

PART TWO: ISSUES AND GOALS

Introduction

The Office of Equity heard and reviewed campus feedback on what challenges are experienced by students and approaches to be considered in the construction of this Strategic Equity Plan. Their 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 methodology employed by the California Community College Chancellor's Office Guided Pathways Initiative. This methodology, referred to as the Loss/Momentum Framework¹, 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. Moreover, conversations about how the college models its equity values and practices with its own employees elicited ideas that could be categorized similarly.



Connection: The time from a student completes their college application through to course enrollment. 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

¹ Loss/Momentum Framework: <https://www.completionbydesign.org/s/cbd-lmf>

develop an educational plan and a career goal, and enroll in initial college-level coursework appropriate to their level of readiness and goals. Understanding what happens to students in this phase can help colleges improve recruitment, intake, and placement.

Issue 1: African American students are disproportionately impacted by the onboarding process.

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: The onboarding process will be inclusive and take into account new students who are enrolled in hybrid and exclusively online courses; and therefore, may not yet have an inherent need to physically on campus.

Goal 3: Explore the potential for a districtwide FHDA application.

Goal 4: Foothill offers accessible orientation 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: Pilot a case management model within counseling to provide consistent support, exploring models proven to be successful within the African American community.

Goal 6: Work with the office of online learning, Committee of Online Learning (COOL), and other stakeholders to identify additional barriers in our enrollment and registration processes that may arise when prospective students are not accessing the physical

campus. Where are the areas where there is a reliance on in-person services (transcript assessment)?

Issue 2: There are large numbers of students of color who are aren't accessing, are ineligible, or fall out of eligibility for available financial aid programming.

Goal 1: Administrative advocacy at the state level to explore elimination of tuition costs for all students across the system.

Goal 2: Students needing financial aid are knowledgeable about the different programs and services available to them, and successfully apply for that assistance.

Goal 3: Incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs, are reduced or eliminated.

Goal 4: Financial holds and drop for non-payment policies are reviewed for disproportionate impact

Issue 3: More recent focused outreach with a specific intent to increase access and enrollment of Latinx and African American students should connect back to a larger strategy to support and retain these populations.

Goal 1: Foothill has a 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.

Goal 3: Foothill College has community-based partnerships in low-income and historically underrepresented communities, reflective of diverse and culturally relevant outreach models.

ENTRY: Enrollment to completion of 1st college-level course. The objective here is to help students choose and enter a program of study as quickly as possible. Many students seeking degrees drop out after only one or two terms as evident by our most recent data. In fall 2019, among students whose educational goal is a degree or transfer, 66% were still enrolled at our college in winter 2020. 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 to better understand our students' lived experience as well as shed insights as to why students stop out and leave our campus altogether.

Issue 4: Lack of basic needs infrastructure at the college (psychological services, food pantry, transportation, homeless referrals) can make it prohibitive for students to access some of these services.

Goal 1: Offices on campus that help with basic needs insecurities coordinate their efforts to ensure students are receiving all the assistance they are eligible for. Marketing, outreach, and referrals to services are consolidated, with consideration given to physical facility location/placement, allowing for the offices working together to streamline the student experience.

Goal 2: Long- and short-term housing solutions will be explored, including homelessness initiatives in the county and transitional housing programs and student housing.

Goal 3: 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: Creative solutions on how to expand psychological services for students will be investigated and employed.

Issue 5: Lack of sense of belonging and space allocation for students of color at Foothill (Cultural center, dream center, LGBTQ center).

Goal 1: Campus safety is re-envisioned where police interact with students in a racially and culturally affirming manner, and regularly examine their practices and policies for racial impact.

Goal 2: Disaggregation of student conduct data by race to explore trends in reporting and sanctions, noting any disproportionate rates of reports to any particular racial group.

Goal 3: Increase mental health support for students of color, especially around trauma related to police interactions. [Hire a mental health professional who is of color.]

Goal 4: Existing classroom and campus (physical) spaces encourage student engagement and reflect an appreciation of multicultural and multi-ethnic backgrounds.

Goal 5: Create a multicultural/LGBTQ, and Dream centers

Goal 6: Space allocation processes ensure the design and usage of the space is student-led and student informed.

Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.

PROGRESS: Entry into program of study to near completion (75%) of requirements.

