

## **Target outcomes for 2022-2025**

### **Transfer Level English**

#### **Measurements**

Outcome Year 1: n/a

Outcome Year 2: 50% of Full-time and 20% Part-time faculty participate in and provide qualitative reflections for:

- Completing professional development, curriculum revision, and implementation focused on race conscious and equity-driven content and pedagogy.
- Expanding the promising practices of existing learning communities, including but not limited to wraparound support such as counseling and tutoring for students in non-learning community sections.
- Coordinating with student services to identify barriers to learning.
- Per our local equity strategic vision for equity, collaborating with Administration, Academic Senate and the Faculty Association to ensure that workload, including class size policies, realistically position us to effectively implement culturally responsive pedagogy.
- Creating an assessment plan/process for pedagogy and curriculum revision.

Outcome Year 3:

- Assess implementation of professional development and curriculum revision focused on race conscious & equity-driven curriculum & pedagogy.
- Assess effectiveness of applying learning community practices to students in non-learning community sections, including but not limited to wraparound support such as counseling and tutoring.
- Assess mitigation of learning barriers based on coordination with student services.
- Assess effectiveness of collaboration with Administration, Academic Senate and the Faculty Association to ensure that workload, including class size policies, realistically position us to effectively implement culturally responsive pedagogy.

### **Structure Evaluation: Friction Points**

#### **Friction Points: Current Structure**

Since AB 705 implementation, although general throughput has increased as a result of curricular changes and additional interventions implemented by faculty, the persistent disparity in success rates among DI populations has revealed the many factors affecting student success beyond the scope of instruction, such as food and housing insecurity, transportation, familial responsibilities, mental health crises, etc. The promising practices of existing retention programs and learning communities, such as wraparound support services, smaller class sizes, embedded counselors and tutors, and culturally responsive teaching have not yet been thoroughly incorporated across the English department.

## **Structure Evaluation**

### **Current Structure**

While English faculty engage in numerous equity-focused professional development and culturally responsive curricular projects, such as the creation of the Ethnic Studies department, the Courageous Conversations protocol, and equity-driven assessment practices, among other contributions, these efforts are largely disconnected and lack comprehensive full- and part-time participation as well as a process for assessing the effectiveness of policies and praxis derived from professional development activities and curricular revisions. Approximately half of all English courses are taught by part-time faculty. Many teach for multiple institutions and may not have the capacity to participate in department-sponsored professional development activities, despite Foothill's commitment to paying part-time faculty for doing so.

The department's leadership is evident specifically with respect to the collaboration and integration of instruction with student support services, but the number of students who benefit is limited. Faculty have served as coordinators and instructors for Puente, Umoja, and open-access Honors, as well as the peer mentoring program Pass the Torch. The reduced seat count in corequisite sections and designated learning community sections, the latter of which also benefits from wraparound support and reassigned time for coordination with student services, provides these faculty with the necessary conditions to more effectively assess and support individual student needs, including those beyond instruction. In sections outside learning communities and corequisites, faculty do not have the time, resources, and support to address student needs beyond the scope of course content.

### **Ideal Structure**

An ideal structure would enable greater collaboration and communication between instruction and student services, necessitating the broader application of demonstrated effective practices employed by the learning communities in terms of pedagogy and wraparound support and resulting in seamless integration of instruction and addressing non-instructional needs from the student perspective.

## **Structure Evaluation: Necessary Transformation to Reach Ideal**

### **Necessary Transformation to Reach Ideal**

To facilitate the shift to equitable outcomes for all student populations, the necessary structural changes that need to occur must enable all faculty, full- and part-time, to have the conditions they need not only to participate in race conscious and equity-driven professional development

but to implement and assess new curriculum, teaching practices, and policies derived from professional development activities. It means that *all* faculty, full- and part-time, should benefit from the conditions provided to those working directly with learning communities and corequisite sections. English faculty will continue to expand on the work they are already doing. Instrumental in establishing the Ethnic Studies department, English faculty have been and will continue to be at the forefront of promoting a race conscious culture at Foothill, having completed the Courageous Conversations protocol and substantial professional development focused on equity-driven assessment, as well as serving as a campus resource for the cultural shift required by the de-centering of grades and working with the Online Learning Team's efforts for equity-driven course design and assessment. Such efforts require a re-envisioning of the Course Outlines of Record, a process in which the English department has made great strides and will continue to formalize and share with the campus. In the classroom, faculty practice race conscious content and pedagogy, centering linguistic justice and the racism implicit and explicit in the discipline. The department's leadership is evident specifically with respect to the collaboration and integration of instruction with student support services. Faculty have served as coordinators and instructors for Puente, Umoja, and open-access Honors, as well as the peer mentoring program Pass the Torch. With the goal of connecting students in non-learning community sections with wraparound support, several faculty piloted Foothill Connect, a platform managed by the Student Retention Services team, to connect students to campus resources. The reduced seat count in learning community and corequisite sections has provided faculty with conditions to more effectively assess and support individual student needs, including those beyond instruction.

## **Action**

### **Action Steps**

Framed by the guiding principles of ownership, assessment and sustainability, the Office of Equity has identified four approaches that will be used to ensure the college is moving current practices towards more equitable outcomes. Section leads will be identified, consisting of at least one administrator, paired with at least one faculty or staff colleague. Teams will act as points of contact for the various sub sections identified within Equity Plan 2.0 (i.e., Successful Enrollment, Completed Transfer-Level Math and English, Persistence: First Primary Term to Secondary Term, Transfer and Completion) and will work with various stakeholder groups to develop specific action plans that make intentional connections to the Strategic Vision for Equity plan. Action plans, created by the Office of Institutional Research and Planning, will help section leads to further flush out and identify resources, activities, milestones and collect evidence in pursuit of creating more equitable structures that support student success. Last, over the next three academic years (i.e., 2022-2023, 2023-2024 and 2024-2025) section leads will create follow up action plans. Plans will build off past actions and ensure we are closing the assessment cycle and applying new knowledge to future endeavors.

Promoting transparency and accountability, action plans will be hosted on the Office of Equity webpage (<https://foothill.edu/equity/>).

## **Appendix**

With an emphasis on recruiting Part Time faculty and determining the conditions they need to participate, the English department will continue to participate in professional development focused on race conscious & equity-driven curriculum and assessment, understanding the racialized context of the discipline, adopt approaches for using the discipline to prepare students to be racially conscious, and community & global leaders through opportunities such as service leadership. English faculty will expand the promising practices of existing learning communities by integrating campus support services outside of the learning communities, using the Online Equity Affirmation as a foundation lens for course design & to teach effectively in the online/virtual environment. Faculty will coordinate with student services to identify barriers to learning and integrate services into classes. English faculty will collaborate with Administration, Academic Senate and the Faculty Association to ensure that workload, including class size policies, realistically position us to effectively implement culturally responsive pedagogy.