

Equity Plan Reflection 2019-22

Summarize the KEY initiatives/projects/activities to support student equity your institution completed across all areas of the college in 2019-22.

The removal of the Honors Institute entrance criteria that asked students to apply to the program in order to receive prerequisite clearance to enroll in Honors courses has proven itself a viable strategy for increasing access to Honors classes for African American, Latinx, Filipinx, and Pacific Islander students. The Honors Institute was identified as an equity strategy due to its affiliated transfer programs demonstrating high levels of achievement in areas of course success and 4-year transfer. Previously, students interested in participating in the Honors Institute were asked to submit an application and had to meet a minimum GPA requirement. The equity initiative was to do away with entrance requirements to the program that might discourage students who were interested in the honors program from participating. The focus, instead would be on expanding wraparound services to support students through the honors program and refining the program's exit criteria to be equity aligned.

A second key activity was Culturally Relevant Pedagogy (CRP) professional development for faculty. CRP is a toolkit of adaptive practices to leverage students' cultural knowledge and perspectives intended to deepen learning and increase success. It holds promise as a strategy to decrease equity gaps, however, faculty in higher ed have not typically been supported with systemic, ongoing opportunities to intentionally build and sustain skill in using CRP tools. As an initial effort to leverage CRP as an equity strategy at Foothill, in Fall 2019 Foothill's Office of PD developed an 8-week cohort learning opportunity called, "Culturally Relevant Pedagogy and the Brain." It is designed to provide a very broad overview for faculty who have had little or no formal study of CRP. It was offered seven times between 2019-2022 and a total of 46 faculty participated in the cohort.

Evidence of Decreased Disproportionate Impact

For the Honors equity initiative, the metric associated with this activity was an increase in 4-year transfer for Black and Hispanic/Latino Males. Transfer to a 4-year is a lagging metric; students who had not previously had access to honors courses are taking those courses now, and have likely not had enough time to transfer. We can assess transfer after the first few cohorts of those students have had time at Foothill to complete their coursework. However, enrollment rates can serve as an intermediate milestone, while we wait for the data to assess transfer rates, because enrollment in Honors courses is a crucial first step to successful transfer by way of completion of the Honors program. The numbers of Black and Latinx students in Honors sections have increased. In 2017-18 was 118, or 14%. Asian and white students comprised 80 of the enrollments. In 2020-21, Asian and white students made up 68% of enrollments in Honors sections, while 332 Black and Latinx students represented 23% of enrollments. The enrollments in 2020-21 more closely resemble the race/ethnicity proportions of the overall college's student population.

For the CRP activity, the college chose “Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year,” with a focus on closing our equity gap for Hispanic/Latino males, hoping to see a steady increase in their completion from 2017-18 to 2020-21. We had 67 Latinx students achieve the metric in 2017-18 versus 135 students in 2020-21. That is an increase from 8% of Latinx students to 17% of Latinx students completing transfer level math and English in their first year and a 100% increase in the count of Latinx students achieving the metric. Overall, the completion rate increased from 15% to 21%, and the overall count of students achieving the metric increased 16%. While this is a very positive trend, we are mindful that we can't be certain of the extent to which the CRP cohort training played a part in this trend, if at all. There are multiple factors confounding our ability to making a stronger association between the CRP cohort and our increased English and Math completion rates for Latinx males. These include but aren't limited to myriad other equity activities also being implemented during the same time frame, and our lack of understanding of the how successfully the 46 CRP cohort faculty began to implement their learning.

2022-25 Planning Efforts

Briefly summarize how the 2019-22 equity plan cycle informed your planning efforts for 2022-25.

Our experience with the 2019-22 equity plan cycle highlighted a need for standardizing both metrics and assessment in the evaluation of our equity initiatives. We have also developed a college-wide plan that is distinct from the statewide plan that provides greater levels of campus-wide ownership in equity initiatives, while remaining aligned with the Chancellor's statewide initiatives and other strategic planning efforts, such as Foothill's Educational Master Plan and our accreditation process. Our college's internal equity plan (Strategic Vision for Equity) provides an agreed upon agenda from which all areas of campus can contribute actions that work toward eliminating disproportionate impact and creating a more equitable environment at Foothill.



Target outcomes for 2022-2025

Completion

Measurements

Outcome Year 1: n/a

Outcome Year 2: 20% of the college's Course Outlines of Record (COR) will be subject to the new guidelines

Outcome Year 3: 40% of the college's Course Outlines of Record (COR) will be subject to the new guidelines

Structure Evaluation: Friction Points

Friction Points: Current Structure

Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines. Shifting the curriculum to reflect students' backgrounds, or even engaging them in how the course develops over the term, can completely change the dynamic of a class and consequently their transfer to baccalaureate degree institutions or completion towards a certificate or associates degree. With efforts to address the curriculum, a student can see themselves and their lived experiences in the learning.

Furthermore, an equity-minded curriculum and instruction are integral to students' sense of belonging and classroom community. Classroom environments should be welcoming and safe for students, particularly students of color, to foster learning and growth. Choosing not to address issues of race in disciplines thought to be "objective" for example, leaves students ill-prepared to understand how systemic racism is upheld in each discipline. This can suppress student desires to be leaders in disrupting it, and more importantly lead to cognitive dissonance and increased stress when students do experience racism in fields that they were taught are not affected by race.

Structure Evaluation

Current Structure

A process currently in place that evaluates courses on a regular basis is the curriculum approval process. This process involves both faculty and administrators from multiple levels. This process is deliberate with review and recommendations made from a division up to college-wide level to for approval of both current and new courses. The curriculum process adheres to a set of policies and guidelines that are either legislated, created and approved by the curriculum committee, and/or both. In creating an equity-minded curriculum, the curriculum committee can decide to adopt a set of guidelines that can address structural racism in all disciplines.

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. 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.

Ideal Structure

Multiple stakeholders are needed to support this new process. First, faculty will need to reexamine and reimagine what a quality, equity-minded education looks like by authoring curriculum that is explicitly race-conscious. 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. When faculty submit a Course Outline of Record for review and approval at the division and campus wide level, course authors will need to identify the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.

In addition, administrators as well as students who serve on the college-wide Curriculum Committee must also analyze the CORs up for review and work towards making improvements. Administrators on the committee can communicate with the faculty and other education professionals to ensure an accurate analysis is made, and more importantly provide resources for guiding and supporting this process.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

The curriculum approval process provides the greatest opportunity to ensure that new or updated courses are race conscious. Specifically, the submission of the Course Outline of Record (COR) can identify the structural racism which exists in disciplines through the different elements of the COR such as the course objectives, course content, the method of evaluation, and/or the representative texts used.

The College Curriculum Committee is a sub-committee of the Academic Senate and has been tasked with the responsibility to establish and approve campuswide curriculum policies. In addition, the Foothill College curriculum process has included divisional review of course outlines, thus providing the authority as subcommittees of the College Curriculum Committee to (1) Review curricula to ensure compliance with Title 5, other state/local regulations and accreditation standards; (2) Recommend approval of new and revised Course Outlines of Record; (3) Recommend approval of new programs and program revisions to the College Curriculum Committee; (4) Recommend approval of Stand-Alone courses to the College Curriculum Committee; and (5) Review curricula with faculty for student equity considerations/cultural competency, which may include content, delivery, and/or assessment.

This curriculum process has proven effective for the past 30 years since it engages faculty from different departments and divisions to review and consider courses with student equity in mind. With approved curriculum guidelines, it becomes the responsibility of all those in the curriculum process from the course author to the sub-committee, and up to the Academic Senate to

implement these principles and create a process that supports the creation of a race-conscious course outline, which educates students in the history and ongoing racism implicit and explicit in different disciplines.