During this phase, the aim is to help students get to the point where the end is in sight. As students progress many encounter required courses that they cannot pass and life events create interruptions and financial challenges. Foothill needs to ensure that programs are focused and streamlined, and that options for more flexibility and accelerated programs are available for students as well.

Issue 6: Many disciplines perpetuate the myth that they are objective and race-neutral.

Goal 1: Pedagogy and curriculum is race conscious.

A - Faculty are knowledgeable about the epistemology of their disciplines, especially of the contributions of racially diverse “scholars,” and curriculum includes this epistemology.

B - Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines and include in their course curricula

C- Faculty are aware of approaches for using their discipline to prepare students to be racially conscious leaders

D- Faculty use culturally responsive pedagogy and engage in ongoing PD around their teaching practices

Goal 2: Faculty feel supported in their efforts to continually learn about the origins of their disciplines and iteratively refine their teaching.

Goal 3: The Academic Senate and the Faculty Association support practitioner efforts to achieve goals 1 and 2 by removing structural barriers embedded in areas: What role can the organization play? Where instead of how? Hiring/tenure/curriculum

committees. What are their objectives and how do we embed equity in their objectives? Include example of perspectives on purpose of tenure review process. Support or interrogation/weeding out? CCC ensures policies and procedures do not perpetuate racial inequity.

A-Tenure processes are reviewed and reimagined in a way that supports probationary 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, replacing the aim of perfectionism built into the process for one that values growth and improvement.

C-Academic Senate, in collaboration with the College Curriculum Committee, reviews and reimagines curriculum policies and processes to ensure they are race-conscious. Where disproportionate impact is the outcome of policy implementation or compliance, the college takes local action to mitigate it and when necessary, works in conjunction with administration to advocate for change at the board and/or state level.

Issue 7: Microaggressions and unconscious bias negatively affect experience and learning for students of color.

Goal 1: Campus spaces are free from racial microaggressions.

Goal 2: Campus culture supports explicit checking of unconscious bias.

Issue 8: Lack of a college-wide retention plan for students of color to progress through their academic career at Foothill.

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 is derived 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 college continues to support its retention programs and existing learning communities, strategizing with the programs about how to expand their reach so that more students can benefit from their program's offerings.

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 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.

Issue 9: Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.)

Goal 1: Explore and engage a model of tutoring that enhances access and utilization of the service, with regard to AB 705 academic support, and students of color underserved by the current model(s).

Goal 2: Develop a vision for a career center with special focus on early intervention for Latinx, African-American and other marginalized students, while monitoring for disproportionate tracking of low-income and students of color into low-wage programs

Goal 3: Investigate peer-to-peer mentoring that emphasizes college navigation, peer connection and social support, and the building of cultural capital

Goal 4: Surface issues and challenges of underutilization that may be unique to students who access our campus exclusively online and do not come to our physical campus space.

Issue 10: Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.

Goal 1: Planning and decision-making is informed by regular review of quantitative and qualitative data.

Goal 2: Increase the racial diversity of our faculty, staff, and administrators

Goal 3: Retain racially diverse employees

Goal 4: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy

Goal 5: Ensure content and pedagogy are inclusive of and created with communities of color in mind

Issue 11: Online education and the provision of comparable spaces, resources and services.

Goal 1: Explore and disaggregate data to best understand challenges for students who access Foothill exclusively online and never travel to our physical campus space.

Goal 2: Continue assessment of online services and create a system that sustains these services because students will still need them. 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. [Add footnote to Affirmation]

Goal 4: Tech and resources offered mimic/provide comparable or better student experience as f2f.

Goal 5: Faculty are fully equipped and prepared to teach effectively in the online/virtual environment

Completion: Complete program of study to credential with labor market value. In this phase, Foothill will 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.

Issue 12: Program and Service Area assessments didn't invoke meaningful discussion and action around equity efforts.

Equity prompts fell short in walking reviewers through how to assess for disproportionate impact, encourage investigation into why disproportionate impact existed, didn't help people come up with effective interventions to disrupt disproportionate impact. When the college would review the program reviews, they didn't have thoughtful discussions about the answers and outcomes to these equity questions and actions. Student Service areas did not always have adequate tools for data collection that would allow them to do things like assess for disproportionate impact.

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

Issue 13: Credentialing/Vision for Success Completion

Goal 1: Foothill College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree.