Fall 2021 Quarter</u>	<u>Winter 2022 Quarter</u>	<u>Spring 2022 Quarter</u>
10/5/21	1/18/22	4/19/22
10/19/21	2/1/22	5/3/22
11/2/21	2/15/22	5/17/22
11/16/21	3/1/22	5/31/22
11/30/21	3/15/22	6/14/22

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2021-2022 Curriculum Deadlines:

- ~~11/5/21~~ Deadline to submit certain types of course updates for 2022-23 catalog—[see PDF for details](#) (Faculty/Divisions).
- ~~11/5/21~~ Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).
- ~~12/1/21~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).

- ~~12/1/21~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~4/15/22~~ Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).
6/1/22 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/17/22 Deadline to submit course updates and local GE applications for 2023-24 catalog (Faculty/Divisions).
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean, CNSL), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA; LRC), Kurt Hueg (Interim VP Instruction), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Kathryn Maurer (AS President), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Administrator Co-Chair), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2021-22

Meeting Date: 5/17/22Co-Chairs (2)

<u>✓*</u>	Eric Kuehn	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehnleric@fhda.edu
<u>✓*</u>	Ram Subramaniam	7472	Interim Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

<u>✓*</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
_____	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<u>✓*</u>	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
<u>✓*</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<u>✓*</u>	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
<u>✓*</u>	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
<u>✓</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
_____	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<u>✓</u>	Allison Herman	7460	LA; LRC (advisory)	hermanallison@fhda.edu
<u>✓*</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓*</u>	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
<u>✓*</u>	Ben Kaupp		SRC	kauppben@fhda.edu
<u>✓</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<u>✓</u>	Don Mac Neil	7248	KA	macneildon@fhda.edu
_____	Allison Meezan	7166	BSS	meezankaren@fhda.edu
<u>✓</u>	Ché Meneses	7015	FA	menesesche@fhda.edu
_____	Brian Murphy		APPR	brian@pttc.edu
<u>✓</u>	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<u>✓*</u>	Kella Svetich	7924	LA	svetichkella@fhda.edu

Non-Voting Membership (4)

_____			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors

Carolyn Brown, Kurt Hueg*

* Indicates in-person attendance

FOOTHILL COLLEGE
College Curriculum Committee
Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in Assembly Bill (AB) 361 (Rivas)

WHEREAS, the Foothill-De Anza Community College District is committed to preserving and nurturing public access and participation in meetings of the Foothill College Curriculum Committee; and

WHEREAS, all meetings of Foothill-De Anza Community College District's legislative bodies, which include the Foothill Academic Senate and its autonomous subcommittee, the College Curriculum Committee, are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950–54963), so that any member of the public may attend, participate, and watch the District's legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District's boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, the Board of Trustees of Foothill-De Anza Community College District officially declared a state of emergency for the district; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, following the issuance of Executive Order N-29-20, the Foothill College Curriculum Committee began to conduct all public meetings virtually using the Zoom teleconference platform and has continued conducting all public meetings virtually since that time; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21, which indicated that the authorization for holding virtual meetings outlined in Executive Order N-29-20 would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed Assembly Bill (AB) 361 (Rivas) as urgency legislation to be effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code Section 54953) to add the following:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the Foothill College Curriculum Committee finds that the March 4, 2020, declaration of a State of Emergency due to the COVID-19 pandemic by Governor Gavin Newsom remains active and that the state of emergency continues to directly impact the ability of members of the public to meet safely in person.

BE IT FURTHER RESOLVED, that the Foothill College Curriculum Committee authorizes the continuation of virtual meetings pursuant to Assembly Bill 361 (Rivas); and

BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption and shall be effective until the earlier of 90 days from the date of adoption or such time the Foothill College Curriculum Committee adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the Foothill College Curriculum Committee may continue to teleconference without compliance with paragraph (3) of subdivision (b) of Government Code section 54953.

**College Curriculum Committee
Meeting Minutes
Tuesday, May 3, 2022
2:00 p.m. – 3:30 p.m.
Room 4501; virtual option via Zoom**

Item	Discussion
1. Minutes: April 19, 2022	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All The following divisions/members provided a report:</p> <p>Gilstrap attended a conference last week, which covered a number of recent pieces of legislation. AB 1111 (common course numbering system): CCCCO creating workgroup in September; by July 1, 2024, all colleges expected to take part in new system. AB 928 (single transfer GE pattern): colleges will be required to enroll students in an ADT pathway. Ethnic Studies graduation requirement: implemented planned for fall 2024; CCCCO taskforce has preliminary draft of core competencies, and FAQ; guidance memo coming out soon. Gilstrap still waiting on transfer GE results—might not receive until end of May.</p> <p>Fong asked for more information about AB 928 (ADT placement; possible implications for certain courses/programs)—Gilstrap responded that putting students ADT pathway is included in legislation, but students can opt out. Will need to reflect more re: which courses could be impacted. CCCCO noted that folks will be able to provide feedback re: AB 928 at upcoming Curriculum Institute. Fong concerned about impact on foreign language and communication studies courses—Gilstrap agreed these are a particular concern, as well as kinesiology. Believes new GE pattern planned to be capped at 34 units; CCCCO not sharing many details about plans for the pattern. Subramaniam asked if AB 928 prevents local GE patterns—Gilstrap responded no, will impact just transfer GE.</p> <p>PSME: making last-minute tweaks to curriculum sheets; working on Title 5 updates.</p>
3. Public Comment on Items Not on Agenda	Language Arts rep put out a call for facilitators for Research and Service Leadership Symposium (May 19th). Event will be livestreamed in the Library, so feel free to bring your students. PSME rep asked about other virtual attendance options—entire event will be on Zoom.
4. Announcements a. Notification of Proposed Requisites b. New Certificate Approvals by CCCCO: Introduction to Sports Medicine, Network Computing c. Curriculum Institute Conference (July 6-9— more info here) d. CCC Priorities for Remainder of Year	<p>Speakers: CCC Team</p> <p>New requisites for MATH 80 & 280 (both new courses, with expected eff. term of fall 2022). PSME rep noted the language for the MATH 80 coreq (of MATH 280) might be adjusted to “for students who need extra support,” in order to remove the reference to the prereq listed on the course.</p> <p>The CCCCO has approved the new Introduction to Sports Medicine and Network Computing CAs!</p> <p>Reach out to Kuehnl if you have any questions or are interested in attending. Generally, the CCC Team attends.</p> <p>Only a few meetings left this year; CCC Team would like input from the group on what to agendize for remaining meetings. Additionally, Kuehnl will survey the group, in a few weeks, to help set priorities for next year.</p>
5. New Program Application: Infant and Toddler Development and Care CA	<p>Speaker: Eric Kuehnl Second read of new Infant and Toddler Development and Care certificate of</p>

	<p>achievement. No comments.</p> <p>Motion to approve M/S (Armstrong, Meezan). Approved.</p>
<p>6. New Program Application: Nanny, Child, and Family Studies CA</p>	<p>Speaker: Eric Kuehnl Second read of new Nanny, Child, and Family Studies certificate of achievement. No comments.</p> <p>Motion to approve M/S (Campbell, Meezan). Approved.</p>
<p>7. Request to Update AA/AS Degree Minimum Proficiency for Mathematics</p>	<p>Speaker: Eric Kuehnl Second read of request by PSME division to update list of courses meeting minimum proficiency in mathematics, for Foothill AA/AS degrees. If approved, explicit course numbers will no longer be listed, and updated language will be, “College level math course at or above the level of Intermediate Algebra.” Would go into effect for the 2022-23 catalog. Vanatta asked if “college level” should be hyphenated—consensus is that it should be.</p> <p>Motion to approve M/S (Lee, Venkataraman). Approved (with hyphen added).</p>
<p>8. Stand Alone Approval Request: MATH 280</p>	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for MATH 280. Will be permanently Stand Alone. Bio Health rep asked if existing support courses are also 200-level or if any are noncredit—both. Asked if noncredit version of this course will be created—Subramaniam said perhaps. PSME rep asked why existing support courses have both credit and noncredit versions—Subramaniam explained that noncredit provides no-cost option for students. When the support course for MATH 48A was created, Math dept. didn’t know that noncredit was an option; once English dept. created their noncredit support course, Math dept. decided to follow suit.</p> <p>BSS rep asked how noncredit affects faculty pay—Subramaniam noted that the support courses carry the same load factor as the credit version. Same with other types of mirrored credit/noncredit courses (e.g., EMT dept.). PSME rep asked if noncredit (vs. credit) is supposed to reflect specific aspects of the course (e.g., its content) and asked why the load is lower for regular noncredit courses if they can offer the same type of content as credit courses. Subramaniam noted that noncredit generally not graded. Fong concurred, and added that noncredit don’t have exams. Explained that Language Arts shifted to noncredit support courses due to repeatability. SRC rep mentioned that, when it comes to courses in their division, certain public programs require a course to be credit, whereas others require noncredit.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Equity in the COR</p>	<p>Speaker: Eric Kuehnl Continuation of discussion from previous meetings, which began as brainstorming ways to add specific equity section to COR and has shifted to a more general discussion of equity and curriculum. Language Arts rep spoke about looking at the types of course materials, activities, and assessments listed on COR; suggested using an equity lens to look at the language used on COR. Kuehnl suggested adding equity-related guidance to help info within CourseLeaf; Language Arts rep suggested posting guidance on CCC website. Kuehnl wondered if an ad hoc group should be formed to create guidance documents—lukewarm reception from the group. Language Arts rep mentioned that recent joint retreat w/ LRC included discussion of Ethnic Studies, elements of which could be used as a starting point. Kuehnl agreed that an ad hoc group isn’t necessarily needed, but work will need to happen in order to create info/guidance—could be done during CCC meetings.</p>

	<p>PSME rep mentioned times during which guidance could be helpful, including Title 5 update cycle and new course proposal form. Suggested adding cues/language to new course proposal form to help jump-start faculty’s thinking. Kuehnl recalled that one example shared at previous meeting from a different college focused on course description, which is part of new course proposal. BSS rep suggested holding breakout sessions at future CCC meeting, with each group focusing on a COR section, to kick-start creation of info/guidance. Counseling rep asked if non-CCC members who might be interested in contributing could join—Kuehnl said yes, others are welcome to join! Other PSME rep recalled process, a few years ago, to use OER materials involved someone reviewing courses to identify potential for OER materials, and wondered if a similar review could be done by a person in the equity office (for example), as faculty are not necessarily experts on the topic—Kuehnl responded that this would be a big undertaking, and Vanatta noted there are approx. 500 CORs submitted each year.</p> <p>Fine Arts rep mentioned professional development, and suggested that some sort of training or background would be helpful before holding breakout sessions. Subramaniam believes it could be helpful to have a central body reviewing CORs. BSS rep attended workshop at which faculty members paired up and reviewed each other’s CORs, to get a set of fresh eyes on them; suggested this type of activity could help cultivate dialogue. Kuehnl agreed w/ Fine Arts rep re: need for professional development but believes breakout sessions could be useful even beforehand. CCC could bring in a facilitator, but breakout conversations might be helpful in a different way. BSS rep noted this is similar to the model faculty provide for students (moving out of the lecture space and into the conversation space). Bio Health rep agreed with the idea of breakout sessions, and believes that although folks might not see themselves as equity experts because they don’t know the “correct” lingo, we all are demonstrating equity on a daily basis; having conversations will bring everyone’s expertise together.</p> <p>PSME rep noted that writing/editing CORs with an equity lens is a skill that faculty aren’t trained in, and suggested making time at CCC for regular discussions of the COR, including reviewing examples; believes it would be helpful for reps to see examples from other divisions. Reps could then disseminate information within their divisions, to guide faculty. Language Arts rep mentioned Foothill’s equity plan, which could be used as a reference during CCC’s conversations. Kuehnl agreed and will include it in attachments for next meeting.</p>
<p>10. Scheduling of Stacked or Dual Modality Classes</p>	<p>Speaker: Eric Kuehnl Kathy Perino provided background—around 2018, enrollment began to decline significantly, at the same time as big budget cuts, and the district was being tight-fisted about class cancellations; faculty were afraid that too many cancellations could lead to their program being cut. Several faculty reached out to Faculty Association (FA) to ask if they could teach in either a stacked format or a dual modality format. Stacked means students are enrolled in different courses (of varying levels) but all meet together and are taught together; for example, intro, intermediate, and advanced level taught together. This allows for bundling of classes which, if offered individually, wouldn’t make enrollment. Not ideal, but this method has been used since back in the ‘80s. Dual modality means some of the students are taught face-to-face, with others (enrolled in the same class) taught using a different modality (e.g., asynchronous). This is helpful when there’s student demand for a face-to-face experience, but the class might not make enrollment if offered as face-to-face only. FA decided to sign-off on these options if faculty want to use them, but wanted a document to be drafted.</p>

	<p>In 2018, MOU was drafted—FA tried to contact as many faculty as possible, in order to capture all courses, but some might have been missed. Plan was to revisit in spring 2020, but COVID delayed the follow-up until now. Perino asked the reps to review the list of courses in their division on the MOU and follow up with those depts. for discussion—are any courses missing; are any listed which should not be taught using this format? Clarified that just because a course is listed, faculty not required to teach it as stackable/dual modality—merely gives the option for faculty to do so. Taking a course off the list means no faculty in that dept. believes it’s a good idea to be taught using that format.</p> <p>Fine Arts rep suggested division CCs review the list annually, and noted there have been examples of part-time faculty suggesting stackable classes without discussing with full-time faculty; asked if part-timers should be involved. Believes annual review necessary due to COR updates, etc. Perino agrees that discussion should occur at the division-level, with anyone who may teach the class involved, including part-timers. Plan is to discuss MOU during negotiations and sign off; reps should email Perino about any necessary changes. Suggested reps communicate changes with dean, so that discussions occur before MOU goes to negotiations table. PSME rep voiced concern that students might prefer a dual modality environment, which could affect faculty teaching the same course as single modality; students might not want to enroll in that section. Perino agreed that this is a concern, and noted that in some cases just one faculty teaches a specific course. Subramaniam added that usually just one section of the course would be offered, and that dual modality really only used when there’s a concern that the enrollment wouldn’t make if course offered as single modality. Also addressed Fine Arts rep’s suggestion that the list be discussed at division CC; believes it’s not a curriculum topic—Perino believes some faculty regard it as a curriculum topic, because there could be a curriculum-related reason for why a course might be inappropriate for stacked or dual modality.</p> <p>Other PSME rep asked if the list of courses on the MOU will include names of faculty willing to teach stacked/dual modality—Perino responded no, it’s just the list of courses. Fine Arts rep noted that depts. working on their fall schedules, and asked if list should be taken into consideration; also mentioned high-flex. Perino noted that high-flex not included on this list; responded that if dept. considering scheduling a course not on the list as stacked or dual modality to let her know, so it can be discussed and possibly added to the list. LRC rep mentioned example of LIBR 10 and 10H being taught together in the past—Perino responded that this counts as stacked (honors and non-honors taught together).</p> <p>Perino would like feedback from the depts./divisions within the next two weeks.</p>
<p>11. Good of the Order</p>	<p>Kuehnl noted that if CCC is not going to extend the resolution for virtual meetings, will need an in-person quorum at future meetings. Took an informal poll of how many voting members might be able to attend in-person at the next meeting—response possibly falls short of quorum. Discussion occurred re: what exactly constitutes a quorum. Group also discussed possibility of extending the resolution again at the next meeting.</p> <p>Perino mentioned having received some questions about the scheduling document that was agreed to for next year. If anyone unsure about how scheduling will work for their division, please reach out.</p>
<p>12. Adjournment</p>	<p>3:30 PM</p>

Draft Minutes, May 3, 2022

Attendees: Micaela Agyare (LRC), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA & LRC), Kurt Hueg (Interim VP Instruction), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Ana Maravilla (SRC), Allison Meezan (BSS), Ché Meneses (FA), Kathy Perino (PSME), Ram Subramaniam (Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

MATH F280. : JUST-IN-TIME SUPPORT FOR MATH 80

Effective Term

Fall 2022

Subject

Mathematics (MATH)

Course Number

F280.

Department

Mathematics (MATH)

Division

Physical Sciences, Mathematics & Engineering (1PS)

Units

2.5

Course Title

JUST-IN-TIME SUPPORT FOR MATH 80

Former ID

Cross Listed

Related Courses

Maximum Units

2.5

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

2.5

Weekly Lab Hours

0

Weekly Out of Class Hours

5

Special Hourly Notation

Total Contact Hours

30

Total Student Learning Hours

90

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Non-Applicable

Is Basic Skills applicable to this course?

Yes

Basic Skills Level

Does Not Apply

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**

- Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Basic Skills

Transfer

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This course is needed to provide co-requisite support for a transfer level math class. This will enable more students to complete a transfer level math class. See Section 5 of attached file (AB705 Math Improvement Plan, March 11, 2022).

Attach evidence

AB705 - Math Improvement plan.pdf

Need/Justification

This course is designed to support students who do not meet the multiple measures placement in MATH 80. The course provides just-in-time remediation of prerequisite skills necessary for MATH 80. Additionally, the course provides support in study skills and habits.

Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Quantitative Reasoning. Intended for students who are concurrently enrolled in MATH 80 at Foothill College. Topics include: a review of computational skills developed in beginning and intermediate algebra, including proportional reasoning, order of operations, simplifying expressions, solving equations, use of variables, creating and using graphical displays.

Course Prerequisites

Course Corequisites

Corequisite: MATH 80.

Course Advisories

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Course Objectives

The student will be able to:

1. Plan, implement, and assess their work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.
2. Collaborate to collect, assemble, discuss, and present culturally-relevant information using group member knowledge, reading strategies, and the internet.
3. Read, comprehend, and discuss quantitative situations drawn from the fields of personal finance, health and wellness, environmental technologies, and civic engagement.
4. Demonstrate an understanding of mathematics by writing complete and correct responses to questions.
5. Use algebraic notation and symbol manipulation strategies.
6. Use dimensional analysis to solve complex problems.

Course Content

1. Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning
 0. Workload analysis
 0. School/study time calculation
 1. Plotting weekly calendar
 1. Math support resources
 0. Classmates
 1. Instructor
 2. Tutoring resources
 2. Learning opportunities in math
 0. Productive struggle

1. Deliberate practice
2. Explicit connections
3. Collaboration and teamwork
2. Collaborate to collect, assemble, discuss, and present culturally-relevant information using team member knowledge, reading strategies, and the internet
 0. Build collaboration skills
 1. Mathematical identity development
 2. Cultural capital recognition and development
 3. Quantitative communication skill development
3. Read and discuss quantitative situations drawn from the fields of personal finance, health and wellness, environmental technologies, and civic engagement
 0. Reading comprehension strategies
 0. Comprehension and Synthesis Chart
 1. Qualitative information and vocabulary
 2. Quantitative information and vocabulary
 3. Plan of action
 1. Reading apprenticeship routines, such as:
 0. "Think Aloud" or
 1. "Talk to the Text"
 2. Discussion strategies and norms
 0. Think time before share
 1. Whip around discussion format
4. Employ strategies for writing complete and correct responses to questions
 0. Simple and complete
 1. Specific
 2. Stand-alone
5. Use algebraic notation and symbol manipulation strategies
 0. Variables
 0. Subscripts
 1. Order of operations
 2. Units and dimensional analysis
 3. Solve equations
 0. Linear
 1. Radical
 2. Exponential
 3. Quadratic
 4. Inequalities
 5. Evaluating formulas
6. Use dimensional analysis to solve complex problems with multiple pieces of information and steps
 0. Units
 0. Conversions
 1. Equivalencies
 1. Application to real life problems

2. Equations and proportions

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Access to graphing technology, such as a graphing calculator or graphing software.
2. Access to a computer and the internet.

Methods of Evaluation

Methods of Evaluation
Group and independent exploratory activities
Homework
Performance in MATH 80

Method(s) of Instruction

Method(s) of Instruction
Group work
Discussion
Mini-lectures
Instructor-guided discovery
Formative assessment

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Required Materials

No course materials.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Problem sets
2. Exploratory activities and/or projects
3. Reading and/or writing assignments

Authorized Discipline(s):

Mathematics

Faculty Service Area (FSA Code)

MATHEMATICS

Taxonomy of Program Code (TOP Code)

1702.00 - Mathematics Skills

Foothill College Distance Learning Addendum

Addendum to the Course Outline of Record

Course Approval Application for Online/Distance Learning Delivery

Form approved by the College Curriculum Committee, November 3, 2020 (updated March 5, 2021)

Distance Learning Status

Select distance learning status below

Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)

Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster.

Distance Learning Modality

Select all modalities for which the course may be taught

R = Combined Virtual

T = All Modalities Hybrid

V = Virtual (synchronous)

W = Online (asynchronous)

Y = Hybrid

Z = Online Hybrid

Note: For definitions and additional information about Distance Learning Modalities, click the help bubble.

If you would like to provide additional comments or details about the selected modalities, please do so here:

Regular and Effective Contact

Any portion of a course conducted through distance education must include regular and effective contact between instructor and students, and among students, either synchronously or asynchronously. This includes any online portion of a hybrid course, and includes any course conducted through distance education during State of Emergency.

Instructor-to-Student Contact Methods: Select all that apply

Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
Group or individual meetings
Orientation and review sessions
Supplemental seminar or study sessions
Private messages within the Course Management System
Personal email outside of the Course Management System
Chat room within the Course Management System
Weekly announcements in the Course Management System
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
Discussion forums with appropriate facilitation and/or substantive instructor participation
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Note: For additional information about Contact Methods, click the help bubble.

Student-to-Student Contact Methods: Select all that apply

Discussion forums with appropriate facilitation and/or substantive instructor participation
Chat room within the Course Management System
Group meetings
Blogs/Wikis
Student collaborations
Study forums
Other (please describe)

please describe:

Team meetings over Zoom

Accessibility

In accordance with Title 5 and AP 4105, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Confirm, below, that the following accessibility requirements will be built into the course, as applicable:

- Simple, logical, uncluttered course design (module structure)
- Use of Header and Paragraph styles on longer pages
- Font formatting, rather than color, for emphasis in text
- Transcripts of audio clips

- Captions for video clips
- Alt tags on graphics
- Descriptive URL links
- Tables accessible to screen readers (tables should be used only for simple data and have row and column headers; tables should not be used for course layout)
- Directions for accessing support services available for students are clearly posted

Confirm:

I confirm that all of the above-listed accessibility requirements will be built into the course, as applicable

If you would like to provide information about additional accessibility details for the course, please do so here:

Attach Historical Forms/Documents (if applicable)

[Articulation Office Only](#)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

None

Validation Date

4/12/22

[Division Dean Only](#)

Seat Count

40

Load

.056

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125051 - Mathematics

Account Code

1320

Program Code

170100 - Mathematics, General



California
Community
Colleges

Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

Introduction and Form Instructions

This page provides an introduction of this form and instructions about completing this process.

Introduction

By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).

With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Instructions

As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) approximately a week after the webinar.

Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:

[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)

Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):

[Link: Improvement Plan Form \(for reference only\)](#)

Please download the Data Addendum Template by clicking on the link below. Data only needs to be submitted by colleges for which pre-transfer level placements and/or enrollments will continue in fall 2022. Complete the full data template and upload the renamed file in question #2 below.

[AB 705 Improvement Plans Data Addendum Template](#)

Once you complete and submit this form, Chancellor’s Office staff will route the form through AdobeSign for signatures. You will enter the needed contact information for those signatures at the end of the form.

If you have any questions about this form, please contact Dean Dr. LeBaron Woodyard at LWOODYAR@CCCCO.edu. If you have any questions about the content of your AB 705 Improvement Plan, please email AB705@cccco.edu.

[Glossary of Terms](#)

As you are completing this form, you can save your work and return to complete it later. To do so, the form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

District and College Information

This page collects information on the district and college.

1) District/College*

District: _____

College: _____

Improvement Plan Overview

In this Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). Carefully consider the four options below and respond based on the conversations and planning that has taken place on your local campus with students, faculty and administrators. Please fully review the enclosed memo (above) before completing this plan.

2) Choose option 1, 2, 3a, or 3b

All of these options are for all students implicated in AB 705: U.S. high school graduate students (including ELL & ESL students) in certificate, degree or transfer programs. Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.*

No matter which option is chosen, *all colleges* should review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. Please submit this form with this checkbox indicated (the form will be routed through AdobeSign for signatures). Still, be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). If this is true of your college, complete Part A of the Improvement Plan. Be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

A) By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

B) By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments, or multi-term transfer-level courses for these students.

Part A

You selected one of the following options: 2, 3a or 3b above. Therefore, you must complete Part A of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer level enrollments as of fall 2021.

Aligning Placement Practices with Legislation and Regulation

During the initial phase of implementation, colleges were allowed to experiment with practices that, per regulation, require Chancellor's Office approval and/or validated proof of effectiveness. Those practices have not proven to be effective in fulfilling the mandates of AB 705 based on the Validation of Practices data and results, and overall one-year enrollment and completion rates to date. For this reason, the California Community College System will sunset the use of these practices.

4) By checking each box below, you are verifying that your college/district will be in compliance with each item by fall 2022: *

The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."

Guided placement, including self-placement, does not “incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment” or “request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.”

For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs “with specific requirements that are not met with transfer-level coursework”.

The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

Improvement Plans to Transition to Full AB 705 Implementation

In this section, colleges will detail how local practices will be transformed to fully implement AB 705. A slate of promising practices are provided to help inform local planning and provide colleges guidance. The practices detailed below are strongly recommended as practices worth investing in to successfully improve AB 705 implementation. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize. This section also leaves space for colleges to provide narrative about other changes they plan to implement. Colleges should include adjunct faculty in planned AB 705 implementation reforms.

Our college will [check all that apply]:

5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):

for English

for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

for Statistics and Liberal Arts Mathematics (SLAM) math This will be our quantitative reasoning course + coreq

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

for English

for BSTEM math

for SLAM math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Other practices as described in the following. - Write In:

Part B

Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.

You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

8) Our college will do the following: (Check all that apply)

Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in “certificate or degree programs with specific requirements that are not met with transfer-level coursework”.

Other practices as described here - Write In:

Part C. Data Addendum Template

Part C of the Improvement Plan requires completion of the Data Addendum Template.

You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).

Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

The Improvement Plan Data Addendum Template is located here:

[AB 705 Improvement Plan Data Addendum Form](#)

9) Complete and attach the Improvement Plan Data Addendum Template.

Certification Page

This page collects information for the certification of the form.

10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

President/Superintendent/Chancellor Signature via Adobe Sign:

Adobe Sign Date for President/Superintendent/Chancellor:

11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

Chief Instructional Officer (CIO) Signature via Adobe Sign:

Adobe Sign Date for Chief Instructional Officer (CIO):

12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

AS President Signature via Adobe Sign:

Adobe Sign Date for AS President :

Thank You!

Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.

March 7, 2022

TO: ICAS

FROM: Robert Horwitz
Chair of Special Committee on AB 928

SUBJECT: Recommendation on a singular GE transfer pathway

The Special Committee on AB 928 met three times to discuss the singular general education (GE) transfer pathway. After considering several options and patterns, the group came to consensus on a pattern that it believes satisfies the legislation's requirements for both a clear and transparent singular pathway, and maintaining at 34 the total units required to complete the Intersegmental General Education Transfer Curriculum (IGETC). The recommendation is best understood by the attached chart.

For purposes of quick summary, the new pathway pattern recommended to ICAS requires the following:

- UC will accept Oral Communication as a new (third) course in Area 1 – English Communication.
- The CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new core competencies.
- The number of courses required in Area 3 – Arts and Humanities will decrease from three to two (one in Arts, one in Humanities).
- UC will remove its Language Other than English proficiency requirement from IGETC and treat it as a graduation requirement.
- CSU will remove its Lifelong Learning and Self-Development course from IGETC and treat it as an upper-division requirement.

Note that the pattern includes a forthcoming new Area 7 – Ethnic Studies requirement. The UC Academic Senate recently approved this requirement, proposing to accommodate it within IGETC by reducing from three to two courses required in Area 4 – Social and Behavioral Sciences. It is anticipated that a final vote to approve Area 7 – Ethnic Studies for the CSU will occur at the March 2022 CSU Board of Trustees meeting.

These recommendations come with full support of the Special Committee members, following careful deliberation as well as a commitment to strong GE preparation for successful CCC student transfer to UC and CSU.

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/ Quantitative Reasoning)
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas:	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)	Arts & Humanities Social & Behavioral Sciences	Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)	Physical & Biological Sciences	Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (**currently UC only, carries no units)			
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

 FOOTHILL COLLEGE

STRATEGIC VISION FOR EQUITY

2021–2025



TABLE OF CONTENTS

PART ONE: EQUITY AT FOOTHILL COLLEGE, TODAY & TOMORROW

- INTRODUCTION** 5
 - Equity Philosophy and Values 5
- SCOPE OF EQUITY WORK** 7
 - Why Center Race? 7
- PROCESS OF PLAN CONSTRUCTION** 10
 - Historical Context 10
 - State Legislation and Equity Initiatives 10
 - Scholarship on Race and Equity 11
 - Implicit Bias 11
 - Validation Theory and Stereotype Threat 11
 - Critical Race Theory 11
 - Campus Feedback 12
- A SYSTEMIC CHANGE FRAMEWORK FOR RACIAL EQUITY** 14
 - Dimensions of Change 14
 - Areas of Impact 15
 - A Tool for Facilitating Discussion and Processing Change 16
- ACCOUNTABILITY STATEMENT** 17

PART TWO: ISSUES & GOALS

- INTRODUCTION** 20
- CONNECTION** 21
 - Issue 1. The onboarding process disproportionately impacts African American students 22
 - 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 23
 - Issue 3. More recent focused outreach with a specific intent to increase access and enrollment of Latinx and African American students doesn't readily connect back to a larger strategy to support and retain these populations 24

ENTRY 25

Issue 4. The current lack of coordinated infrastructure for basic needs services at the college (psychological services, food pantry, transportation, homeless referrals) can make it prohibitive for students of color to access services..... 26

Issue 5. Lack of a sense of belonging, safety, and space allocation for students of color..... 27

PROGRESS..... 29

Issue 6. Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines..... 30

Issue 7. Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color 32

Issue 8. Microaggressions and unconscious bias negatively affect experience and learning for students of color..... 33

Issue 9. Lack of a college-wide retention plan for students of color to progress through their academic career at Foothill 34

Issue 10. Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.)..... 35

Issue 11. Students accessing our classes and services online are not receiving comparable spaces, resources, and services as students who access them on campus. 36

COMPLETION 38

Issue 12: Program and Service Area assessments did not invoke meaningful discussion and action around equity efforts 39

Issue 13: Across the California Community College system, all students are not succeeding in comparable rates at reaching their educational goals 40

GLOSSARY 41

ENDNOTES 42

PART ONE

EQUITY AT Foothill College, Today and Tomorrow



INTRODUCTION

Foothill College has a history of providing transformative educational experiences that meet the goals for its students and produce outcomes that have served to lessen disparities among our most vulnerable populations. Individuals and areas of our campus have long sought to achieve student equity, whether on their own or in response to state-mandated equity plan requirements. While these state-mandated plans helped to fund equity activities on our campus and set goals to help move the work forward, those efforts have been relatively siloed, often intermittent, and sometimes were not interconnected with all areas of the campus to produce systemic impact on equity disparities. This Strategic Vision for Equity is an effort to provide a sustainable, and systemic vision for achieving equity through eliminating demographically-predictable disparities at Foothill College. With a strong foundational vision, the college can then be guided toward action, collaboratively and within individual departments and areas. The Strategic Equity Plan will also serve as a partnering document to Foothill College's Educational Master Plan 2030, Facilities Master Plan, and other planning documents.

This Strategic Equity Plan is an effort to provide a sustainable, and systemic vision for achieving equity through eliminating demographically-predictable disparities at Foothill College.

Equity Philosophy and Values

In conversations with the campus, several things surfaced in regard to what our college community valued about equity. Our campus prides itself on being proactive versus reactive when addressing challenges. We appreciate spaces that embody team, family, and community spirit. We recognize our students are continuously improving and developing. Perhaps most importantly, our college values and acknowledges individuals as whole people and sees their potential.

While our college is strong in its sentiment of our values, it is often difficult to fully enact those values

While our college is strong in its sentiment of our values, working within an institution that was inherently designed to systematically deny the right to education for so many can often make it difficult to fully enact those values.

because it exists within the broader institution of higher education in the United States, that was inherently designed to systemically deny the right to education for so many. The system of education itself has a long history of upholding an oppressive premise about who gets access to quality education, and what that looks like. However, our college has always found ways to persist and we continuously challenge and aim to change the oppressive structure of education because we still believe in the value of education. The California Community College (CCC) system offers high quality, post-secondary education to all who want it, regardless of personal circumstances. Truly embodying this intent of the CCC's original mission requires constant disruption of systemic oppression.