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

Currently, the college-wide Curriculum Committee reviews and discusses Course Outlines of Records (COR) prior to sending a course for approval to the FHDA Board of Trustees. With this important role in the curriculum process, this decision body can develop COR guidelines which can then be approved by the Academic Senate. Discussions on how to introduce a race conscious COR started in AY 2021-22. In the AY 2022-23, the curriculum committee will take the charge of creating the guidelines for course authors and elicit feedback from constituents for suggestions and revisions for approval by the end of the academic year. Implementation will begin starting AY 2023-24 with the goal of 20% of the college's Course Outlines of Record (COR) subject to the new guidelines. Every academic year thereafter, an additional 20% will be subject to the guidelines, with the goal of achieving 100% at the end of the fifth year of implementation.

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.

Target outcomes for 2022-2025 Enrollment Services/Marketing/Outreach

Measurements

Outcome Year 1: n/a

Outcome Year 2: To increase the conversion rate of application to registration by 10% for African American, Latinx, and Native Americans students. Also, develop, write, and approve a comprehensive student communication plan by June 30, 2023.

Outcome Year 3: Marketing/Outreach/Enrollment Services will implement the comprehensive student communication plan. Increase the conversion rate from application to registration by a further 10% for African American, LatinX, and Native American students.

Structure Evaluation: Friction Points

Friction Points: Current Structure

In Foothill College's Strategic Vision for Equity, Issue 1, one friction point related to the yearly goals would be the onboarding process for students. The college found that the onboarding process disproportionately impacts African American students. The overall findings are that students are in contact with multiple offices from the beginning of the onboarding process which leads them in different directions. Students met with Outreach at their high schools, then communicated with Admissions, Counseling, and Financial Aid when they reached out to the college. Typically, many students are unable to get the information they need.

In our current structure, we rely heavily on automated processes to communicate information to a large population of students. One example is our Welcome Email that students receive after applying to the college. One automated process that was developed to meet the Student Success and Support Program initiative was Priority Registration. Priority registration requires that a student select a major, have an educational goal, complete an orientation, and assessment, and have an education plan completed, but the process is complicated.

In addition, the current website is remote, intimidating, too complicated, and stale. The challenge is to reorganize and repackage information so students can use it and so the website is welcoming and supportive.

With AB705, this helped the streamlining process because now it does not require students to visit our testing office or set up appointments which in the past could delay registration. But, we still need to work on better messaging about how students can retrieve their placement results.

Structure Evaluation

Current Structure

Currently, our enrollment communication tells students to go and do something but doesn't provide the reason why they should do a step, how to complete that step, or what would come after. We assume the student will figure it out or understand college jargon. A common question that students shared with us in our findings was, "What do I do next?" This question could be

asked after applying to college, after completing orientation, or any of the other steps prior to registration. We found students getting lost in the process and getting frustrated with the additional work they need to do in order to move to the next step.

We also found that if all steps were completed, the student may still need to wait a month or more in order to register because they completed the steps early. We don't have an answer currently as to what we can do to keep a student engaged from the point of application to registration.

The website is, on many levels, overcomplicated, labyrinthine, tedious, and unfriendly, much like our applications forms and bureaucratic complexity. Students often give up trying to find information and find it hard to get to the contacts they need to remain in school or access basic services. Our enrollment structure and poor communication processes are a major reason why only 50% of African American students who complete the application process apply.

Ideal Structure

Outreach, Marketing, Enrollment Services, and Counseling must better collaborate to provide new students with complete support as they enroll and register at Foothill College. As noted above, the structural impediments are considerable and it is a miracle any students enroll at all. The revised approach must be guided by a student-centered approach to communication and not based on what we think is good enough.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

- Complete integration of all Outreach/Enrollment/Registration/Counseling efforts.
- Website redesign to facilitate a student's ease of access to information and services.
- Increased staffing at all contact points with students, so we have 'warm hand-offs;' Outreach coordinates with enrollment services who work closely with Financial Aid and Counseling. We need to mind the gaps between steps as this is where we are failing students. Increased staffing is always an issue, but we must find ways to place our limited resources where they can best support student success.

