College Curriculum Committee Meeting Agenda
Tuesday, October 4, 2022
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom
Masks required for all in-person attendees

Item	Time*	Action	Attachment(s)	Presenter(s)
1. CCC Orientation	20 min.	Information		Gilstrap & Kuehnl
2. Minutes: June 14, 2022	2 min.	Action	#10/4/22-1	Kuehnl
3. Introductions & 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. GE Subcommittee Membership
   b. CCC Priorities for 2022-23
   c. New Course Proposals
   d. ASCCC Area B Meeting & Fall Plenary
   e. New Degree/Certificate Approvals by CCCCO: Advanced Sports Medicine CA; Air Conditioning Mechanic AS Degree; Test, Adjust and Balancing (TAB) Technician AS Degree; Infant and Toddler Development and Care CA; Nanny, Child, and Family Studies CA; Bookkeeping CA; CPA Exam Preparation - Audit CA; CPA Exam Preparation - Business Environment and Concepts CA; CPA Exam Preparation - Regulations CA; Financial Accounting CA; Payroll Preparation CA
	10 min.	Information	#10/4/22-2-4	CCC Team

6. New Certificate Application: Accounting Ethics	10 min.	1st Read	#10/4/22-5 & 8	Kuehnl
7. New Certificate Application: CPA Exam Preparation - Financial Accounting Reporting		1st Read	#10/4/22-6 & 8	Kuehnl
8. New Certificate Application: Tax Specialist		1st Read	#10/4/22-7-8	Kuehnl
9. Equity in the COR—Methods of Instruction	30 min.	Discussion	#10/4/22-9-13	Kuehnl
10. Good of the Order	3 min.			Kuehnl
11. Adjournment				Kuehnl

Times listed are approximate

Attachments:

#10/4/22-1	Draft Minutes: June 14, 2022
#10/4/22-2-4	New Course Proposals: APPT 143A; PHOT 404C, 474C
#10/4/22-5	New Certificate Application: Accounting Ethics
#10/4/22-6	New Certificate Application: CPA Exam Preparation - Financial Accounting Reporting

#10/4/22-7	New Certificate Application: Tax Specialist
#10/4/22-8	LMI for new Accounting dept. Certificates
#10/4/22-9	Foothill College Strategic Vision for Equity
#10/4/22-10	Academic Senate Equity Action Plan 2021-2022
#10/4/22-11	Guide for Creating Equitable Curriculum (Glendale Community College)
#10/4/22-12	CCCCO memo: Diversity, Equity and Inclusion in Curriculum: Model Principles and Practices
#10/4/22-13	DEI in Curriculum: Model Principles and Practices

2022-2023 Curriculum Committee Meetings:

Fall 2022 Quarter	Winter 2023 Quarter	Spring 2023 Quarter
10/4/22	1/24/23	4/25/23
10/18/22	2/7/23	5/9/23
11/1/22	2/21/23	5/23/23
11/15/22	3/7/23	6/6/23
11/29/22	3/21/23	6/20/23

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

2022-2023 Curriculum Deadlines:

12/1/22	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/22	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD	Deadline to submit curriculum sheet updates for 2023-24 catalog (Faculty/Divisions).
TBD	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	Deadline to submit course updates and local GE applications for 2024-25 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), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Kelly Edwards (KA), Lisa Eshman (HSH), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Kurt Hueg (Interim VP Instruction), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Ana Maravilla (CNSL), Allison Meezan (BSS), Patrick Morriss (STEM), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Ron Painter (STEM), Sarah Parikh (STEM), Amy Sarver (LA), Lisa Schultheis (STEM), JP Schumacher (Dean, SRC), Ram Subramaniam (Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

CC: Interpreters

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2022-23

Meeting Date: <u>10/4/22</u>

<u>Co-Chairs (2)</u>

✔*	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)
			kuehnleric@fhda.edu
_____	Ram Subramaniam	7179	Acting Associate Vice President of Instruction
			subramaniamram@fhda.edu

<u>Voting Membership (1 vote per division)</u>

✔*	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔*	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
_____	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
✔	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
✔*	Lisa Eshman	7203	HSH	eshmanlisa@fhda.edu
_____	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔*	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔*	Ben Kaupp		SRC	kauppben@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Ana Maravilla		CNSL	maravillaana@fhda.edu
✔*	Allison Meezan	7166	BSS	meezankaren@fhda.edu
_____	Patrick Morriss	7548	STEM	morrisspatrick@fhda.edu
_____	Brian Murphy		APPR	brian@pttc.edu
✔	Tim Myres		APPR	timm@smw104jatc.org
✔*	Ron Painter		STEM	painterron@fhda.edu
✔*	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
✔*	Crissy Penate		LRC	penatechrisanthy@fhda.edu
✔	Amy Sarver	7459	LA	sarveramy@fhda.edu
✔*	Lisa Schultheis	7780	STEM	schultheislisa@fhda.edu
✔	JP Schumacher	7549	Dean—SRC	schumacherjp@fhda.edu

<u>Non-Voting Membership (4)</u>

_____			ASFC Rep.	
✔*	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

<u>Visitors</u>

<u>Chris Allen</u>

---

* Indicates in-person attendance

College Curriculum Committee
Meeting Minutes
Tuesday, June 14, 2022
2:00 p.m. – 4:00 p.m.
Room 4501; virtual option via Zoom

Item	Discussion
1. Reaffirmation of Remote Meetings Resolution	**Speaker: Eric Kuehnl** CCC approved Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361 at Oct. 5th meeting and reaffirmed at Nov. 16th, Jan. 18th, Feb. 15th, Mar. 15th & Apr. 19th meetings. Not enough in-person attendees to achieve quorum—if we wish to meet virtually, we are required to reaffirm resolution, as 30 days have elapsed. Motion to approve **M/S** (Kaupp, Gomes). **Approved.**
2. Minutes: May 31, 2022	**Approved by consensus.**
3. Report Out from Division Reps	**Speaker: All** Kuehnl asked the group for feedback re: optional report out (vs. previous method of calling on every division). Fine Arts rep mentioned that many sessions at recent NCORE conference asked attendees for active participation, and some folks would leave when the activity began to avoid participation. Suggested splitting report out in half, at start and end of meeting, as some might be more likely to speak at end of meeting (and/or discussion items might spark comments). Bio Health rep believes important to remember that our decentralized structure obligates divisions to share what they're doing; other Bio Health rep noted likes hearing from everyone, not just to know what they're doing but also because it serves as a reminder of who everyone is, which can be especially helpful for new members. Other Fine Arts rep agreed w/ importance for new members to hear what other divisions are doing, even if it seems redundant. Suggested co-chairs provide suggestions or check-list of topics, to help reps. Subramaniam suggested going back to the old method. PSME rep noted that folks should feel free to pass if they want to, and that this should be a clear option—Kuehnl agreed. LRC rep mentioned they sometimes wonder if it's okay to report on broader topics than simply curricular matters (e.g., Library holding extended hours)—Kuehnl responded that anything which may be of interest to other reps is welcome. Gilstrap mentioned he likes knowing what each division is working on and echoed Bio Health rep's comment re: the need for divisions to share, given our current system. Kuehnl asked the reps to share who next year's reps might be, during today's report out. Kinesiology: Reps for fall will be Kelly Edwards and Don Mac Neil; Jeff Bissell will return for winter/spring. Reported that division CC will discuss AB 928, tomorrow, and mentioned ASCCC survey. Division plans to make known their strong feelings about the proposed transfer GE pattern. Gilstrap noted that link to survey is on the ASCCC website; Vanatta will include link to survey in upcoming communiqué. Fine Arts: Hilary Gomes will continue as rep; Ché Meneses becoming Academic Senate rep. Gomes likely will be solo rep; so far, cannot not get another faculty to step up.