Discussions of, and intentions to disrupt the way oppression plays itself out in our educational institutions cannot occur without recognizing the importance power plays in upholding this system and efforts to maintain the status quo. One concrete way Foothill can disrupt systemic oppression is by taking stock of how it makes decisions, embracing the notion of transformative educational leadership in the college's effort to improve and refine its processes. Specifically, decision-making in educational institutions tends not to prioritize student input, and particularly students of color. When the effort to reach out and engage students of color happens, it is to help the institution correct a deficit or fix problems in a student's educational experience. This can be taxing on our students, especially without the time and support needed to be fully informed in these leadership roles. Foothill can support student self-advocacy by institutionalizing leadership training and through exposure of community-engagement opportunities in and out of the classroom where students can exercise their voice and power. Our college can deepen its commitment to this disruption

by continuing to create avenues in decision-making bodies and spaces of influence for student involvement.

On a similar note, Foothill should empower faculty and staff to be engaged in decision-making processes where the avenues for engagement are legitimate ways to influence the direction of the college. It should be clear to the campus community what constitutes shared governance and where those avenues of engagement occur. The campus community should have an informed understanding of how these committees work in concert and how they communicate and share information amongst each other and their representational bodies. Foothill can be mindful that our decision-making councils, senates and committees reflect the diversity of our campus. Furthermore, the work that comes with being involved in shared governance should not overly tax certain members with their involvement (especially our students), and does not precipitate burnout and/or representational disengagement.

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SCOPE OF EQUITY WORK

One striking observation that surfaced during conversations with campus community was that we did not share a common understanding of equity. This made it challenging to:

1. Discern which students groups were being reached by our equity efforts;
2. Help each member of the Foothill community conceptualize how they contribute to these efforts, and
3. Demonstrate whether our myriad equity actions had local impact within a program and/or systemic impact across many areas of the college.

The process to developing such a definition brought together college feedback, a common industry understanding of equity as described in educational code and scholarship on race and equity. An equity definition was first proposed at College Opening Day 2019, later revised to an equity scope of work by campus leadership at a January 2020 retreat, and ultimately agreed upon as a campus at College Opening Day 2020. It states: Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

The learnings from the culmination of the aforementioned areas are elaborated in the Process of the Plan Construction section of this document.

Why Center Race?

At Foothill, when we talk about equity, we are intentional in our choice to center race. Since its inception, the system of education in the United States was never intended to serve all demographic groups and many continue to be marginalized, including but not limited to persons of color, women, LGBTQ, veterans, disabled persons, and the economically disadvantaged. And, like most other institutions, despite our ongoing efforts over the years, Foothill continues to have demographically predictable disparities in student success.

2019-20 Course Completion by Ethnicity and Low Income Status

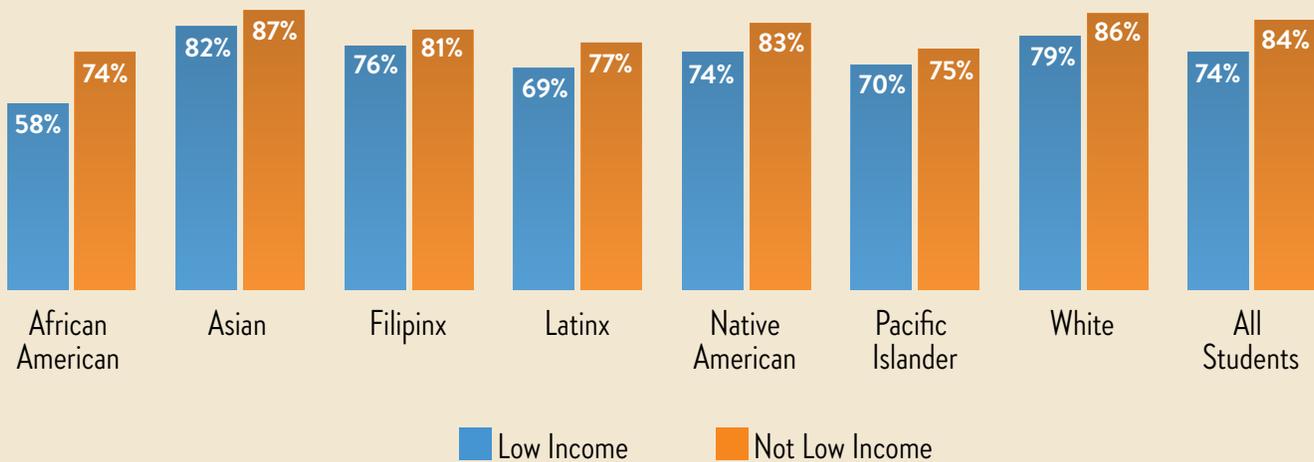


Figure 1 | Source: FH IRP, Credit Enrollment, Low-income students are those whose household income is less than \$25,000.

We are mindful, though, that when we as a college disaggregate our educational outcomes data by demographic group, we see racial disparity within all groups. For example, course completion is one indicator that is used to assess students' progress in the classroom as well as on their educational journey. In 2019-20, our college's course completion rate was 81%, with non-low-income students' course completion at 84% and low-income students' course completion at 74%. Students with less financial means may have fewer resources. These results, disaggregated by ethnicity, demonstrate that across all ethnic groups, students from low-income households complete their courses at a lower rate compared to those who are not from low-income households.

However, while non low-income students may have access to more resources that aid in their course success, what is dishearteningly predictable is that even within this group, students don't experience course success at comparable rates (Figure 2). Furthermore, when course completion is replaced with other metrics like course retention, graduation or transfer, our results do not differ. By "predictable", we are not making a claim about our students' intelligence or ability to attain their education goal. Instead, what is predictable is our college's completion outcomes and how they continue to reflect a persistent pattern

of what we have achieved, and fall short in achieving. If we view course completion as an indicator of our college's collective effort in helping students progress on their educational journey, which ethnic student groups do we do a better job at serving? Conversely, which student groups are we not serving as well? By shifting from a deficit lens, which focuses on which students may be deemed not college ready, to one that questions how we may be creating barriers with our current approach to serving students, and who is harmed by those barriers, the responsibility is then on us as a college to instead be student ready. Identifying these racial disparities, and our hand in perpetuating them, allows us to make the shift to meet students where they are.

By centering race, we do not suggest to ignore disparities for other marginalized groups. Instead, we suggest that as we attend to disparities for other groups we consistently and intentionally address students of color within those groups. We must center race in our work and discussions even as we act to mitigate other groups' disparities.

We realize the topic of race is sometimes difficult and uncomfortable to discuss. As humans who have been socialized to avoid this topic, we recognize our strong predisposition to shift focus away from race in our dialogues and planning efforts. However, if we are to dismantle systemic barriers¹ at Foothill

By centering race, we do not suggest to ignore disparities for other marginalized groups.

Course Completion Rates of Non-Low Income Students by Ethnicity

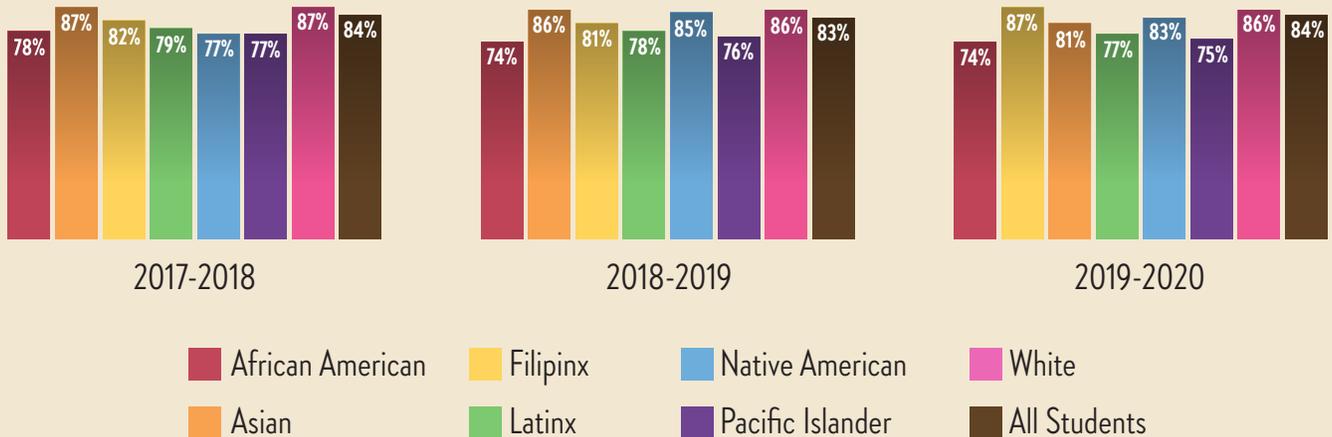


Figure 2 | Source: FH IRP, Credit Enrollment, Low-income students are those whose household income is less than \$25,000.

College, we must talk about race. Centering race is an attempt to focus rather than to exclude. By consistently centering race in our plan, even as we seek to eliminate inequity for all groups, we are holding ourselves unwaveringly accountable to our

most historically underserved of groups. This college's Strategic Vision for Equity plan is one step along the path of that purpose and vision for the Foothill College community.



PROCESS OF PLAN CONSTRUCTION

Historical Context

The work of equity and diversity is not new to the Foothill community. As the elements of the plan come together, there is a recognition of alignment across three areas aimed to inform the vision for equity at Foothill: campus feedback, scholarship on race and equity, and California state initiatives. Organically, these three areas revealed consistency in thought and focus, providing a common foundation from which to build.

The development of this Strategic Vision for Equity began as an evaluation of the 2015-16 Student Equity Plan², charged to the Equity and Education governance council. The activities described in the plan were to be evaluated annually, with the desired goals to be achieved by the 2019-20 academic year. Due to the large and operational undertaking an evaluation requires, Equity and Education tasked the Office of Equity to complete the evaluation and share its assessment with the council.

Through this process, some general observations surfaced. While it was proposed in the 2015-16 plan, our college lacked an entity overseeing the implementation and annual evaluation of the plan and its activities, and did not have a strategy to institutionalize this process. Furthermore, years of conversations in venues such as shared governance committees, program review, and professional development activities demonstrated a need for a shared vision of equity, anchored by a common definition or scope of work. While the metrics in the state-mandated plan meant to indicate progress of student outcomes, they ultimately were not sufficient in addressing the cultural and systemic change our college was asking for. Previous state equity plans led with a particular set of metrics, whereas this plan has

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developed organically through campus inquiry and self-reflection, informed by issues surfaced from the campus community.

State Legislation and Equity Initiatives

As a public institution of higher education, our college shares in the state's goal to provide educational opportunity and success to the broadest possible range of our state's population. California Education Code Section 66010.2 leads with the idea that efforts should be made with regard to those who are historically and currently underrepresented, and affirms a commitment to academic excellence through quality teaching and programs. It goes on to address an aim to provide educational equity, not only through a "diverse and representative body and faculty, but also through educational environments in which each person, regardless of race, gender, gender identity, gender expression, sexual orientation, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential."³ This code addresses concepts of fairness and inclusion, offering opportunities for all groups and ensuring social, institutional, and/or personal circumstances do not prevent students from reaching academic goals.

The state has taken large strides to set forth systemic initiatives for local implementation, with a particular focus on institutionalizing campus equity efforts through mandated student equity plans. The most recent 2019-2022 state required Student Equity Plan was drafted largely by the Office of Equity in collaboration with and guidance from the Equity and Education governance council. The plan was shared across campus for discussion and feedback⁴ and was approved by the District Board of Trustees in June 2019.

Additionally, part of the state's efforts to achieve equity are through initiatives intended to transform the experience of students at the community college and remove barriers to progress in their educational journey. Vision for Success is the state's effort to make sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating equity gaps once and for all. It is a vision with bold goals to improve student outcomes, including closing equity gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment.

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In that spirit, two of the most recent initiatives from the state are Guided Pathways and AB705. The Guided Pathways framework creates a highly structured approach to student success that provides students with a set of clear course-taking patterns to promote better enrollment decisions and completion of their educational goal at our college. At Foothill, we are approaching that Guided Pathways effort through four teams: Meta Majors, Onboarding, Communication, and Technology and Data. AB705 is a bill that took effect in January 2018 and requires community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe, through the use of multiple measures placement, including high school GPA or self-guided placement, which research has shown are more effective of predicting course success than traditional assessment tests.

Collectively, these efforts are guided by the core belief that colleges should simplify paths to educational goals and help students stay on those paths until completion.

Scholarship on Race and Equity

Implicit Bias

The Office of Equity explored a number of seminal theories to inform the equity framework, paying particular attention to a few that are valued at Foothill College. Implicit bias⁵ and the practice of recognizing when and how bias comes up can inform our equity practices greatly. The success of our students is impacted by the attitudes of faculty, staff, and administrators, towards students and one another, as is the association of stereotypes with certain individuals or groups without conscious knowledge. It has been proven that implementing exercises to actively lower bias⁶ and directly challenge

stereotypes are successful strategies and are areas that the campus can explore. As such, our students led an implicit bias workshop at College Opening Day 2020 as a follow up to their open letter⁷ where they had requested college staff and faculty be regularly trained and educated on implicit bias.

Validation Theory and Stereotype Threat

As we proactively seek to be of service to the most disenfranchised student populations in our college community, it is critical that we are well informed on how to appropriately approach, engage, care for, and validate⁸ our students. This includes development of not only people but spaces. Creating spaces that eliminate stereotype threat⁹, a situation or action that puts students at risk of conforming to stereotypes about their culture or social group, and simultaneously forming a campus culture where the knowledge, skills, and experiences our students bring with them to college are continuously validated, and where they know they are valuable assets of our college learning community. Something as simple as learning a student's name and pronouncing it correctly, shifting curriculum to reflect students' backgrounds, or even engaging them in how the course develops over the term, can completely change the dynamic of a classroom. With these efforts, a student now knows they are seen and heard, and they can also then see themselves and their lived experiences in the learning.

Critical Race Theory

Colleges up and down the state have racial disparities across multiple metrics. Foothill is no different in that no matter the metric or population of study, racial inequities are present. Over time, they continue to exist. This persistent disproportionality points to a systemic issue. To focus on racial equity, the Office of Equity engaged Critical Race Theory¹⁰, which uses the examination of race and racism across dominant culture as an approach to understanding structural racism to find justice-based solutions. If Foothill envisions our campus to be an equitable institution for higher education, we must be willing to upend our practices for vigorous examination of

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inequitable policy. In the development of this plan and an equity framework, many of the Critical Race Theory tenets felt especially relevant. In particular, the ubiquity of racism and how it undergirds many of our assumptions of how things operate within the status quo (Permanence of Racism), and the importance of elevating the voices and experiences of those most marginalized in our system (Counter Narratives). The incorporation of scholarly theory aids us in raising questions about things we may not have considered. It can also provide context to system and human behavior in this process, explaining how it can be that Foothill staff and faculty share similar values around the desire for equity, but work in an institution that has equity gaps. All the same, as a college we could not rely solely on state mandates nor scholarly theories in the development of this plan. We understood that actively engaging the Foothill community is critical.

Campus Feedback

One of the vital foundational elements of our plan stemmed from the campus community. The vision, structure, and goals came organically through inquiry and discussion with the college. In the evaluation of the state-mandated 2015-16 Student Equity Plan, the Office of Equity learned many proposed activities were technically implemented, but people did not feel the campus culture changed, nor did their equity work and efforts move the mark. Changes occurred in pockets but the changes were not systemic. As our college moves forward from the evaluation of previous plans, this plan is also an effort to acknowledge where we fell short as a campus in reaching previous goals or addressing concerns, building trust, communication, and collaboration. In crafting an updated plan, the Office of Equity intentionally engaged students, staff, faculty, and

administrators in a variety of spaces.¹¹ The team led Opening Day workshops, conducted inquiry around professional development, held town halls, visited divisions and departments, engaged governance committees, conducted an online survey, held an equity retreat, and most importantly, listened to students.

In its early stages of the plan's development, students identified the need for academic resources and social support in particular. Issues of transportation and housing rose to the top as major student concerns¹², and they spoke at length about their desire for space and community. Communication was also a theme that emerged, forcing the college to think differently about how it reaches out to students while keeping them engaged and connected to campus support and resources.