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

We must follow the guiding principles of ownership, assessment and sustainability, to ensure we are moving our current practices towards more equitable outcomes.

1. As we develop our integrated student communication, enrollment, and retention plan, we will survey students (especially those who are registered, but not enrolled) to better understand their needs.
2. This year (year 2), 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 the 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. These plans will be part of the comprehensive enrollment and communication plan we will produce by June 30, 2023.
3. 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 data and ensure we are closing the assessment cycle. What we learn should be integrated into a revised Enrollment and Communication plan for June 30, 2025.

Target outcomes for 2022-2025 Transfer Level- Math

Measurements

Outcome Year 1: n/a

Outcome Year 2: At least 50% of the current course outlines will have been reviewed by math faculty with any appropriate and meaningful changes adopted.

Outcome Year 3: 100% of the current course outlines will have been reviewed by math faculty with any appropriate and meaningful changes adopted.

Structure Evaluation: Friction Points

Friction Points: Current Structure

Different student groups persist and succeed at different rates. Fall 2022 Opening Day Keynote, David Yeager, speaker reiterated the importance of feeling like you belong, that someone cares, and that it is possible to succeed and achieve your goals. That is more challenging when you don't see yourself, your race, and your culture reflected in your coursework.

Structure Evaluation

Current Structure

Faculty education grounded in a Eurocentric view of mathematics, perpetuates that narrative and bias, both in curriculum and pedagogy. Math curriculum is, historically, designed to prepare students for calculus rather than prepare students for life. And yet, even though many of our students don't need calculus, the current structure is designed and tailored for those who do. This means that we are not consciously designing curriculum for a large percentage of our Foothill population. Course objectives and outcomes focus on computation, communication, critical and creative thinking, and mathematical practices and habits of mind. No explicit reference is made to the biases and subjectivity inherent in the use of mathematics. In an effort to address the aforementioned inequities found in our pedagogy not being explicitly race conscious, we will be choosing to focus our efforts on the following issue and goal within the Strategic Vision for Equity plan:

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

Goal: Pedagogy and Curriculum in Mathematics Courses are Inclusive and Race Conscious

Ideal Structure

Department offerings and course outlines of record in the math department will be re-evaluated through an equity lens, while also considering and exploring new courses that meet our students' needs. We will employ curriculum development, team building, professional learning, and curriculum review/updates with the goal of achieving more equitable outcomes.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

Update CORS to include recognition, discussion, and examination of the history, inequities, and ongoing racism implicit and explicit in the field of mathematics and math education.

Create new courses around student interests. E.G., Financial thriving, STEM Careers, Courses designed for other programs. Given adequate resources, this could be enhanced through collaboration and professional learning and research.

Professional Learning is needed to uncover the way in which our deep assumptions that mathematics is objective and unbiased affects our students' learning. We may not even know what we don't know. It may be that expert guidance can facilitate this. Or it may be that a community of inquiry is preferred. Ongoing support will be needed for this work to occur.

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/>).

Target outcomes for 2022-2025 Retention from Primary to Secondary Term

Measurements

Outcome Year 1 '22-'23: Measure how many of our online students identify as African American and Latinx are connected to services to Foothill Connect.

- Through put referral
- Number of faculty using Foothill Connect

Outcome Year 2: By the end of the 23-24 AY, increase number of Math faculty using Foothill Connect by 15%

Outcome Year 3: Increase African American and Latinx online students (defined as taking at least one online class) connected to services through Foothill Connect by 10%.

Structure Evaluation: Friction Points

Friction Points: Current Structure

Our main student friction point is the underutilization of campus support resources by our disproportionately impacted students. This underutilization is more pronounced with our disproportionately impacted students in fully online classes.

The Early Alert/Owl Scholars Program was created in 2015 to address the equity gap by offering wraparound support (examples: tutoring, academic coaching, mental health counseling, financial aid, etc.) in the foundational classes in Math, English, and ESLL.