	Bio Health: Division changing to Health Sciences & Horticulture—reps for fall will be Rachelle Campbell and Lisa Eshman; Tiffany Mitchener and Shea St. Onge-Cole will be coming on board later in the year. BSS: Julie Jenkins and Allison Meezan will continue as reps. Reported that division currently finishing up Title 5 updates. Apprenticeship: Brian Murphy and Tim Myres will continue as reps. Reported that division working on Title 5 updates. Most programs going into summer break very soon. PSME: Division changing to STEM (incl. Biology dept.)—there will be four reps: Patrick Morriss, Ron Painter, Sarah Parikh, and Lisa Schultheis. Reported that division reactivating NANO courses, with potential plan to create semiconductor cert. w/ Apprenticeship division. Subramanian noted Chris Allen working on partnership w/ external organizations. SRC: Ben Kaupp will continue as sole rep. Ana Maravilla and Lynette Vega will be incl. in division committee. Reported that division working on Title 5 updates. Language Arts: Allison Herman and Kella Svetich won't be here next year; still working on figuring out next year's reps—likely to be Ben Armerding and Amy Sarver in fall. Has been a challenge getting folks to step up. LRC: Micaela Agyare will continue as rep, and hopes to find a second rep (Herman won't be here next year). Reported that division working on Title 5 updates. Counseling: Reps will be Andy Lee and Ana Maravilla (Maritza Jackson Sandoval will be on sabbatical). Reported that division finishing up Title 5 updates. Subramaniam believes JP Schumacher will be one of the deans for next year; unsure who others will be. Gilstrap reported he's been working on reviewing Title 5 courses and submitting courses for UC transfer approval.
4. Public Comment on Items Not on Agenda	No comments.
5. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: APPT 199; LINC 60C, 60E; POLI 70R series. Please share with your constituents. PSME rep asked for additional info re: APPT 199—per Apprenticeship rep, California law mandates energy efficient buildings for new construction, and G-Pro is part of HVAC technician certification.
b. CCC Meeting Dates for 2022-23	Meeting dates for 2022-23 have been scheduled.
c. CCC Priorities for 2022-23	Kuehnl surveyed CCC members to determine interest level re: potential priorities for next year. Displayed results, noting that all topics were voted to be fairly important. Academic Senate likely to dictate priorities, as well. Highest votes for: Finalize Equity Component of COR, Discuss Centralized Curriculum Model, Review Local GE Process.