As the Office of Equity continued to collect input from the campus, the world as we knew it experienced an abrupt change. A global pandemic forced us off campus and into our homes. As we adjusted to a world quickly changed by the COVID-19 virus, the college prioritized issues of access and learning in regards to online education. Transitioning to a virtual campus in March 2020 required quick-thinking, extensive yet urgent training, and the implementation of critical services and support. Further, it amplified a number of inequities in our system and forced the campus to take note of potentially overlooked concerns experienced by Foothill students in online learning. Sentiments that we were "all in this together" and that sheltering-in-place was an act of humanity blared through our media outlets, assuring us that our efforts to slow the spread and protect those most susceptible to the virus showed our unity and compassion as global citizens.

Then, just as Foothill began to settle into a routine of our new normal, a few months later we received a stark reminder that humanity is relative, as the video of a man tragically murdered at the hands of police brutality went viral around the world. Not the first

If Foothill envisions our campus to be an equitable institution for higher education, we must be willing to upend our practices for vigorous examination of inequitable policy.

or last to suffer this tragic fate, George Floyd¹³ was one of too many in the Black community to fall victim to racial violence. An uprising of neighborhoods and cities, in proportions rarely seen in history, took to the streets to demand justice and plead for change. Racial violence had set the world afire and we saw communities come together through pain, from struggle, and in protest. While it did not take a world-changing event to prompt a commitment to equity from our college, the commitment was already there. In many ways however, it was these events that narrowed our focus and caused us to reflect deeper as a campus about what we considered to be our most significant equity issues, once again driven by student voice.

Foothill students rose up and called the college to action. In their open letter to Academic Senate and administration in June 2020, individual members of the Black Student Union (BSU), the Puente program, Associated Students of Foothill College (ASFC), and student Trustee, collectively outlined what they needed to feel seen and validated as members of this college community. A subsequent letter addressed to College Governance in October 2020 further elaborated on student needs including demands relating to: diversifying curriculum and faculty, professional development, outreach to communities of color, and basic needs, to name a few¹⁴.

While a review of relevant literature helped to ground this strategic plan in research and bridge the operational with the theoretical, it is the voice of the campus community that breathes life and purpose into this plan. Not surprisingly, much of what the Office of Equity heard as campus concerns with equity are echoed in the literature as long-standing challenges in higher education, and are part of larger areas of concern being addressed through state initiatives, revealing an organic connection and alignment of

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state initiatives, relevant scholarship, and campus feedback. However, the voice of the students has been the strongest impetus to move the campus toward its goal of racial equity.

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A SYSTEMIC CHANGE FRAMEWORK FOR RACIAL EQUITY

One result of surveying our institution's equity efforts is that it surfaced the many strategies and interventions already in play at Foothill, and highlighted areas on our campus and within our organizational structure that are not being addressed. For instance, in conversations with faculty, staff and students about equity, people clearly connected Foothill's ability to offer resources and improve student outcomes as the institution's means and ways toward eliminating inequity. Yet, attempts to assess and revise structural policies, if needed, were infrequently mentioned. Furthermore, reflections on how the culture of our campus embodies an equity-mindset indicated an area of focus requiring more support and action.

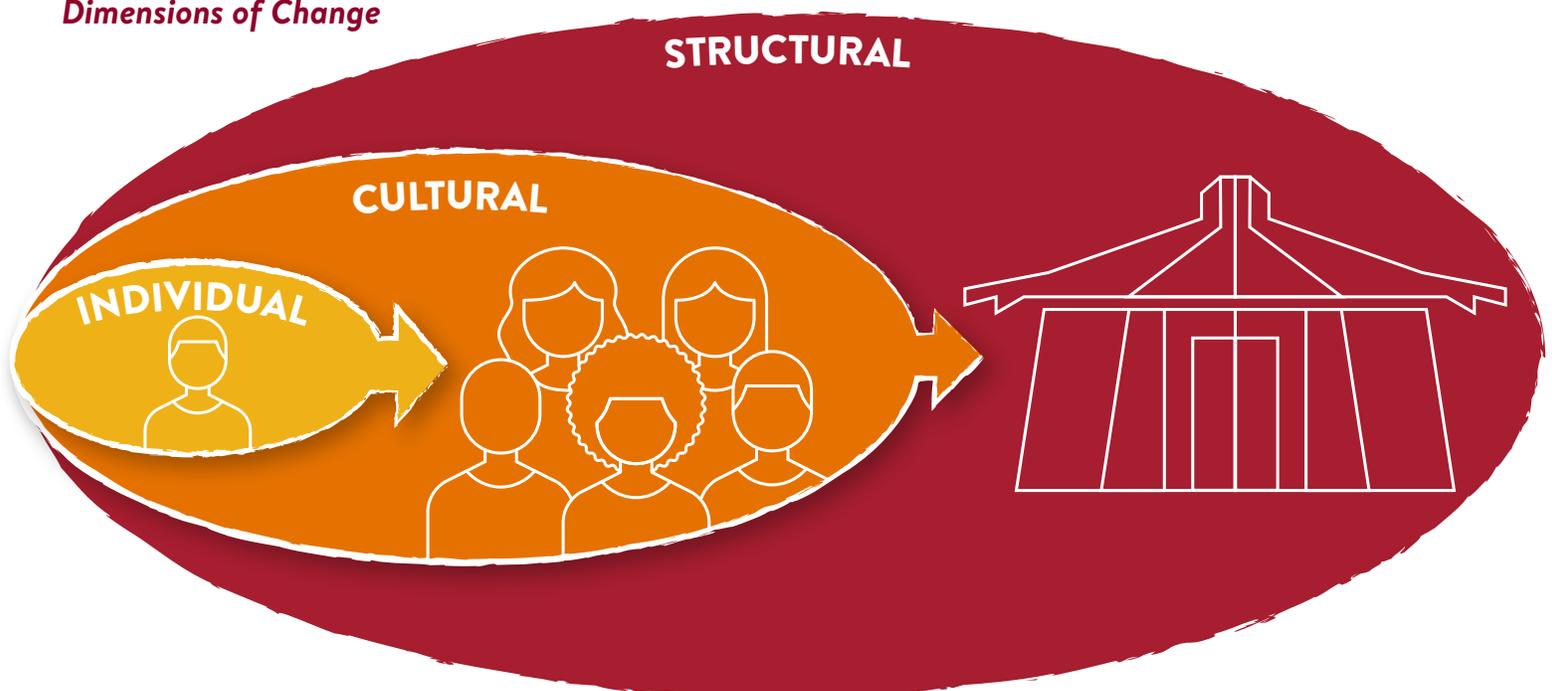
It became clear that there was a need for an overarching framework as part of the plan to provide direction on how and where to move forward with our college's efforts. A framework could increase collaboration between people and areas on campus doing equity work, resulting in greater reach and impact on our student population. It also allows the college to move away from individual and/or localized "random acts of equity" to the systemic approach required to address systemic issues.

The Equity-Driven Systems Change model¹⁵ developed by California Tomorrow¹⁶, a public organization formed around creating in-roads to equity and inclusion in a number of sectors across the state, including education, inspired the framework presented in this plan. While in existence, it worked extensively with community colleges to design a model for equity-based organizational change germane to the specific needs of the community college system. The Office of Equity found the Equity-Driven Systems Change model's "dimensions of change" a fitting explanation for how the Foothill community identified the equity work they were doing. The notion of "levels of impact", referred to within this document as areas of impact, helped to conceptualize a more holistic approach to our college's equity efforts; one that avoided concentrating strategies in particular areas, like student outcomes. In its feedback, the campus community expressed frustration with an over-reliance on student outcome metrics as the only way to eradicate inequity, and there was agreement with the idea of employing comprehensive equity strategies to guide our work. The framework outlined in the next section sets the stage for strategic implementation of equitable, organizational change.

Dimensions of Change

In order to employ a shift toward racial equity, there are three dimensions of change our college must engage: structural, cultural, and individual.

Dimensions of Change



Creating a culture of equity may be the most difficult area of change to enact, as it requires our campus to come together under a common philosophy and desired vision, specifically around how we embody a culturally responsive, appreciative and equity-centered institution.

Structural change speaks to the type of change that (minimally) seeks to remove the college-wide barriers that uphold the disenfranchisement of low-income students of color, and speaks to the thorough investigation of Foothill's policies, procedures, roles and responsibilities that govern how our college runs. Structure can include examining formalized practices within our divisions/offices, in classrooms and in service areas, governance, and even at the district and state levels. The Equity-Driven Systems Change model explains that the dimension of cultural change uncovers and confronts the reasoning behind the inequities in our institution. The model prompts us to examine the attitudes and beliefs we employ as staff, faculty, and administrators in our interactions with students and with one another. What informal or unspoken rules do we perpetuate? Creating a culture of equity may be the most difficult area of change to enact, as it requires our campus to come together under a common philosophy and desired vision, specifically around how we embody a culturally responsive, appreciative and equity-centered institution. While it will be the community-wide effort that will create the change we want to see, the change won't occur without individual responsibility.

This leads to the third type of change: individual. Though the Equity-Driven Systems Change model does not identify this as a dimension of change, the Office of Equity felt it was important to acknowledge the opportunity to affect positive change in those areas within the realm of our college's control, but also as a reminder that we all own the responsibility to do so. The act of ongoing, recursive self-reflection is imperative in our equity efforts. It is also important to note that all levels of change can impact and influence one another. For example, both individual and structural change will influence the culture

of a campus. An individual with decision-making power can enact structural change just as a group of individuals can collectively influence structural change. Both individual and structural change will influence the culture of a campus. Cultural change can inspire individual change. Structural change impacts individual efforts. In addressing all levels, a more transformative change can occur.

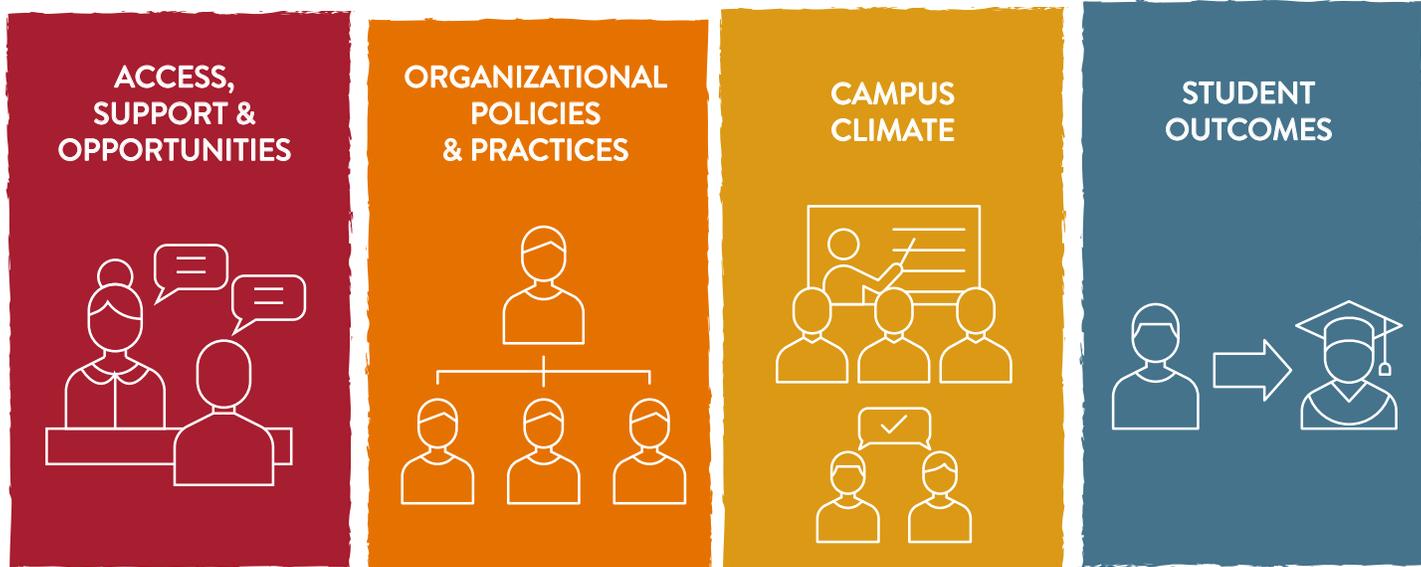
Areas of Impact

The Office of Equity posits that our college's equity efforts must impact four areas: 1) Access, Supports and Opportunities; 2) Organizational Policies and Practices; 3) Campus Climate; and, 4) Student Outcomes. Access, supports and opportunities references how we bring students onto our campus, set them up with the resources they need to be successful, and continue to look out for them by connecting them to opportunities that encourage their educational growth. The impact area of organizational policies and practices is concerned with looking at substructures within the college organization as well as overarching policy. Leadership and governance, budget and resource allocation, instructional policies and human resources would be topics of consideration within this area. Campus climate references the values, norms and history of our college, how we communicate within the college and how we work to prioritize and engage students. Finally, student outcomes refers to positive and equitable change in metrics like course completion, degree attainment, transfer rates, etc. From a foundational perspective, the Office of Equity believes ensuring that the college engages in activities in all four of these areas will be important in discussion and practice as they represent a new approach to eliminating disparities that is intentionally comprehensive and does not ignore the systemic structures at play.

While this plan lays out the aforementioned framework in an ordered, sequential manner, in praxis, the framework does not adhere to the neatly confined categories of the three dimensions of

The process will be uncomfortable at times, and is likely to surface many feelings for all of us as we engage in this work.

The Four Areas of Impact



change nor the four areas of impact. Some of our equity strategies will intermesh with more than one dimension of change; that is, some interventions will require individual, cultural and structural change. Some equity strategies will cross more than one area of impact. These realizations only amplify the interconnectedness of our institution. Where areas of ambiguity may arise around who or what entity should be responsible for certain equity strategies, an opportunity presents itself to engage in conversation with other people and areas on campus to team up to get the work done. Those collaborative efforts produce the most effective change and the Office of Equity will help facilitate those conversations.

A Tool for Facilitating Discussion and Processing Change

A call for wide-sweeping assessment on how our college operates down to the very values we hold individually is a monumental ask. The process will be uncomfortable at times, and is likely to surface many feelings for all of us as we engage in this work. As the need for a framework to provide direction was identified, the campus community could also benefit from having tools to help process the change our institution is undergoing and to help keep difficult dialogues moving ahead in a productive way. Since 2014, Foothill has partnered with the Pacific Educational Group¹⁷ to provide racial literacy seminars, which have included training on the Courageous Conversation About Race[®] protocol. It prompts users to be conscious of their own mindset as they enter the work, outlines four agreements¹⁸

to use during discussions, and offers six conditions¹⁹ to help individuals engage, sustain, and deepen conversation. The college's efforts to train colleagues in using the protocol are intended to help individuals enter conversations with shared understanding of common terminology and norms. At the same time, the Office of Equity fully acknowledges there may be other robust strategies to have effective dialogues about racial equity. What is most important to us is that individuals are able to engage in racial equity conversations in a sustained and productive way. As a community, we must understand that while the Equity-Driven Systems Change framework may help provide direction on where our change efforts should be focused and how to pursue them, it will ultimately fail if we cannot engage and sustain difficult conversations and do the affective work that is intertwined with the equity work.

Where areas of ambiguity may arise around who or what entity should be responsible for certain equity strategies, an opportunity presents itself to engage in conversation with other people and areas on campus to team up to get the work done.

ACCOUNTABILITY STATEMENT

With the tremendous efforts that must occur to provide more equitable student experiences, accountability becomes an important element in that process toward change. To be accountable is essentially taking initiative and ownership of the work to create equitable outcomes. This can be accomplished individually within one's day-to-day responsibilities, culturally within the practices of one's department and in collaboration with colleagues, and structurally through administrative procedures, policies, and strategic planning.

The Foothill community will establish their role in the plan toward equity by defining what actions they can take to address issues laid out in the plan – individually, culturally, and structurally. The Office of Equity will partner to brainstorm and refine ideas, bring in additional stakeholders who have power to concretize those ideas and ensure the college remains focused on students and continues to center race. The Office of Equity will be responsible for checking-in with the campus community to help them assess their implementation efforts, and provide support with further consultation and advocacy for resources needed. As implementation, assessment, and sharing of lessons learned occurs, so will opportunities for synergy and coordination of efforts.