Just prior to Fall 2017, Foothill was invited to participate in the second phase of a statewide initiative implemented by the State Chancellor's Office to adopt the Starfish software platform to assist in our referral and retention efforts. Foothill joined this initiative, and Starfish became the primary form of referral and retention services reporting for the Owl Scholars program. At this time, Starfish was only offered in the Foundational classes.

When AB 705 was implemented in the 2018-19 academic year, Owl Scholars moved into the college level classes in Math, English, and ESLL. Only these specific classes had access to Starfish and Early Alert/Owl Scholars services. Starting Fall 2019, the Starfish platform was then made available to **all** Foothill classes through My Portal, but Owl Scholars/Early Alert continued to operate primarily in Math, English, and ESLL. Few faculty outside these departments were aware of this change and therefore did not know the Starfish referral system was available to them.

To address the lack of awareness of Starfish, in Spring 2022, Owl Scholars was rebranded as "The Office of Retention Services" and Starfish was rebranded as "Foothill Connect" to more accurately describe the goal of the office. A pilot program launched Spring 2022 in order to increase the integration of instruction and retention services through an increased utilization of Foothill Connect by faculty in all programs.

The focus on attracting faculty to use Foothill Connect so that they can refer students to support services is our main structural friction point. Many faculty are hesitant to adopt an additional tool which they view automates some of the strategies they use to increase course success. For example, many already reach out to their students to offer support if the student is disengaged in the classroom. They send encouraging emails or Canvas messages to the students who are doing well. However, the current faculty process is siloed to the individual instructor and does not show an aggregate view of how many students campus wide need services and to what extent. This information is vital if the campus is to develop a holistic retention program. Moreover, while the Foothill Connect software can send messages to students directly, faculty collaboration is essential in targeting students early in the quarter, when there are opportunities to retain students who are at risk of dropping a course or not attending the following quarter.

Structure Evaluation

Current Structure

To increase retention from the primary term to the secondary term, we are focusing on increasing student utilization of campus support services by expanding the Foothill Connect program targeting African American and Latinx students who are exclusively online, which is Issue 10 Goal 4 of the Strategic Vision for Equity plan.

We believe that if students access the array of support services on campus, they will feel a greater sense of connection to the campus. A sense of belonging has been shown to increase retention. Moreover, student access of support services would ideally provide them the course success strategies and help the student understand course content all leading to improved course success.

Currently, students can access an array of support services both on campus and online. These services are often presented in an uncoordinated, highly distributed fashion, leaving many students unclear of what services are most appropriate, and faculty confused about how to connect students to these resources.

Using the Foothill Connect tool can assist both faculty and students by providing a hub of support to faculty, staff, and students.

Over the years, we've recruited several of our programs and services to use Foothill Connect including the TLC, STEM Center, Pass the Torch, and Financial Aid. It is now their preferred referral system. Athletics, EOPS, Puente, and UMOJA have all utilized Foothill Connect to help track their students and have expressed interest in expanding the use of Foothill Connect. This feedback encourages us to scale up by increasing the number of faculty using the system and thus the number of students being referred to appropriate support services.

Encouragingly, Starfish Student Success Platform is an expansive tool with robust features that are meant to be implemented across campus. To date, Foothill has only utilized a small number of the features that are included in our current package so scaling up our services is not only possible but an ideal use of the software platform.

The main friction point in scaling operations can be gleaned from faculty feedback. Instructors have shared they are already tracking student information somewhere (personal grade-book, Canvas, etc). To reduce the “double work” the Starfish platform allows for Canvas integration to use system-raised flags without faculty having to re-enter information they’ve already been tracking. Faculty have requested this feature. Canvas integration would include a SSO link in Canvas and can connect with a courses’ gradebook to automatically raise alerts based on criteria we set (falling below a certain overall grade, low grade on a midterm, etc). Once implemented, instructors would have to opt into this feature. To restate, the goal of Canvas integration is more faculty engagement which translates into more student referrals to the Office of Retention Services.