6. Stand Alone Approval Requests: C S 78A/B/C/D	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for C S 78A, 78B, 78C, 78D. No comments. Motion to approve **M/S** (Schultheis, Bissell). **Approved.**
7. New Program Application: Music Technology BA Degree	**Speaker: Eric Kuehnl** Second read of new Music Technology BA degree. LRC rep asked if the three new upper division GE courses still being developed—Kuehnl noted they're simply proposals at this time, as they cannot be created unless the state approves the degree. Rep noted wants to ensure Library has resources necessary to support the degree. Kuehnl mentioned the state announced a delay re: the timeline for this round of bachelor degree submissions, as they're currently still working on the first round. Bio Health rep mentioned they like that the degree would be an option for students which doesn't require a performance component. Motion to approve **M/S** (Schultheis, Campbell). **Approved.**
8. New Program Application: Bookkeeping CA	**Speaker: Eric Kuehnl** Second read of new Bookkeeping Certificate of Achievement. No comments. *See item 13 for motion/approval details.*
9. New Program Application: CPA Exam Preparation - Audit CA	**Speaker: Eric Kuehnl** Second read of new CPA Exam Preparation - Audit Certificate of Achievement. No comments. *See item 13 for motion/approval details.*
10. New Program Application: CPA Exam Preparation - Business Environment and Concepts CA	**Speaker: Eric Kuehnl** Second read of new CPA Exam Preparation - Business Environment and Concepts Certificate of Achievement. No comments. *See item 13 for motion/approval details.*
11. New Program Application: CPA Exam Preparation - Regulations CA	**Speaker: Eric Kuehnl** Second read of new CPA Exam Preparation - Regulations Certificate of Achievement. No comments. *See item 13 for motion/approval details.*
12. New Program Application: Financial Accounting CA	**Speaker: Eric Kuehnl** Second read of new Financial Accounting Certificate of Achievement. No comments. *See item 13 for motion/approval details.*
13. New Program Application: Payroll Preparation CA	**Speaker: Eric Kuehnl** Second read of new Payroll Preparation Certificate of Achievement. No comments. Group agreed to vote on items 8-13 as one motion. Motion to approve items 8-13 **M/S** (Murphy, Jackson Sandoval). **Approved.**
14. New Degree or Certificate Creation Process	**Speaker: Eric Kuehnl** Second read of New Degree or Certificate Creation Process. Documents have been updated based on feedback/discussion during first read. Also incorporated feedback rcvd. from AVP Workforce Teresa Ong re: BACCC and LMI processes. Bio Health rep recalled discussion from previous meeting re: resource availability and reiterated that it's a "black box" to many folks. Could be helpful to add info about what is meant by this aspect of a new deg./cert. Kuehnl noted this should be part of the discussion with division dean. PSME rep recalled being told during previous discussion that Step One wouldn't include discussion of

	resources—Kuehnl believes best to discuss resources as early as possible, in case they aren't going to be available, to prevent faculty from doing unnecessary work.
	PSME rep noted mention in Step One of LMI, which can take a long time to receive, asking if there's a time limit for recency of LMI — Vanatta responded the CCCCO requires LMI to be within two years, and suggested Ong would know how recent it needs to be for BACCC. Other Bio Health rep asked if 4-8 weeks for LMI is accurate, noting at times it has taken many months—Kuehnl responded that Ong provided 4-8 weeks estimate. Vanatta suggested adding "or longer" to document or removing time estimate; rep concerned folks might set unrealistic expectations. PSME rep suggested adding "a minimum of"—the group agreed; Vanatta will amend the document.
	Kuehnl noted APM component of Step Two will not go into effect unless De Anza agrees to do the same; at the moment doesn't look like this will happen. PSME rep asked if the point of sharing at APM is to not duplicate what De Anza is doing—Kuehnl responded that's not necessarily the case. We try to avoid duplication of CTE degs./certs. but similarity w/ De Anza doesn't disqualify our creation of one. In any case, APM component won't be an approval step. Other Bio Health rep believes appropriate to have collegial conversation, even if not an approval step.
	PSME rep noted Step Three includes a list of folks who should be communicated with and asked if there will be any sort of system to ensure/enforce such communication. Kuehnl stated it is possible to set up a formal approval process, if CCC decides to do so, but as drafted the process doesn't require it. Could end up being part of CourseLeaf workflow, in the future. Rep asked for clarification re: how CourseLeaf is included in this process—Vanatta responded that initially it will not be. Starting project to implement third module of CourseLeaf this August, which will hopefully end up being used for creation of new degs./certs. Until that module goes live, we'll use some other type of online form for Proposal form, and Word docs for narratives. Rep asked for clarification re: curriculum sheets in CourseLeaf—Vanatta responded that, yes, they are in catalog module of CourseLeaf and will continue to be (initially created by Vanatta and updated by faculty annually). Rep mentioned it can be difficult for reps to know if faculty has had conversations w/ the right folks while drafting narrative, and reps can at times be unsure that what they're approving has been vetted.
	No comments re: changes to Proposal form.
	Motion to approve **M/S** (Armstrong/Meneses, Herman). **Approved.**
	Vanatta mentioned that CCC Team discussed how to handle degs./certs. already in progress, and agreed that for those which are approved by division CC and have narratives forwarded to Vanatta by end of this month, they may continue to follow current temporary process. For any others being worked on, faculty will need to use new process, incl. submission of Proposal form once it's available. Vanatta asked for folks to reach out w/ suggestions of online form software options for Proposal form.
15. Equity in the COR	**Speaker: Eric Kuehnl** Continuation of discussion from previous meetings. Today's breakout groups will discuss the Methods of Evaluation section of the COR, to come up with ideas related to imbuing equity into this specific section.