We as a college commit to the Strategic Equity Plan as a living, ongoing vision. Planning, implementation, and evaluation are ongoing and dynamic, allowing the college to pivot and shift as we learn what works. As the campus moves from planning to action, it will be essential to then create appropriate milestones that will guide the campus in determining the timeline for evaluation of proposed activities. Ideally, all milestones will be assessed and reported on annually. However, some assessments may be more appropriate to conduct with more or less frequency.

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Communication will be key in moving the work forward as folks are all in different points in their efforts. Some, having already implemented a number of interventions over the years, may need less consultation or direction, while others will desire a more substantial partnership from the Office of Equity or other departments to get their activities off the ground. Wherever an individual or area may be in the work, it will be important that the campus community be kept abreast of what is occurring and any results that are being produced. Reporting could occur at events as large as Opening Day, or in more focused spaces such as division meetings or governance. Each division/department/unit, as part of their own action plan development, will establish appropriate venues for providing updates on progress of work, along with timelines for assessment and reporting.

Setting institutional goals for equity also requires keen attention paid to how administrators intend to lead our college in these efforts. This strategic vision for campus equity was sourced directly from the students, staff, faculty and administrators that make up our campus community. Administrators are now provided with an incredible opportunity to continue including the whole campus community in setting the vision of Foothill College. Operationalizing this equity vision positions administrators to champion the equity work occurring in their areas and advocate for the resources necessary to do this work.

With a commitment to inclusivity in vision-setting, administrators can play a critical role in creating the

conditions for meaningful conversations within their areas about racial equity in their work. This requires active engagement in professional development to deepen their own understanding of equity; prioritizing these conversations as an integral part of the work of their teams; and fostering a culture of ongoing reflection and assessment of these efforts. As Foothill embarks on this new process of enacting change on our campus, our community must remain open to feedback about the work. To do so, the administrative team must work together, along with leaders across the campus, to help create collegial and safe environments where students, staff, and faculty are welcomed and encouraged to speak their mind. To foster the integrative, cross-functional work necessary, and to effectively leverage its networks of leadership and influence, attention must also be paid to the dynamics of positionality within the administrative team itself in order to ensure open dialog from diverse perspectives.

This plan will be a significant shift from the siloed work that has historically occurred. However, cross-campus engagement, assessment, and reporting can only improve our understanding of how students are served and help to prevent duplication of efforts. Given that this visionary plan has come together, not as a state mandate but rather a college collaborative effort, constructed by the voice of the campus community, this plan provides a unique opportunity to hold ourselves accountable to our scope of equity work, demonstrated in our commitment and accountability to our values, our personal growth, and to results.

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PART TWO

ISSUES & GOALS

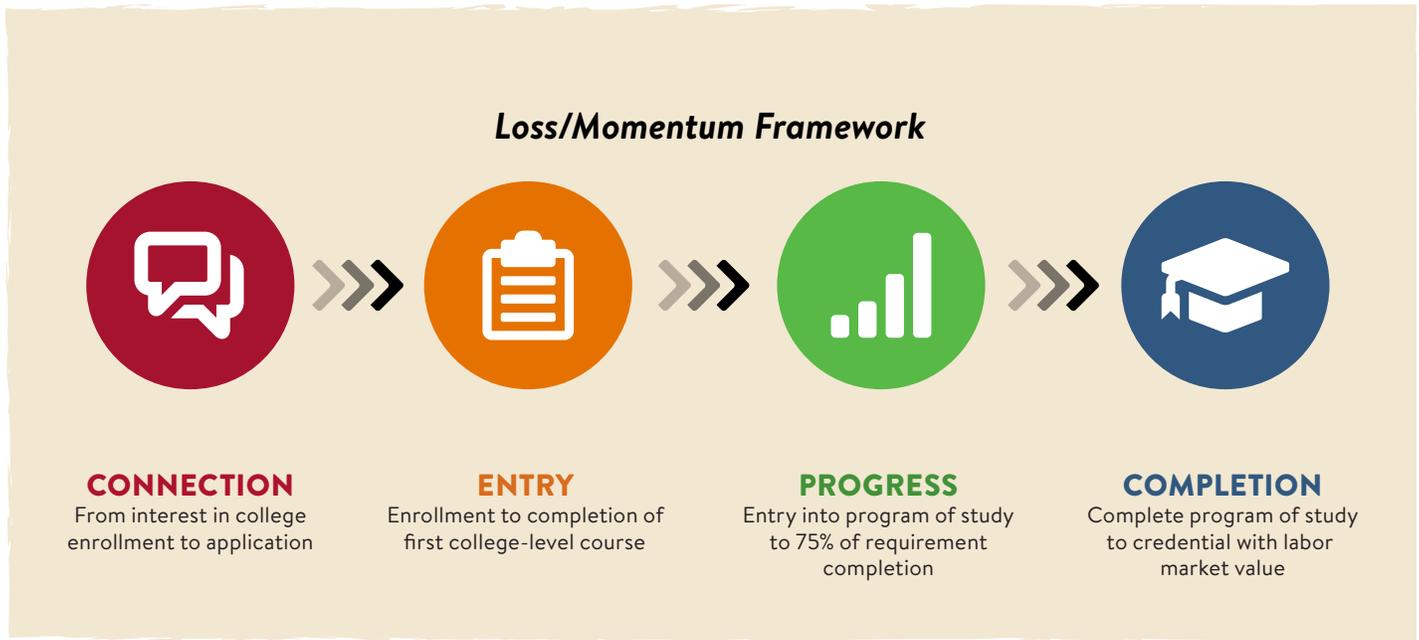


INTRODUCTION

The Office of Equity heard and reviewed campus feedback on the challenges experienced by students and approaches to equity to be considered in the construction of this plan. Additionally, past college equity plans were reviewed to help tell the history of thought and action at Foothill College. Feedback was consolidated with the asks from the various state initiatives and related theories on race and equity to help determine what issues to prioritize moving forward. Many of the suggested issues fell along a continuum of the student educational journey, which follows a similar framework employed by the California Community College Chancellor's Office Guided Pathways Initiative. This framework, referred to as the Loss/Momentum Framework²⁰,

categorizes the student journey from initial interest in attending Foothill College, to enrollment and completion of courses, to progress and completion of their educational goal. Along each step in the pathway, the framework discusses loss points and momentum strategies to guide the college. Moreover, conversations about how the college models its equity values and practices with its own employees elicited ideas that could be categorized similarly.

This section will lay out demonstrated issues and visionary goals, empowering campus community members to determine their own actions that align with that vision, rather than as directives coming from the top down. These issues and goals are organized within this plan along the **Loss/Momentum** pathway of Connection, Entry, Progress, and Completion.





CONNECTION

This first step in the framework refers to a student's initial interest in college enrollment to completion of their application. A substantial number of students who have an interest in college, and even apply, do not make it through the intake process to enroll in classes. The goal in this phase is to encourage new students to apply in a timely manner, secure financial aid if necessary, begin to develop an educational plan and a career goal, and enroll in coursework appropriate to their level of readiness and goals. Understanding what happens to students in this phase can help us as a college improve outreach, onboarding, and placement.

A substantial number of students who have an interest in college, and even apply, do not make it through the intake process to enroll in classes.

Our college enrollment data suggests a pertinent and sustained disproportionate impact on African American, Latinx, Filipinx, Native American and Pacific Islander students during the "Connection" phase of their journey. Compared to their peers, these student applicants are less likely to enroll after applying to Foothill²¹. In our 2019 Student Equity Plan most recently submitted to the state, Latinx and African American students were prioritized as the groups most impacted by challenges with access. If Foothill College wants to position itself as a school of choice for these particular students, it will need to be more strategic in its marketing and recruitment efforts, particularly building partnerships in communities in which those students reside, demonstrating an understanding of the community's needs, and connecting their educational goals to future jobs and career attainment.

Below are issues that surfaced in campus conversations around Connection, the time from a student's interest in college enrollment through completion of application, along with potential goals for the college to consider.



The onboarding process disproportionately impacts African American students.

Students and Foothill employees have described the experience of a student looking to attend Foothill College as difficult and complicated. From first interest to enrollment, a student could potentially interact with one or more of the following services at different points in the enrollment process: Outreach, Admissions, Financial Aid, Orientation, Counseling, and Assessment. Within this process, students report encountering barriers and inconsistencies that are described as complex and tedious that could discourage them from enrolling. In addition, there are lapses in time between onboarding steps where students are in a holding pattern waiting for the next steps in the enrollment process. This happens at points between priority registration, orientation, counseling, and when classes begin, leaving students with gaps in time where their circumstances may change. In assessing what happens from the moment of interest and awareness, all the way to application and enrollment, it is clear the onboarding process is not a simple one and can be lengthy and onerous for students. As previously mentioned, African Americans are not enrolling in our courses after applying to our college at a disproportionate rate. This observation is echoed in the [Student Success Metrics²²](#), a public data dashboard provided by the California Community College Chancellor's Office. In 2018-19, 56% of applicants who applied to Foothill College ultimately enrolled in our courses, whereas the enrollment rate was 50% for African American applicants. An overall evaluation of the application to course registration pipeline, as well as support services and their relevance to communities of color, is important to shed light on where challenges are prominent for students and where improvements can be made. Thus, the Office of Equity proposes the following goals as a guide to the actions that will need to take place.

While it can be hypothesized that the lower application-to-enrollment rate observed for African American students is related to the complex, tedious onboarding process that the campus has cited, we do not know whether it is the only reason why students do not enroll after applying. Consequently, all individual departments and divisions are encouraged to examine this issue within the context of their areas to surface the reasons that may be contributing to the

problem. As the first line of contact with the college, the onboarding and enrollment process is critical to the student experience and one that should be evaluated on a consistent basis in order to adjust to contemporary issues and unexpected challenges.

- ✔ **Goal 1:** The application to registration pipeline is transparent and intuitive to students. Foothill retains students through the onboarding process, particularly those disproportionately impacted in the process (African American students).
- ✔ **Goal 2:** Explore further districtwide FHDA collaboration and the potential for a shared application.
- ✔ **Goal 3:** The onboarding process will be inclusive and take into account new students who seek to enroll in hybrid and exclusively online courses; and therefore, may not yet have an inherent need to physically be on campus.
- ✔ **Goal 4:** Orientation is accessible to all new students prior to their first day of instruction. Orientation content is specific to Foothill's onboarding process, providing guidance on how to navigate instructional and student support services to help students become familiar with the campus and its offerings.
- ✔ **Goal 5:** African American students are consistently supported throughout the Connection phase, perhaps via a case management model shown to be successful at the college.
- ✔ **Goal 6:** There are no barriers in our enrollment and registration processes, regardless of desired modality of class registration, on campus or online.

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.

Paying for college is a significant barrier to educational attainment. The cost to attend Foothill College varies depending on students' individual circumstances as factors such as unit load and residency come into play. The tuition range for the 2019-20 academic year was \$4,776 to \$23,864. Inherent in the cost of attendance is the increasing expense of living in the Bay Area. In 2018, the median home price in the Bay Area was \$996,000 and \$1.2 million in Santa Clara County. The Bay Area continues to be the most expensive housing market in the United States.²³ College feedback frequently mentioned the competing demand students have juggling both school and work, often having to make a choice between the two.

Both federal-and state-funded financial programs have helped students in the financing of their education; yet all students are not eligible for assistance due to specific program requirements. *Foothill College Promise Program*, launched in the 2018-19 academic year, provides two years of free tuition, fees, books and course materials to eligible first-time new, in-state/AB540 and full-time students. Therefore, part-time and non-resident students are omitted from consideration and many returning and continuing students are unable to complete their studies in the two-year Promise window. While headcount participation grew from one year to the next, among the 914 grant recipients who started at our college in fall 2019, only 50% of them were retained to spring 2020.²⁴ Enrollment data revealed that many students fell out of eligibility in winter quarter by either going to part-time status or stopping out completely. Students who cannot complete or provide the necessary financial documents required for the program are also shut out, though they may have qualified otherwise. So while *Foothill College Promise* serves a comparable or higher proportion of students of color in relation to the general student population, for example, 2019-20 grant recipients identified as African American (9%) and Latinx (41%), it remains an inaccessible program to many due to its restrictive eligibility requirements.

In addition to tuition fees, students especially noted the stress of financing their education is compounded by the costs of textbooks and printing fees on campus. Financial holds and drops for non-payment affect a student's ability to register for classes, creating an additional obstacle to educational goal attainment. It would be worthwhile to examine these additional incidental costs to determine if the college could alleviate some of the financial burden, and at the same time, evaluate our campus policies related to these fees to determine if any student groups are disproportionately impacted by its current practices. The trend in community college education suggests a move toward a tuition free model as evidenced by the state legislature's \$42.6 million allocation to the community college system for the California College Promise Grant (formerly known as the Board of Governors Fee Waiver). Even though tuition-free education at Foothill is an aspirational goal, there may not be a better time than now to act on it. The Office of Equity so proposes the following goals.

As financial challenges continue to increase for our students, it will be important to consistently review our policies and procedures, and explore and expand opportunities for financial relief, especially for our low income and students of color.

- ✔ **Goal 1:** There are no tuition costs for all students across the CCC system. Increase administrative advocacy at the state level.
- ✔ **Goal 2:** Students are knowledgeable about the different financial aid programs and services available to them, and successfully apply for that assistance.
- ✔ **Goal 3:** There are few to no incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs.
- ✔ **Goal 4:** There is no demographically predictable disproportionate impact among students with financial holds and/or drops for non-payment.

More recent focused outreach with a specific intent to increase access and enrollment of Latinx and African American students doesn't readily connect back to a larger strategy to support and retain these populations.

The 2015-16 Student Equity Plan highlighted the need to tailor marketing and outreach efforts so that they were inclusive of the diverse population Foothill serves. Activities aligned with these efforts included developing brochures and other advertisements highlighting college programs for underserved populations. The activities also included multilingual translation in printed marketing materials for students and families where English is a second language. Foothill should continue its efforts to diversify its marketing approach. Nevertheless, the college operating without a coordinated outreach program during an enrollment decline resulted in mostly indirect marketing efforts without a real end goal in mind. That end goal of where and how to focus outreach efforts is typically informed by a strategic enrollment plan, which is currently not documented. Particularly, the college missed an opportunity to address the declining trend in African-American student enrollment²⁵ observed after the 2013-14 academic year. Now with a more coordinated and properly staffed outreach department, the college can begin to address some long-overlooked challenges.

Dual enrollment (specifically, college classes taught at high schools) has been proposed as a strategy to address racial equity gaps. In the 2019-20 academic year, Foothill College's Equity and Education governance council discussed this topic at length across multiple meetings. It was recommended that the college should continue to build dual enrollment partnerships with area high schools, prioritizing those predominantly serving racially disproportionately impacted student groups²⁶. This recommendation aligns with AB288 and CCAP provisions²⁷. Both the college and the student benefit from translating high school work completed for college credit into future enrollment at Foothill, but the college needs to work to develop pipelines within these partnerships that seamlessly connect those students to degree, certificate and transfer opportunities at Foothill.

Current partnerships, not limited to dual enrollment, were created as a result of Foothill staff doing the work of moving beyond the Foothill campus and venturing out into surrounding communities and seeking innovative ways to offer a college education to those that may not be able to access the

opportunity otherwise. Foothill's Family Engagement Institute has long fostered successful partnerships in the community to service some of the most vulnerable populations of students in the community. It is worth exploring their approach to the work and their model of service in providing exceptional support to these populations.

Whether it is through a non-credit course, dual enrollment, adult education, summer academy, or career technical education pathways developed in concert with local non-profits, Foothill should work to not only understand the career and educational demands of those communities but demonstrate its ability to successfully meet those demands. With that, the Office of Equity proposes the following goals. Foothill has already begun to see the beneficial results of a well-coordinated outreach and marketing team who holds a lens of equity in their efforts. Communication, recruitment, and partnership building will only improve as the campus further collaborates in its efforts to serve and reach its diverse community.

- ✔ **Goal 1:** Foothill has a documented strategic enrollment plan that expands access to college programs for underrepresented student populations, outlining touch points from outreach through registration to provide support for potential and incoming students.
- ✔ **Goal 2:** Foothill's CCAP dual enrollment partnerships have established pipelines from high school to Foothill College programs. Dual enrollment partnerships focus on expanding college access in the high schools for underrepresented student populations.
- ✔ **Goal 3:** Foothill College has community-based partnerships in low-income and historically underrepresented communities, reflective of diverse and culturally relevant outreach models.
- ✔ **Goal 4:** Foothill College implement and operationalize credit for prior learning practices including but not limited to competency-based education, challenge exams, third-party evaluators, industry certification, etc.