Ideal Structure

The Office of Retention Services, housed in the Counseling Division, is tasked with increasing the number of disproportionately impacted exclusively online students who use support services. To fully support the retention of our most underserved student populations, deeper integration of instruction and student services is needed. There are two ways this can happen. First, through the integration of Foothill Connect and Canvas, our learning management system. This will require partnership with the Office of Online Learning.

The second way to integrate instruction and student services is by actively engaging faculty who can provide timely and targeted students referrals and encouraging them to use the only tool the college currently has that can collect data on who needs what services and how much of those services they need. This data might inform how we direct our budget depending upon the services students are requesting.

A deeper integration of instruction and student services is needed more than ever now that Guided Pathways is implementing Meta Majors (on our campus it’s called CAPS: Career and Academic Pathways).

Foothill Connect is a hub for sharing and accessing critical information that community partners need in order to make resources and support available to students when the students need it most. This communication has a positive impact on students as it helps them become aware of and connected to vital campus resources that help promote their course success which aids in their retention. The use of Foothill Connect will allow instructional faculty and student services to increase their level of communication by serving as the hub for sharing information. As of now, when an instructor refers a student to a particular service through email, this communication remains between that individual instructor and the service. If the referral is made through Foothill Connect, the broader campus community in student services can also access that information to get a better understanding of student needs. This process will aid student services in getting the full picture of what services students need and help inform their processes.

Our hope is to increase the number of students who use support services, thus increasing the likelihood of course success, thus retaining more students from the primary to secondary term.

An area of value provided by Foothill Connect is the nationwide database of Foothill Connect schools and the interventions they used. One we identify the disproportionately impacted group of students and study their unique characteristics and needs, we can develop a more robust retention program taking their cultural needs into account.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

Foothill College has been working towards creating equitable outcomes in instruction and providing equitable services for years. In 2020, like most educational institutions, we went fully online. That tragedy of Covid expedited our need to provide services to online students and we met the challenge head on. Foothill now offers all tutoring, transfer help, career guidance, writing services and Counseling, both academic and psychological, virtually. This was one of our goals and we've met that goal.

Now that we offer these services online, we need to ensure students are aware of these services and help students access them. This is where faculty engagement is critical. As stated previously, faculty provide targeted and timely referrals that students interpret as faculty valuing them, caring about them, and personally wanting them to succeed. Mass communication informing students about services doesn't create that feeling of care and concern.

Foothill Connect will facilitate communication between faculty, students, and the Office of Retention while educating students on the services that will be most beneficial to them, as well as collecting valuable data on the types of services students need.

Not only do we want our services more accessible for our online students, we need to increase the number of students using the services. Currently, once students receive a referral, students have to schedule appointments with Counseling or tutoring (or any support service) on their own. Foothill Connect emails the student a "welcome email" and encourages students to use the service; however, some of the students who require these services most, might need an additional push. One way to do this is put resources towards in-reach. This can be specific personnel, whether faculty or staff, directly assigned to following up on referrals to the Office of Instruction. These individuals would provide the high touch services of directly calling students and helping them schedule appointments rather than solely providing them with the information of how to schedule appointments and assuming they will follow up.

While we work on increasing student usage of online services, we need to be intentional about how some of our disproportionately impacted groups perceive asking for help and design our intervention strategies that make some of the supports automatic rather than an extra step that a student needs to take.

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/>).

Target outcomes for 2022-2025 Transfer

Measurements

Outcome Year 1: n/a

Outcome Year 2: Cultural competency & race conscience review begins for 10% of courses in each division as selected by each department.

- Updating/revising CORs to include race conscience curriculum begins for 10% of courses in each division as selected by each department
- A process for a new, separate Cultural Competency & Race Conscience (CCRC) Peer Review program has begun.
- A center for teaching and learning has been launched and its structure, function and purposed has been communicated to the campus community. The center offers a comprehensive program of professional development and training opportunities for faculty related to increasing their cultural competence and supporting discipline specific professional development as well.