	CCC members broke out into small groups of 3-5 (online and in person) for 20 minutes. The full group then reconvened and shared out ideas from their small groups.
	Language Arts rep shared their group looked at DEI attachment and discussed how to best hold faculty accountable; noted that faculty already starting to do a lot of things outlined in the attachment. Also discussed OER, noting that LRC rep had helped her identify OER when updating Title 5 courses—example of holding each other accountable.
	LRC rep shared their group discussed making language in COR more accessible, as well as OER.
	Bio Health rep shared their group's discussion was more about things they do in their classes (e.g., giving students a second chance, peer review), rather than info listed in this section of the COR. Noted there can be a disconnect between how faculty want to do things in the classroom and what's formally listed on the COR. Kuehnl added that at times faculty "shotgun" (listing every method possible on the COR), and wondered if instead should be including much more descriptive info than simply "quiz," "essay," etc. Bio Health rep added that if the COR is mostly used as articulation document, perhaps that's not necessary, and what's important is for faculty to be using equitable practices in the classroom. Kuehnl noted that demonstrating equitable practices on the COR is important, for example, for part-time faculty who are referring to the COR when teaching a course. Language Arts rep agreed and noted that training and mentorship is required, especially for new instructors and part-timers (not just those new to campus, but also those new to teaching a particular course). Kuehnl suggested one goal of these discussions could be to help ensure faculty are thinking about equity throughout COR development, even if they're not explicitly referencing equity when typing out info in the COR sections.
	Kuehnl noted he's really enjoyed these breakouts and plans to keep momentum going in the fall; believes the group should be proud of the work which has already been done. A discussion occurred about the possibility of extending CCC meetings to 2 hours, moving forward.
16. Good of the Order	
17. Adjournment	**4:08 PM**

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), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl* (Faculty Co-Chair), Don Mac Neil (KA), Ché Meneses (FA), Brian Murphy (APPR), Lisa Schultheis* (BH), Ram Subramaniam* (Administrator Co-Chair), Kella Svetich (LA), Mary Vanatta* (Curriculum Coordinator)
Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 06/15/22 1:42 pm

Viewing: APPT F143A : BEGINNING CUTTING, TACKING & WELDING

Last edit: 06/16/22 2:27 pm

Changes proposed by: Andrew Stafford (11171431)

Course Proposal Form

Faculty Author	Andrew Stafford

Effective Term	Summer 2023		
Subject	Apprenticeship: Pipe Trades (APPT)	Course Number	F143A
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2.5		
Hours	54 hours total: 18 hours lecture, 36 hours lab		
Course Title	BEGINNING CUTTING, TACKING & WELDING		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	This course will introduce oxy-fuel cutting, fit-up practices, and welding specific to the trade.
Proposed Discipline	Steamfitting

To which Degree(s) or Certificate(s) would this course potentially be added?

Steamfitting Technology

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This is a new course that will be introducing some of the basics of welding and cutting. This will open up more time for welding in our welding course. We are also introducing "fit-up" in this course, which is an important skill to our trade and will be a benefit to our apprenticeship.