ENTRY

This phase represents the period from student enrollment to completion of their first college-level course. The objective here is to help students choose and enter a program of study as early as possible. Many students seeking degrees drop out after only one or two terms as evidenced by our most recent data. Similar to access data referenced above in the Connection phase, our course retention data also indicates African American, Latinx, Native American and Pacific Islander students are less likely than their peers to remain in their class(es)²⁸. Between 11% to 14% of these students withdraw from our courses, representing nearly 4,000 enrollments our college loses each year. In fall 2019, among students whose educational goal is a degree or transfer, 66% were still enrolled at our college in winter 2020.²⁹

...Our course retention data also indicates African American, Latinx, Native American and Pacific Islander students are less likely than their peers to remain in their classes.

Foothill, therefore, needs to understand how our students get from their initial enrollment at our college to the point of passing their first college-level courses in their chosen program of study. What are their experiences? What are some policies or processes we have put into practice that created hurdles in their educational journey? These reflection points help us better understand our students' lived experiences as well as shed light on why students stop out and leave our campus altogether.

In identifying challenges that affect enrollment and retention at Foothill, financing college, as well as possessing a living wage to meet basic needs like stable housing and food sources were included.



The current lack of coordinated infrastructure for basic needs services at the college (psychological services, food pantry, transportation, homeless referrals) can make it prohibitive for students of color to access services.

A Foothill basic needs survey was administered spring 2018³⁰ to assess student experience with housing, food and transportation, and where applicable, compared Foothill results to other community colleges in the western region, as well nationwide. Nearly 800 Foothill students responded, and results indicated our students are more likely to report high/marginal affirmation with food insecurity (62%) than compared to their community college counterparts in the region (41%) or nation (44%). Our student respondents shared they could not afford to eat balanced meals (40%) and had to portion their meals or skip meals altogether because there was not enough money for food (33%). While it is not a majority, we have students who had to resort to staying in a vehicle or abandoned building not intended for housing and/or do not know where they were going to sleep even for one night. Over one-third (40%) of our students experience housing insecurity, i.e., frequent moves, crowded living space, poor housing quality or the inability to afford rent or bills, compared to a little over half of the region and nation. One in 10 of our students (11%) experience homelessness, compared to 14% to 15% of the region and nation. When it comes to transportation, our students shared they spend two more hours per day commuting to and from Foothill (23%), miss class because of an issue with public transportation (19%) and have to decide between using money for gas or public transportation to get to work or to class (16%). When disaggregated by ethnicity, Pacific Islander and African American students reported the highest rates of food insecurity, housing insecurity, and homelessness across the board.³¹ It will be important to center race as the college explores solutions.

Research and efforts around food and housing insecurity have become more prominent in recent years, most notably through national organizations such as the Hope Center for College, Community, and Justice³² and their #RealCollege movement. In line with this trend, more recent on-campus activities at our college are responding to meet the basic needs of our students. Foothill's food pantry was initially created by the African American Network (AAN) with non-perishable food items, eventually transitioning as a broader service to include fresh food items through the Office of Student Affairs and Activities. Support

for housing insecurity is not as far along institutionally, but Foothill has tried to address these challenges by incorporating leadership efforts into the revised EOPS Director position, with oversight of EOPS, CARE, Foster Youth, and Housing Student Programs. Additionally, a feasibility study for student housing was proposed in the Facilities Master Plan 2019-20.

Another element of a basic needs infrastructure includes mental health services. Student feedback indicates maintaining mental health to be a challenge, especially during the pandemic. A concerted effort made to address basic needs insecurities is one way the college can help mitigate the challenges some of our students experience where they are often forced to choose between paying for tuition and/or textbooks or paying for rent, childcare, or groceries. Or where students are compelled to take on additional hours at work, at expense to time that could be invested in coursework. As the college proceeds to think about the best way to organize and coordinate these efforts, the Office of Equity proposes the following goals to assist in that alignment.

- ✔ **Goal 1:** Foothill students seeking basic needs resources experience a streamlined referral process, providing coordinated assistance for all aid they are eligible for.
- ✔ **Goal 2:** Students' housing needs are met. Long-and short-term housing solutions will be explored, including (but not limited to) homelessness initiatives in the county, transitional housing programs and student housing. Students most impacted by housing concerns are empowered to lead conversations around potential solutions.
- ✔ **Goal 3:** Students' transportation needs are met. Uncover the specific concerns around transportation; determine what is actionable, what may need to be revisited, and what actions are out of the college's control.
- ✔ **Goal 4:** Students' psychological needs are met. Creative solutions on how to expand racial trauma-informed psychological services for students will be investigated and employed.

Lack of a sense of belonging, safety, and space allocation for students of color.

This plan is being written at a time when our nation is in upheaval over police brutality tipped by the murder of George Floyd in Minneapolis, Minnesota. As a country, we are openly talking about our criminal justice systems and how they continue to disproportionately disadvantage people of color. Over time, Foothill students and employees have reported feeling threatened or profiled by campus police officers, propelling students to request additional resources for mental health and trauma support around police interactions. As our nation examines its policies and procedures for law enforcement officer training and relationship-building between law enforcement officers and their local communities, it's imperative for us to engage in this work on our campus as well. This includes a review of student conduct reporting and protocols, especially those that require involving campus police.

As the campus revisits and revises its Facilities Master Plan and looks to understand how space and environment influences the student experience, it will be vitally important to learn from and include students in the process. Sense of belonging and shared community have shown to positively impact the academic progress of community college students, particularly students of color. Research highlights multicultural spaces and student-centered places for students to gather are ways to build community and connection to campus. Foothill learning community students emphasized the need for a multicultural center distinct from The Village (a student space that is managed by Puente and Umoja students), but one that is similar in the aim of creating community.

With new California legislation in place in the form of AB1645, the state is requiring the designation of Dreamer Resource Liaisons and is encouraging the creation of Dream Resource Centers at all public institutions of higher education, with the intent to increase enrollment and graduation rates among Undocumented students. While initial legislation did not provide funding for this new requirement, with the passing of SB74, there will soon be local assistance funds available to campuses for Dream Resource Liaisons to support immigrant and Undocumented students. While funds cannot fully support all of the

campus' intended efforts, it is a timely opportunity to explore ways to meet the spirit and intent of the law. The creation of a Dream Resource Center will be important to consider as part of the Facilities Master Plan and in connection with Foothill's recent selection by the state Chancellor's Office to house a legal service provider on campus.

Student feedback also indicated a desire for clarity on the policy for the allocation of space, and engagement in decision-making and planning around student space and design. Testimonies of previous experience in requesting space mentioned delays and arduous processes, or creation of spaces/centers without student input or knowledge. As we move toward a better visualization of students' space needs, it will be critical to understand how our current spaces serve students of color, where students of color congregate on campus, and where services that the students need are primarily located.

Last but certainly not least, equity-minded curriculum and instruction are integral to student's sense of belonging and classroom community. Classroom environments should be welcoming and safe for students, particularly students of color, to foster learning and growth. And it is with those aspirations that the Office of Equity proposes the following goals.

There must be a greater effort to create safe and welcoming spaces for all at Foothill, but particularly our students. It is largely through connection and belonging that we all see ourselves as part of the campus community and as educators invested in the success of our students.

- ✔ **Goal 1:** Police interact with members and guests of the Foothill community students in a racially and culturally affirming manner.
- ✔ **Goal 2:** .There is no disproportionate impact in student conduct data such as reporting or sanctions.
- ✔ **Goal 3:** Students of color have broad access to diverse mental health professionals, especially around trauma related to police interactions.
- ✔ **Goal 4:** Existing classroom and campus (physical) spaces encourage student engagement and reflect an appreciation of multicultural and multi-ethnic backgrounds.
- ✔ **Goal 5:** Students have access to multicultural, LGBTQ, and Dream centers.
- ✔ **Goal 6:** Space allocation processes ensure that design and usage of space is student informed.
- ✔ **Goal 7:** Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.



PROGRESS

The progress phase follows the students from entry into their program of study through approximately 75% of requirements, or near completion. During this phase, the aim is to help students get to the point where the end is in sight. Pathways to complete program requirements are clear to students as well as the college community.

As this stage includes the bulk of the student's journey at the college, there are more issues and goals to explore, as well as a much larger focus around the classroom environment, curriculum, and pedagogy.

Foothill needs to ensure that programs are focused, streamlined, and that options for more flexibility and accelerated programs are available for students as well.



Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.

Racism exists in every field, career path, and industry, and all our students are and will be immersed in these racialized environments when they leave us. A survey of the curriculum at Foothill suggests that many disciplines are taught as if they are race-neutral, and they fail to identify the explicitly racist historical and societal context underlying the epistemology of their discipline, as well as ongoing implicit biases in their fields. While Foothill students recently called out the need to address topics of systemic racism inherent in STEM in their open letter to the college, the myth of objectivity can manifest in every discipline. Students typically only have siloed academic opportunities to openly explore and understand systemic racism, and typically only within particular disciplines that focus on social and human behavior. Choosing not to address issues of race in disciplines thought to be “objective” leaves students ill-prepared to understand how systemic racism is upheld in each discipline and be leaders in disrupting it, and could lead to cognitive dissonance and increased stress when students do experience racism in fields that they were taught are not affected by race.

In their most recent letter to the campus, students asked that diverse authors, curriculum and pedagogy be integrated into all courses, emphasizing that instructors must also address topics such as systemic racism, social activism, financial literacy, and service leadership in classrooms, regardless of the discipline. Students asserted that these discussions should be addressed not only in classes with a more obvious association to racial injustice but also in disciplines such as STEM, as students in these courses may eventually go into health and STEM careers and thus need to be prepared to uphold equity in their fields.

Departments in every division need to be consistent in their commitment to educate students in the history and ongoing racism implicit and explicit in their disciplines, and departments need to be supported consistently by the institution to carry out this commitment. Resistance to interrogating the myth of race-neutrality and discipline objectivity at an individual or departmental level is problematic. Systems (curriculum development and review policies, contractual agreements and practices for faculty

evaluation, etc.) that fail to prioritize equity in the classroom, and/or individual faculty or administrator resistance to prioritizing the work of diversity, equity and inclusion can further work to discourage faculty, especially untenured and/or part-time faculty, from explicitly or implicitly discussing and addressing racism in their fields.

Given that we exist in a system of education that contemporarily gives access to all who want it, but that was not foundationally created to serve minoritized students, faculty will need to reexamine and reimagine what a quality, equity-minded education looks like. If we desire to serve students of color well in our classrooms, we need to write the curriculum and design pedagogy with this in mind from the start. We also recognize that curriculum redesign and the effective implementation at an institutional level of culturally responsive pedagogy will require a reprioritization of resources and a review of institutional policy, such as classroom size, to support instructional faculty with the added workload these efforts require.

With the above reflection in mind, we have identified the following goals:

- ✔ **Goal 1:** Curriculum is explicitly race conscious.
 - D. Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
 - E. Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
- ✔ **Goal 2:** Pedagogy is race conscious.
 - A. Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
 - B. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
 - C. Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
 - D. Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
- ✔ **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.
- ✔ **Goal 4:** Administration collaborates with Academic Senate and the Faculty Association to support instructional efforts to achieve goals 1 and 2, by removing structural barriers to pedagogical success which are embedded in tenure, reemployment preference and evaluation processes.
 - A. Tenure processes support tenure-track faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.
 - B. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, and are viewed as an opportunity to recognize outstanding performance, improve satisfactory performance, and provide useful feedback to encourage the growth and improvement of faculty both contractually and in actual practice.
 - C. The processes by which part-time faculty attain and retain reemployment preference insure these faculty receive the institutional support, resources and mentoring they need to succeed and insure their students' success.
- ✔ **Goal 5:** The Administration, Academic Senate and the Faculty Association collaborate to support practitioner efforts to achieve Goal 2 by ensuring faculty workload, including class size policies, realistically position faculty to implement culturally responsive pedagogy effectively.

Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.

There are numerous benefits to hiring and retaining diverse faculty. Minoritized students experience higher rates of success³³, diversity increases student and employee retention, the likelihood of implicit bias is reduced, and increasing faculty diversity helps all faculty better integrate multicultural and culturally responsive pedagogy.³⁴

As important as who is teaching a course is how and what is taught. Gloria Ladson-Billings, a renowned scholar and pedagogical theorist, has done extensive work in the areas of culturally relevant pedagogy and critical race theory. She argues that by focusing on student learning and academic achievement versus classroom and behavior management and cultural competence versus cultural assimilation, students will take both a responsibility for and a deep interest in their education. She asserts that this is the key to culturally relevant pedagogy: the ability to link principles of learning with deep understanding of and appreciation for culture. This is the place, she says, where the concept of pedagogy “shifts, changes, adapts, recycles, and recreates” the classroom, shifting marginalized students into a place where they become subjects in the instructional process, not mere objects.³⁵ This places students and their lived experiences at the center of the learning, not the periphery.

Students have expressed a need for the establishment of an Ethnic Studies division, whose curriculum and pedagogy aligns with much of what Dr. Ladson-Billings advocates for in her scholarship. Students also desire a more diverse faculty. Similar to prior years, in fall 2019, the majority of Foothill faculty, both full- and part-time instructors, identified as White.³⁶ In their October 2020 letter, students explicitly stated their desire for Foothill to hire “full-time, tenure track faculty of color, with a priority given to Black and Indigenous applicants.” So with the alignment of student requests, data, and scholarship, the Office of Equity offers the following goals.

Representation, diversity, and cultural relevancy in education matters. For students of color, having diverse faculty teaching and centering their stories allows for a reflection of themselves not only in the learning, but in the leadership, and to highlight how

their communities have historically contributed to all fields of study.

- ✔ **Goal 1:** Foothill College faculty, staff, and administrators are racially diverse.
 - A. Racially diverse employees are retained
 - B. Policies or procedures around course assignments do not disproportionately impact faculty of color.
- ✔ **Goal 2:** Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
- ✔ **Goal 3:** Content and pedagogy are inclusive of and created with communities of color in mind.
- ✔ **Goal 4:** The college creates an Ethnic Studies division, and hires demographically diverse faculty.



Microaggressions and unconscious bias negatively affect experience and learning for students of color.

As we aim to improve the culture of Foothill College to a more welcoming and safe space for students, we must consider how students experience the racial climate of our college. Racial microaggressions are daily verbal, behavioral, or environmental messages that communicate harmful slights and insults about people of color. Whether intentional or unintentional, racial microaggressions shame racial/ethnic minorities and are ingrained in systems that perpetuate racism.³⁷ Making assumptions about a student's knowledge or interest in something based on their ethnicity is extremely problematic. Asking a student what sport they play because you assume they are an athlete, or asking their opinion about a certain dish, assuming they are familiar with or enjoy all traditional foods from their country of heritage, are both examples of racial microaggressions that can make for an unwelcoming space. Beyond slights and shaming, we as educators must also be mindful to not dismiss or ignore cultural behaviors in any campus space. In such spaces, walking into a room without greeting others, or dismissing someone who greets you, is a microaggression and can be considered disrespectful. Policing or surveilling ethnically minoritized students in community spaces can result in feelings of fear and lack of safety for our students.

As part of the open letter from student leaders in June 2020, students felt that the faculty and staff of Foothill should be adequately trained and educated in regards to implicit and unconscious bias, systemic racism, white supremacy, white privilege, and social activism, to help minimize the incidents of microaggressions that our students experience.³⁸ With that in mind the Office of Equity offers the following goals.

With these efforts we hope to shift the culture of Foothill to one that is more welcoming and aware of how racial climate impacts our students.

- ✔ **Goal 1:** Foothill will reduce or decrease the climate of racial microaggressions. welcome candid conversations about them.
- ✔ **Goal 2:** Campus culture supports explicit checking³⁹ of unconscious bias.
- ✔ **Goal 3:** Professional development opportunities informed by or in partnership with students will be available to employees.

Lack of a college-wide retention plan for students of color to progress through their academic career at Foothill.

In our efforts to understand retention data and trends that are occurring, it is important to focus on who is not being retained, as well as why those students are leaving. Interrogating both of those things encompasses a wider scope of the story and provides a deeper understanding of our students' lived realities, which can only improve our efforts as we propose interventions and implement campus-wide retention strategies.