Outcome Year 3: The process for a new, separate cultural competency & race conscience Peer Review has successfully been completed by its first cohort of 10% of Faculty by each department (the term *Faculty* is used here to be inclusive of both FTF & PTF)

- 20% of courses in each division as selected by each department have completed the newly implemented and created process for Cultural Competency & Race Conscience Review
- 20% of CORs in each division as selected by each department have been updated and revised as selected by each department and division
- The center for teaching and learning continues to expand its service to the campus community and its scope in offering a comprehensive array of professional development opportunities to faculty and staff, metrics in terms of the number of faculty and staff served are documented, and benchmarks established for participation among faculty members.

Structure Evaluation: Friction Points

Friction Points: Current Structure

In relation to the Strategic Vision for Equity (SVE) plan Issue 6, Goal 2, Section B and D, while many faculty are knowledgeable about the historical and contemporary racial equity issues in their disciplines, many are still struggling to include this perspective in their teaching and or struggle to understand how to contextualize this within their disciplines. As stated in Foothill's SVE, 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. Many faculty within disciplines such as social science, arts and humanities, literature, and English, are fluent and adept at incorporating racial equity issues into their teaching, but in some disciplines incorporating these concepts and historical perspectives is more challenging. Another friction point relates to the concept of teaching courses as race-neutral. Within our curriculum at Foothill, it is suggested that many disciplines are taught as if they are race-neutral, and fail to identify the explicitly racist historical and societal context underlying the epistemology of their discipline, as well as ongoing

implicit biases in their respective fields and professional industries. In addition, students feel limited in the academic opportunities to openly explore and understand systemic racism, and typically only within disciplines that focus on social and human behavior. In all disciplines there are disparities in how course content is prepared to include racial equity issues.

Foothill College has an Office of Equity and Inclusion that supports professional development opportunities for faculty, that includes workshops on culturally competent pedagogy, but there is no systemic process for evaluating and supporting how curriculum is implemented, to ensure cultural competency. The curriculum committee has no system process, such as the ongoing process for Title 5 review of curriculum, to review and discuss all curriculum for a lens of cultural competency. In addition, professional development needs to be ongoing and systemic, and inclusive of multiple resources and academic support areas, such as Online Learning, the Learning Resource Center and the Office of Equity and Inclusion.

Structure Evaluation

Current Structure

Issue 6, Goal 2, Section A & D are the focus of this section because Foothill faculty want to address the historical and contemporary racial equity issues within their respective disciplines, as well as intentionally embed culturally responsive pedagogy and engage in ongoing professional development around their teaching practices into their curriculum and learning outcomes.

Specifically, these changes would be made through the curriculum process and the process for providing professional development for faculty related to including culturally competent teaching into their disciplines and their course outlines. Currently there are two distinct processes and separate functions. The curriculum process does not have a systemic process to review and include cultural competency into the curriculum review process.

The professional development process, which is supervised by the Office of Equity and Inclusion, provides a rich array of workshops and trainings related to racial equity issues and cultural competency and overall pedagogy. The Office of Online Learning also supports a wide range of training and professional development opportunities for faculty, including Peer Online Course Review (POCR) and individualized support and training related to quality online teaching and quality teaching for all modalities. These areas and functions operate with loose affiliation and coordination, but there is no systemic integration of curriculum review related to cultural competency and integration of faculty support functions related to improving teaching, learning, and including culturally competent teaching into the discipline.

Ideal Structure

Through the support of Academic Senate, Foothill College plans to shift to a more equitable outcome by making systematic and systemic changes in the processes by which faculty review their curriculum and pedagogy for cultural competency and for the inclusion of racial equity issues, that is supported by a coordinated and holistic program of professional development, would facilitate a shift to equitable outcomes. An equity-minded practice how faculty can initiate positive a shift to equitable outcomes is through more frequent and recurring professional

development for respective discipline level of each department. This will provide resources and training for all faculty to engage in cultural competency, race conscience pedagogy, and help break down the racism that currently exists in each respective field and professional industry, well as address the concept that disciplines are taught as if they are race-neutral, and fail to identify the explicitly racist historical and societal context.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

We believe the structural changes would be related to how Department Chairs and Faculty (the term *Faculty* is used here to be inclusive of both Full-Time Faculty & Part-Time Faculty) collaborate and communicate with our Curriculum Committee.