The 2019-2022 Foothill College Student Equity Plan identified a disproportionate gap in college retention for African-American and Latinx female students.⁴⁰ The CCCCO identifies retention as continued enrollment from fall to winter quarter. While Foothill's 2015-16 Student Equity Plan did not have a metric that directly identified college retention as an overarching issue, there were many activities such as development of mentoring, early alert and expansion of and support to learning communities, which suggested a desired focus on successfully retaining students through the end of a term. Furthermore, the same plan suggested the need for a Student Success and Retention Team to oversee the implementation and progress of the 36 activities listed within that plan. While the retention team was never formed due to competing demands and scheduling conflicts, the idea still holds value and should be revisited.

While the college currently has state funded retention programs for students (EOPS/CARE), resource centers (Disability Support Programs and Services/ Veterans Resource Center) and learning communities to help students successfully complete courses and remain enrolled, these programs are often limited by capacity, funding, and qualifications students must meet to access those services. There are still a significant number of students outside these programs who are not being served where the need still exists.

In an effort to coordinate and broaden our retention efforts, the Office of Equity suggests the following goals.

As we focus on outreach and access in order to diversify our student population, prioritizing

retention of these diverse communities must occur in conjunction with those efforts so that the work of diversity does not fall to merely a performative effort.

- ✔ **Goal 1:** The college has a coordinated plan with a set of successful, culturally relevant interventions in play that retains students through three important milestones in a term: 1) course registration through to census, 2) from census through the end of the quarter with successful course completion, and 3) successful enrollment in the subsequent term. Specifically, this plan would consist of strategies that not only are proven effective for Foothill's most vulnerable student populations (in this case, African-American and Latinx women), but can be inclusive and encompassing of other populations' needs.
- ✔ **Goal 2:** The promising practices of existing retention programs and learning communities are incorporated into the rest of the campus.
- ✔ **Goal 3:** The college addresses the retention challenges that arise when students, staff and faculty do not have access to the physical campus and cannot meet with students in a traditional face-to-face environment. Challenges include but are not limited to privacy for confidential conversations, dedicated studying spaces with easy access to academic materials, resources and employee support, and connection to a college community that counteracts student isolation in higher education.

Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.).

When discussing resources, conversations tend to center around the absence of resources available to students, often attributed either to budget concerns and restrictions, or the underutilization of existing resources which could be due to several reasons including lack of awareness or a perceived lack of need.

It will be important to continue to monitor the groups of students who take advantage of tutoring, what subjects are most requested, and the environment in which tutoring sessions take place. While tutoring has largely moved to a peer-to-peer model, the focus of tutoring content has also shifted more deliberately to align with AB705, increasing availability of support in math and English in particular. Given the equity lens that is implied with this new legislation, it will be important to disaggregate data by race and monitor how students of color are engaging in this service.

An established career center could provide students with the opportunity to connect careers and majors to their educational plan. Having done some exploration around interest in potential careers can help to inform what major a student may enter, and series of courses to take. This is also an area that can align with campus Guided Pathways efforts in order to ensure wider reach and support of students.

Student feedback indicates a certain level of comfort and encouragement is felt with peer-to-peer interactions. Programs like Pass the Torch, a tutoring program serving primarily students of color, employ this peer model and have seen academic success for their students.⁴¹ Exploration of this model for services outside of tutoring, such as mentoring, technical assistance, and service leadership, could increase student engagement with available services. With the intent to increase that engagement, the Office of Equity offers the following goals.

As the needs of our students change over time, it will be important to continue to evaluate the services we as a college provide to keep up with contemporary issues. The absence or underutilization of services can speak to many things and reasons, but only through student inquiry can we best meet the needs of the community.

- ✔ **Goal 1:** Tutoring models lead with equity to enhance access and utilization of their services. Ample support is provided to ensure the success of AB705 implementation.
- ✔ **Goal 2:** Career exploration support is offered at the onset of students' educational journey with special focus on early intervention for Latinx and African-American students, careful to avoid implicit bias of channeling low-income and students of color into lower wage programs.
- ✔ **Goal 3:** Service leadership activities promote peer-to-peer connections, emphasize college navigation, social support, and the building of cultural capital.
- ✔ **Goal 4:** The college is able to identify and address the challenges in accessing resources and support that are unique to students who engage with our campus exclusively online.

Students accessing our classes and services online are not receiving comparablespace, resources, and services as students who access them on campus.

Prior to COVID-19 forcing the college to become a virtual campus in March 2020, online share of enrollments grew from 35% in 2015-16 to nearly 50% in 2019-20⁴². Furthermore, while nearly half of all students continued to enroll in face-to-face and/or hybrid sections, the share of students who enroll exclusively online grew from about 25% to 36% over the same time period. As a college, we still have a long way to go in understanding the needs of students who do not come onto campus for instructional learning. As Foothill prepares to eventually return to campus, we cannot continue to define online students as if it is a student characteristic that does not change. Instead, online enrollment characterizes the learning modality at a given term. We need to learn more about the demographics and enrollment patterns of students who take online courses, and what resources they may need to successfully fulfill their educational goals. It will be important to look at the number of courses taken, and the purpose that online enrollment serves for students. Are they a concurrent four-year student taking only one course at our campus? Would students prefer to take some face-to-face classes but our scheduling does not permit? Are they a student who may not even reside in the Bay Area? Would strictly online resources and tools best suit the needs of these students or would they prefer a combination of in-person and online support services? Our college has an opportunity to explore the racial breakdown of different online-identified groups, whether they be fully online or hybrid, to reveal any nuanced experiences, trends, or gaps experienced in the online realm.

What became abundantly clear in our college's move toward becoming fully virtual in late winter 2020, is that many of the equity issues present on campus also surfaced in a fully virtual/online environment. Paramount to creating an equitable learning experience for our students are some core tenets around providing an ethic of care to our students; centering our actions from the perspective of our most vulnerable students—which necessitates that our students not only provide input on how they envision our campus functioning, but they are empowered to see their feedback to fruition; and with this, an acknowledgement of the variation of faculty, staff and student needs in a virtual environment. Our

ability to provide an ethic of care is not limited to the face-to-face interactions we have with our students. An ethic of care can be as simple as clear and direct communication with our students. That is, a commitment to follow up and follow through with our students to make sure they have their questions answered and they are getting what they need. It also means empathy from the institution for our students as they seek out answers to questions that, unbeknownst to us, could mean the difference between them remaining enrolled and withdrawing; particularly in a crisis in which we saw many of our students struggle to meet their basic needs of food and shelter. Explicit communication from the college that goes out to all students in all relevant ways, timely responsiveness, and following through to close the loop with our students demonstrates that ethic of care for our students.⁴³ As we focus on the challenges experienced by students when we moved to virtual campus, we also need to address the challenges experienced by faculty and staff. They must be supported if our college is to be student-ready and online teaching and learning-ready.

Having to transition fully online exposed several ways that our students were mitigating challenges inherent to their educational journey, and even some of the ways that our institution has helped alleviate those challenges, as well as exacerbated them. Technological knowledge and access to that resource became a profound issue for students, faculty, and staff alike. However, issues related to technology were not the only problems to surface during this time, as our college began to learn more about how place and space impacted our students' ability to remain present and engaged in their learning.

Our move to a fully online environment also highlighted how easy it is to slip back into a pattern of doing what is easiest or most efficient, or most comfortable in moments of instability and unease. Defaulting to what we know to help manage that stability may only serve to protect our status quo way of operating. This includes focusing our efforts and attention on how to best serve our most vulnerable students and making sure that ideas on how to do this are generated from the students, themselves.

Processes developed to assist our students changed from their initial iteration as our student workers provided insight that countered some of the college's assumptions about the best way to serve them. For example, the assumption that Zoom would be the best platform to engage students in the virtual hub⁴⁴, and the reality that the space could be intimidating for those new to the online realm, and how a chat function could serve the needs of students better. Bringing students in on the ground floor to help create and design some of our processes is another way of engaging equity. As a college we were able to offer services we never thought could be online.

What was specifically uncovered is that many of our students struggled with some major necessities for online learning including strong and reliable internet connection. Additionally, our college did not have a way to assist our students with their more complex needs around updating operating systems, installing software, and other technology related troubleshooting. The formation of the Student Technology Support Hub was a step in the correct direction, but the fact that it did not exist prior to our campus being fully online says something about the college's assumptions about its online students. Similarly, trying to meet the technology needs of our students without a clear understanding of what those needs are can present some equity challenges. One of those most basic needs is training on how to use some of these tools, including things like laptops. For example, our operating assumption that students understand how to turn on these tools and navigate them meant we were not fully prepared to adequately answer questions or provide assistance to our students.

All the while, there were a number of challenges to the fully online environment that were not related to technology. Concerns of students having an adequate learning environment arose as students navigated things like 24-7 caregiving for dependents, not having a desk/table for workspace so they sat on floors, not having access to quiet or distraction-free spaces so they hid in closets, sharing internet bandwidth with others in the household, and the tasking impact (on all, really) of being on a computer for the better part of the day. It also raised debate around synchronous and asynchronous online classes in trying to understand the best way to meet the needs of our most vulnerable students. These issues did not just arise for students. Faculty and staff experienced them as well. What will be important to remember,

though, is that once the college is able to offer on-campus instruction again, these issues will continue to remain for those students that will only have online as an option and students who may have face-to-face/hybrid instruction but need student support services online. It will be important to remain cognizant that these challenges remain for some, as they become sorted for others. With that in mind, the Office of Equity proposes the following goals.

- ✔ **Goal 1:** The college understands the challenges students who access Foothill exclusively online face.
- ✔ **Goal 2:** Assessment of online services is sustained by the college because there will always be online students. The college will maintain capacity of services comparable to level of enrollment.
- ✔ **Goal 3:** All online classes are using the Online Equity Affirmation as a foundational lens for online course design.⁴⁵
- ✔ **Goal 4:** Technology and resources offered, at minimum, provide a comparable student experience as face-to-face.
- ✔ **Goal 5:** Faculty are fully equipped and prepared to teach effectively in the online/virtual environment.



COMPLETION

In this phase, we monitor students' rates of completion by program, and determine whether our students are able to move successfully to the next level of education: a higher level degree program for certificate recipients, or transferring with junior standing in the desired major field for associate recipients, and advance in the labor market. This information is critical to ensure that our college's programs are aligned with the requirements for success in further education and careers. Additionally, as a college, Foothill is committed to reviewing completion for disproportionate impact in order to address disparities among student populations, especially along racial lines.

...[It] is critical to ensure that our college's programs are aligned with the requirements for success in further education and careers.



Program and Service Area assessments did not invoke meaningful discussion and action around equity efforts.

Equity prompts in previous program review templates fell short in walking reviewers through how to assess for disproportionate impact, encourage investigation into why disproportionate impact existed, and did not help people produce effective interventions to disrupt disproportionate impact. In its previous form, the college was not set up to have thoughtful discussions about the answers and outcomes to these equity questions. Additionally, software systems within Student Service areas do not always have the reporting functionality necessary to allow them to assess for disproportionate impact. Data may be localized, coming from multiple systems, or not synced to Banner, thus making it a difficult and time-consuming process.

- ✔ **Goal 1:** Equity is central to the program review process. Practitioners are well supported with quantitative and qualitative information (data) and resources to analyze their equity trends and efforts.
- ✔ **Goal 2:** The college identifies equity trends in programs and service areas and seeks to meaningfully engage others in college-wide discussions about what to do.

Across the California Community College system, all students are not succeeding in comparable rates at reaching their educational goals.

Very recently, the CCCCCO has outlined bold goals to improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment. As highlighted on their Vision for Success site, the Chancellor's Office is guided by the core belief that colleges should simplify paths to educational goals and help students stay on those paths until completion. As such, in 2019, the statewide Chancellor's office required that all colleges set local Vision Goals in an attempt to improve student outcomes. Although the Vision for Success goals are formulated differently than the goals in this document, the Office of Equity felt it was

important to highlight and incorporate them as part of our overall equity plan, to align college efforts with statewide mandates. Below are the Vision for Success goals that Foothill College set to reach for all students by 2021-2022, with subset equity goals in areas that identified disproportionate impact.

The Chancellor's Vision for Success goals are no doubt ambitious. Setting metrics locally gave the Foothill an opportunity to think about how individual colleges can enact change that will have statewide impact. Similarly, setting evidence-based, achievable, and tangible individual and department goals can help us collectively achieve equity as a college.

✔ Goal 1: Completion

- A. Increase all students who earned an associate degree (including ADTs) by 25%
- B. Increase all students who earned a Chancellor's Office approved certificate by 50%
- C. Increase all students who attained one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, by 25%

✔ Goal 2: Transfer

- A. Increase all students who earned an associate degree for transfer by 25%
- B. Increase all students who transferred to a CSU or UC institution by 25%
 - 1. Increase transfer of African American students to a CSU or UC by 25%
 - 2. Increase transfer of Latinx students to a CSU or UC by 35%
 - 3. Increase transfer of LGBT to CSU or UC by 75%
 - 4. Increase transfer of Veterans to CSU or UC by 75%

✔ Goal 3: Unit Accumulation

- A. Decrease average number of units accumulated by all associate degree earners by 10%

✔ Goal 4: Workforce

- A. Increase median annual earnings of all students by 9%
- B. Increase all students who attained the living wage by +5 percentage points
 - 1. Reduce the living wage gap for females by -3 percentage points
 - 2. Reduce the living wage gap for African Americans by -5 percentage points
 - 3. Reduce the living wage gap for Latinx by -5 percentage points
 - 4. Reduce the living wage gap for Pacific Islanders by -5 percentage points
- C. Increase the number of students employed in their field of study by +2 percentage

GLOSSARY

- **Centering Race:** keeping a focus on race in equity discussions, and bringing race into conversations where it is not being addressed. This is not to the detriment of other marginalized communities or groups. For example, if we are discussing the transfer rates of low-income students, we want to make sure we also disaggregate those rates further by race to determine disparities among an already marginalized group.
- **Critical Race Theory:** Critical race theory (CRT) is an intellectual movement that seeks to understand how white supremacy as a legal, cultural, and political condition is reproduced and maintained, primarily in the US context. While CRT is part of a much longer research tradition investigating race and racism, CRT distinguishes itself as an approach that originated within legal studies (in part building from and responding to critical legal studies) but aims to be a vehicle for social and political change. It has been adopted interdisciplinary across many fields, including perhaps most notably education; and, in certain contexts, has come to be the umbrella term for studies of race and racism generally. It has been connected to such key figures as W. E. B. DuBois, Frantz Fanon, Angela Davis, Audre Lorde, Gloria Anzaldúa, Cherríe Moraga, and many more. De La Garza, Antonio & Ono, Kent. (2016). Critical Race Theory. 10.1002/9781118766804.wbiect260.
- **Deficit Lens:** Viewing a student as lacking skills, abilities, capacity, or labeling them unprepared for college. This is in contrast to the asset-based view that centers what the student brings to the experience, what capital they possess, and how the campus needs to meet the students where they are. It flips the idea of a student being college-ready, to one that makes the college responsible for being student-ready.
- **Disproportionate Impact:** practices that adversely affect one group of people of a protected characteristic more than another
- **Equity Gap:** Equity gap means any disparity in a metric, like graduation rate or retention, along racial, socioeconomic, gender, or other major demographic groupings.
- **Implicit Bias:** refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students.
- **Intersectionality:** the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
- **Marginalized:** (of a person, group, or concept) treated as insignificant or peripheral.
- **Racial Disparities:** Refers to a difference in results or data among different racial groups, for example, a gap in success rates between two different racial groups.
- **Scope of Equity:** Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.
- **Stereotype Threat:** a situation or action that puts students at risk of conforming to stereotypes about their culture or social group,
- **Systemic Barriers:** policies, practices or procedures that result in some people receiving unequal access or being excluded.
- **Systemic Oppression:** the intentional disadvantaging of groups of people based on their identity while advantaging members of the dominant group (gender, race, class, sexual orientation, language, etc.)
- **Validation Theory:** Dr. Laura Rendon developed her theory of validation in 1994, referring to the “intentional, proactive affirmation of students using both in- and out-of-class agents with the intent to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment.”

ENDNOTES

- 1 Systemic barriers are policies, practices or procedures that result in some people receiving unequal access or being excluded.
- 2 2015-16 Student Equity Plan: https://foothill.edu/president/Foothill_Student_Equity_Plan_Final.pdf
- 3 California Education Code: <https://codes.findlaw.com/ca/education-code/edc-sect-66010-2.html>
- 4 The 2019-2022 Student Equity Plan was presented to Academic Senate, Classified Senate, and President's Cabinet, as well as all governance councils (College Advisory Council, Community & Communication, and Revenue & Resources, with specific endorsement from Equity & Education), resulting in submission to the state with signatures from the College President, VP of Finance, EVP of Instruction and Student Services, and Academic Senate President.
- 5 Implicit bias refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students.
- 6 Eight tactics to identify and reduce your implicit biases. https://www.aafp.org/journals/fpm/blogs/inpractice/entry/implicit_bias.html
- 7 Open Letter to Foothill College's Academic Senate. June 12, 2020. <https://foothill.edu/gov/academic-senate/2019-20/jun15/OpenLetterToFoothillCollegeAcademicSenate.pdf>. Open Letter to Foothill College's Governance Councils and Senates. October 8, 2020. <https://foothill.edu/gov/equity-and-education/2020-21/oct16/Open-Student-Letter-to-FC-Governance-Oct2020.pdf>.
- 8 Dr. Laura Rendon developed her theory of validation in 1994, referring to the "intentional, proactive affirmation of students using both in- and out-of-class agents with the intent to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment." Dr. Rendon's lecture to the Foothill campus in April 2018 included strategies and recommendations for promoting an ethic of care, or *cariño*, for our students. Dr. Rendon's visit to FHDA: <https://www.youtube.com/watch?v=OGmklyKFzqY>
- 9 Dr. Claude Steele's visit to Foothill, known for his work on stereotype threat, prompted great energy and excitement, resulting in the work of many faculty examining their classroom practices to mitigate this threat.
- 10 Critical race theory (CRT) is an intellectual movement that seeks to understand how white supremacy as a legal, cultural, and political condition is reproduced and maintained, primarily in the US context. While CRT is part of a much longer research tradition investigating race and racism, which includes such key figures as W. E. B. DuBois, Frantz Fanon, Angela Davis, Audre Lorde, Gloria Anzaldúa, Cherríe Moraga, and many more, CRT distinguishes itself as an approach that originated within legal studies (in part building from and responding to critical legal studies); aims to be a vehicle for social and political change; has been adopted interdisciplinary across many fields, including perhaps most notably education; and, in certain contexts, has come to be the umbrella term for studies of race and racism generally." De La Garza, Antonio & Ono, Kent. (2016). Critical Race Theory. 10.1002/9781118766804.wbiect260.
- 11 Engagement began in January 2019 and has continued through all iterations of the plan.
- 12 Based on student focus groups, Homelessness Summit, student-led public town halls, Board meeting presentations. Hope Center Report: https://foothill.edu/housing-insecurity/pdf/RealCollege_Survey2018.pdf
- 13 What We Know About the Death of George Floyd in Minneapolis. <https://www.nytimes.com/article/george-floyd.html>
- 14 Open Letter to Foothill College's Academic Senate. June 12, 2020. <https://foothill.edu/gov/academic-senate/2019-20/jun15/OpenLetterToFoothillCollegeAcademicSenate.pdf>. Open Letter to Foothill College's Governance Councils and Senates. October 8, 2020. <https://foothill.edu/gov/equity-and-education/2020-21/oct16/Open-Student-Letter-to-FC-Governance-Oct2020.pdf>.

- 15 Gazmuri, S., Petty, S., Porter, E. (2010, December). The Equity-Driven Systems Change (ESC) Model: A Toolkit for Improving Institutional Practice and Student Outcomes. Retrieved from <https://skylinecollege.edu/seed/assets/resources/ESC-Toolkit.pdf>
- 16 <https://cainclusion.org/camap>
- 17 Pacific Educational Group (PEG): <https://courageousconversation.com/>
- 18 Stay engaged, speak your truth, experience discomfort, and expect/accept non-closure
- 19 Focus on personal, local, and immediate; isolate race; ensure multiple perspectives; use CCAR protocol with intentionality; establish a working definition of race; surface the presence and role of Whiteness
- 20 Loss/Momentum Framework: <https://www.completionbydesign.org/s/cbd-lmf>
- 21 Source: FH IRP. 2017-18 to 2019-20 all applicants tracked to each term in which they applied to, excluding summer term. Enrollments are end of term and include credit and non-credit. Percentage point gap with margin of error was used to determine disproportionate impact. Three-year applicant counts and enrollment rates: African American = 5,438 (47%); Filipinx = 5,237 (50%); Native American = 550 (49%); Pacific Islander = 1,218 (48%); All Students = 101,851 (52%).
- 22 <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
- 23 Metropolitan Transportation Commission: Vital Signs. "Home Prices". <https://www.vitalsigns.mtc.ca.gov/home-prices>. Accessed November 13, 2020.
- 24 Foothill IRP. "FH College Promise; Virtual Hub; Psychological Services; Learning Communities (Cabinet)," August 24, 2020, <https://foothill.edu/irp/2021/FH-2021-Q1-Presentation-CPHubPsychServLCCabinet.pdf>. PowerPoint Presentation.
- 25 Foothill-De Anza Community College District IRP. "Fall End-of-Term Headcount by Ethnicity." http://research.fhda.edu/_downloads/Ethnicity_FH.pdf.
- 26 Draft Memo from E&E to President re: Dual Enrollment. <https://foothill.edu/gov/equity-and-education/2019-20/jun12/DualEnrollment%20Recommendation.pdf>
- 27 https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/-/media/CCCCO-Website/Files/General-Counsel/x_legal-opinion-1602-dual-enrollment-and-ab-288-ccapada.ashx
- 28 Foothill IRP. 2017-18 to 2019-20 end-of-term credit enrollments. Retention reflect grades A, B, C, D, F, FW, I, P, NP and RD. Enrollments reflect all letter grades, including EW, MW and W. Percentage point gap with margin of error was used to determine disproportionate impact. Three-year enrollment counts and course retention rates: African American = 15,444 (86%); Latinx = 82,062 (89%); Native American = 1,504 (88%); Pacific Islander = 3,707 (87%); All Students = 320,305 (91%).
- 29 CCCCO Student Success Metrics Data Dashboard. Fall to winter retention reflect degree/transfer students who enrolled in a credit course in 2018-19 and did not earn a degree nor transfer to a four-year institution. <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>.
- 30 Foothill IRP Memo to Dean of Student Services & Activities, "Food, Housing and Transportation Security Survey, Spring 2018," August 29, 2018.
- 31 #RealCollege Survey Foothill College Report, 2019. https://foothill.edu/housing-insecurity/pdf/RealCollege_Survey2018.pdf. Page 8.
- 32 <https://hope4college.com/>
- 33 Fairlie, R.W., Hoffmann, F., & Oreopoulos, P. (2011). A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. NBER Working Paper No. 17381. National Bureau of Economic Research.
- 34 Vision for Success Diversity, Equity and Inclusion Task Force 2020 Report: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccoco-dei-report.pdf>
- 35 Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. Harvard Educational Review, 84(1), 74-84.).
- 36 Foothill-De Anza Community College District IRP. Foothill-De Anza Community College District: Employees by Campus, Employee Group and Ethnicity, Fall 2019. http://research.fhda.edu/_downloads/Fall%202019%20Employees%20by%20Profession%20and%20Ethnicity.pdf

- 37 <https://www.kickboardforschools.com/blog/post/diversity-equity/what-are-racial-microaggressions-in-schools/>
- 38 Open Letter to Foothill College's Academic Senate, student presented June 12, 2020.
- 39 Feeling supported in identifying when bias occurs and willingness to have the difficult conversation that may result.
- 40 2019-22 State Equity Plan: https://foothill.edu/equity/documents/FH%20Equity%20Plan%20and%20Executive%20Summary%202019_publish.pdf
- 41 Pass the Torch Program: <https://foothill.edu/torch/>
- 42 Foothill IRP. 2015-16 to 2019-20 credit enrollments. Omits spring 2020. Non-credit enrollments, prior to spring 2020, were 100% face-to-face.
- 43 Ethic of care: Umoja Practices are used in an effort to support our students of color in a way that is authentic and respects their culture. Learn more here: <https://umojacommunity.org/umoja-practices>. Angela Valenzuela is known for her concept of carino, or authentic care, and the subtractive schooling process. <https://rethinkingschools.org/articles/subtractive-schooling/>
- 44 Student Technology Support Hub provides and assist students in finding support for technology questions related to online learning. <https://foothill.edu/virtualcampus/tech-hub>
- 45 Online Equity Affirmation: <https://foothill.edu/onlinelearning>

Academic Senate Equity Action Plan 2021-2022 in Support of the [Strategic Vision for Equity](#) (Consolidated Plan: Executive Committee, CCC and COOL)

Issues/Goals that fall squarely within spheres of influence which are part of academic senate “primary reliance” and/or are referenced in this plan:

1. **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.**
 - a. Goal 3: There are few to no incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs.
2. **Issue 4: The current lack of coordinated infrastructure for basic needs services at the college (psychological services, food pantry, transportation, homeless referrals) can make it prohibitive for students of color to access services.**
 - a. Goal 4: Students’ psychological needs are met. Creative solutions on how to expand racial trauma-informed psychological services for students will be investigated and employed.
3. **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
 - a. Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
4. **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
 - a. Goal 1: Curriculum is explicitly race conscious.
 - i. Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline’s historical and contemporary racial equity issues.
 - ii. Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
 - b. Goal 2: Pedagogy is race conscious.
 - i. Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
 - ii. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.

- iii. Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
 - iv. Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
 - c. 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.
 - d. Goal 4: Administration collaborates with Academic Senate and the Faculty Association to support instructional efforts to achieve goals 1 and 2, by removing structural barriers to pedagogical success which are embedded in tenure, reemployment preference and evaluation processes.
 - i. Tenure processes support tenure-track faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.
 - ii. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, and are viewed as an opportunity to recognize outstanding performance, improve satisfactory performance, and provide useful feedback to encourage the growth and improvement of faculty both contractually and in actual practice.
 - iii. The processes by which part-time faculty attain and retain reemployment preference insure these faculty receive the institutional support, resources and mentoring they need to succeed and insure their students' success.
 - e. Goal 5: The Administration, Academic Senate and the Faculty Association collaborate to support practitioner efforts to achieve Goal 2 by ensuring faculty workload, including class size policies, realistically position faculty to implement culturally responsive pedagogy effectively.
- 5. **Issue 7: Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**
 - a. Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
 - b. Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
 - c. Goal 4: The college creates an Ethnic Studies division, and hires demographically diverse faculty.

- 6. **Issue 8: Microaggressions and unconscious bias negatively affect experience and learning for students of color.**
 - a. Goal 3: Professional development opportunities informed by or in partnership with students will be available to employees.
- 7. **Issue 10: Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.).**
 - a. Goal 4: The college is able to identify and address the challenges in accessing resources and support that are unique to students who engage with our campus exclusively online.
- 8. **Issue 11: Students accessing our classes and services online are not receiving comparable spaces, resources, and services as students who access them on campus.**
 - a. Goal 3: All online classes are using the Online Equity Affirmation as a foundational lens for online course design.
 - b. Goal 4: Technology and resources offered at minimum provide a comparable student experience as fact-to-face.
 - c. Goal 5: Faculty are fully equipped and prepared to teach effectively in the online/ virtual environment.

#	Issue	Goal	Proposed Action	By When?	Lead	Measure of Success	
	2	3	Draft OER Resolutions to support faculty in exploration & adoption of OER	December 2021	Exec (Kathryn & Carolyn)	AS Resolutions	Complete
	2	3	Create a pilot OER faculty award (stipend) program to incentivize faculty to explore and adopt OER	Summer 2021	Exec (Carolyn)	Pilot created, funded and successfully run	Complete
	2	3	Establish a permanent OER faculty award (stipend) program to incentivize faculty to explore and adopt OER, responding to workload demands	Winter 2022	Exec (Kathryn & Carolyn)	Program created, funded and available to all faculty	Proposal nearly complete; moving towards funding
	2	3	Add a section to the COR in CourseLeaf where faculty can acknowledge OER during new	Fall 2022	CCC (Eric)	CourseLeaf COR has OER component	Not started (CourseLeaf implementation is

			course development & Title 5 update				currently behind schedule)
4	4		Draft and pass an equity-minded mental health resolution	Winter 2021	Exec (Kathryn)	AS Resolution	Complete
4	4		Ensure faculty are provided with resources and are offered professional development opportunities that promote the role of faculty in supporting mental health	Winter 2021 and Ongoing	Exec (Kathryn & Carolyn)	AS Resolution PD offering(s) available to faculty on a regular schedule	Complete ?
5 & 6	multiple		Produce a vision of inclusive classrooms and anti-racism curriculum and pedagogy	TBD	CCC (Eric)	AS & CCC Resolution introducing paper (vision) and resources	Not started
5 & 6	multiple		Create a forum for faculty (& students?) to talk about effective pedagogy, learning outcomes & equity-minded practices	End of Winter 2022	Exec (Paul)	Effective Pedagogy/Teaching & Learning Committee (name TBD) charter approved by Exec	Proposal shared with Exec at 1/10 meeting
6	5		Partner with FA in a Class Size Task Force	June 2022	Exec (Kathryn)	Updated policies & practices on class size and load in new Contract	Task Force was formed in fall 2021 but has not yet met – waiting on FA for leadership
7	2		COOL designates a portion of each meeting to discuss equitable practices	Ongoing	COOL (Kerri)		Instituted in Spring 21
7	2		Integrating equity into PO CR process and developing long-term PO CR programs	Ongoing	COOL (Kerri)	PO CR program integrates culturally responsive teaching	

	7	2	Re-doing Online Teacher Training to incorporate more explicit focus on equity	Not started	COOL (Kerri)	Updated Online Teacher Training Canvas Course	Currently Canvas focused – in discussions about how to include equity, pedagogy
	7	4	Create an Ethnic Studies Department with 5 new Ethnic Studies Courses	Fall 2021	CCC (Eric)	New Courses created, in the catalogue and available to students in schedule	Complete
	7	4	Support prioritization of hiring Ethnic Studies diverse faculty	Fall 2021 & Ongoing	Exec (Kathryn)	Successful hire of diverse Ethnic Studies Faculty	One FT position approved and successfully hired; AS reps to Prioritization Committee supported prioritization of two more positions, subject to student demand for courses
	8	3	Partner with Student Affairs Office and LGBTQIA+ student leaders in developing & identifying PD for faculty in support of Trans students	May 2022	Exec (Carolyn)	PD offering(s) available to faculty on a regular schedule	Waiting for Dean of Student Affairs to return to senate with proposed next steps
	8	3	Ensure annual PD opportunities for faculty include trainings in the topics of implicit bias, systemic racism, White supremacy, White privilege and social activism	Ongoing	Exec (Carolyn)	PD offering(s) available to faculty on a regular schedule	Complete

	8	3	Work with FA and Admin to ensure faculty are supported (i.e. compensated) to attend above trainings	Ongoing	Exec (Carolyn)	Funding, policies & procedures for PGA and/or stipends clearly communicated to faculty	In progress?
	8	3	Create a forum (e.g. Professional Development Committee) for campus community to contribute to PD programming and evaluation	End of Winter 2022	Exec (Kathryn and Carolyn)	Committee charter approved by Exec	Proposal shared with Exec at 1/10 meeting
	10	4	Support the voluntary adoption of Simple Syllabus Tool	End of Winter 2022	COOL (Kerri)	AS Resolution Widespread (define by %?) adoption among faculty	Pilot ran; 2 nd round of pilot adoptions in progress
	11	3	Support the adoption of the Equity Affirmation	End of Winter 2022	COOL (Kerri)	AS Resolution in support of the adoption of the Equity Affirmation, & integration into POOR	Equity Affirmation draft conversation started at COOL 21/22, COOL first formal read set for 1/21
	11	4	Create data collection regarding use of Lottery funds by modality, track use of funds to ensure equitable allocation	End of Spring 2023	COOL (Kerri)	Annual review of lottery distribution by modality	Presentation at COOL Spring 22-convo moved to R&R. COOL looking to partner with R&R to continue work
	11	5	Technology tools are adopted in an equitable process	End of Winter 2022	COOL (Kerri)	Technology tools adoption rubric & procedure adopted by the College.	Rubric was adopted winter 21, COOL working to propose process.

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CCC Priorities 2021-22