The College Curriculum Committee, along with the Academic Senate, the Instruction Office, and deans would need to take on the responsibility of creating both a systemic and systematic process for reviewing curriculum from a race-centered and cultural competency focus. Systematic change in the unintentional behavioral patterns, the college has made in regards to policies and practices when writing new course proposals, updating course outlines, and reviewing current curriculum to ensure there is intentional and relevant cultural competency and race conscience content.

Adjusting systematic changes would then help create, initiate, and positively effect systemic changes in the new role and responsibility for the college curriculum committee. The college curriculum committee would need to agree that it has the responsibility for reviewing curriculum beyond Title 5 updates, and then take on the task of creating a new process for reviewing curriculum from a cultural competency and racial equity lens. The Foothill culture of innovation is an asset in embracing this change. The Curriculum Committee, department chairs, and faculty will need to be open-minded and willing to accept new strategies and workflows in writing new course proposals, updating CORs, and reviewing current curriculum that has intentional Cultural competency & race conscience content. Embracing the challenges that will be faced when implementing and acting on these new changes.

To empower and prepare Foothill's Curriculum Committee and faculty, they will need to have more frequent trainings, resources, and Professional Development to better analyze and review new course proposals, updated course outlines and current curriculum. We are aware that Curriculum Committee and faculty will need to be incentivized to complete and commit to the time it takes to complete Professional Development and additional training. In addition, the current structures for professional development, would need to be reorganized, to create a centered approach to faculty support, support of teaching and learning across all modalities and support of updating curriculum and faculty pedagogy, for improved outcomes in culturally responsive teaching and discipline specific racial equity content.

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

The Foothill College Curriculum Committee in the 2022-2023 academic year, will need to take on the task of creating a process for reviewing curriculum from a cultural competency and racial equity discipline specific focus. The first step in the process, is for committee members to agree that this is an appropriate task and responsibility for the committee, and to agree that it holds the ownership and responsibility for making improvements in college curriculum related to cultural competency and racial equity. This is a new role for the committee and therefore, it will take time for committee members to talk through this first step, and then taking the next steps, which will be to outline a plan for creating processes for this to happen. As achieving this goal will take a variety of approaches, there could be multiple processes that are enacted and defined to improve culturally competent teaching and racial equity focus within the disciplines, but the Curriculum Committee must take the first step to owning this responsibility and then laying out a plan for the current year, to create systemic processes.

The plan should initiate and implement on-going processes for all courses to be reviewed and define a timeline that is on-going for curriculum review. The plan should establish yearly benchmarks for the number of courses reviewed each year, and document this. This could include a peer-review process, for cultural competency and for discipline specific racial equity content.

In the 2022-2023 academic year, the Foothill College Office of Equity and Inclusion, along with the Instruction Office and the deans, will conduct a comprehensive assessment of our existing professional development processes, including support for discipline specific professional development, ongoing trainings, equity-focused trainings, and support provided by areas such as online learning. This assessment will focus on identifying all the current opportunities and processes the college provides to faculty for professional development, training for improving pedagogy, discipline specific trainings and college-wide trainings. As part of this assessment, the college will formulate a plan for coordinating these numerous functions, into a coordinated center for teaching and learning, that provides comprehensive support to faculty for improving teaching and learning and for specifically improving the cultural competency of their

teaching and for providing support for discipline-specific professional development to increase the inclusion of racial equity issues. In the 2022-2023 year, the college will engage in a planning process to transform its professional development and current processes for supporting faculty in improving their teaching across all modalities, into a coordinated center for teaching and learning.

Draft