Reviewer Comments

Key: 8818

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 06/09/22 5:27 pm

Viewing: PHOT F404C : PHOTOSHOP FOR PHOTOGRAPHERS III

Last edit: 06/15/22 8:26 am

Changes proposed by: Kate Jordahl (10781545)

Course Proposal Form

Faculty Author	Kate Jordahl

Effective Term	Summer 2023		
Subject	Photography (PHOT)	Course Number	F404C
Department	Photography (PHOT)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 hours lecture, 3 hours lab (weekly)		
Course Title	PHOTOSHOP FOR PHOTOGRAPHERS III		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Advanced-level exploration with the tools for expressive communication in digital photography using Adobe Photoshop and Adobe Photoshop Lightroom. Development of skills in image capture, enhancement, printing, and web publishing, for both fine art and commercial applications.
Proposed Discipline	Photography

To which Degree(s) or Certificate(s) would this course potentially be added?

This course will be a restricted support course for the noncredit Certificate of Completion in Photography.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course would support the Certificate of Completion and assist students who need additional practice, deeper understanding, or multiple methods of approaching these advanced photography concepts.

Reviewer Comments

Key: 8816

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 06/09/22 5:18 pm

Viewing: PHOT F474C : STUDIO PHOTOGRAPHY TECHNIQUES III

Last edit: 06/15/22 8:26 am

Changes proposed by: Kate Jordahl (10781545)

Course Proposal Form

Faculty Author	Kate Jordahl

Effective Term	Summer 2023		
Subject	Photography (PHOT)	Course Number	F474C
Department	Photography (PHOT)		
Division	Fine Arts and Communication (1FA)		
Units	0		
Hours	3 hours lecture, 3 hours lab (weekly)		
Course Title	STUDIO PHOTOGRAPHY TECHNIQUES III		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	This course follows PHOT 474A and 474B. Emphasis is on acquiring advanced skills and techniques in studio lighting and studio operations. Students work towards the creation of a focused portfolio suitable for employment as a photography assistant, the creation of a small business/sole proprietorship in wedding, portraiture, editorial, advertising, and/or fine art studio photography.
Proposed Discipline	Photography

To which Degree(s) or Certificate(s) would this course potentially be added?

This course will be a restricted support course for the noncredit Certificate of Completion in Commercial Photography.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This would be a non-credit class as part of the new certificate programs for Photography.

Reviewer Comments

Key: 8815

Preview Bridge

Foothill College
Credit Program Narrative
Certificate of Achievement in Accounting Ethics

Item 1. Program Goals and Objectives

The general objective of the Certificate of Achievement in Accounting Ethics is to prepare students to work as accountants, examining and preparing financial records, preparing budgets, and implementing internal control and cost control for private industry, public accounting companies, government agencies, individuals, and non-profit entities. The academic goal of the certificate is to prepare students to transfer to four-year institutions. The vocational goal is to prepare students to take the CPA exam, to satisfy the educational requirement for the CPA license, to satisfy continuing education units for accountants who currently hold a CPA license, and to prepare students to become marketable in the field of accounting.

Program Learning Outcomes:
- Students will be able to understand and apply the skills related to professional responsibilities, including ethics, independence, and professional skepticism
- Students will be able to understand the business entity including its operations, information systems, risks, and internal controls
- Students will be able to understand the flow of transactions and underlying data through a business entity
- Students will be able to assess risk and develop a planned response
- Students will be able to obtain audit evidence and perform further procedures
- Students will be able to form conclusions and report on those conclusions
- Students will be able to discuss the history and function of ethics
- Students will be able to differentiate between the six guiding principles in the AICPA Code of Professional Conduct
- Students will be able to apply the AICPA standards and the IRS rules to common ethical dilemmas faced by CPAs in practice
- Students will be able to explain the ideals of integrity, independence, and objectivity in relation to the distinctive work of an accountant
- Students will be able to compare and contrast the three layers of failure to exercise due care
- Students will be able to describe the difference between being independent in appearance and independent in fact
- Students will be able to define the revenue recognition and matching principles and explain why they are important to users of financial statements
- Students will be able to explain the full disclosure principle under GAAP and illustrate why it's important to users of financial statements

Item 2. Catalog Description

The Certificate of Achievement in Accounting Ethics is designed for students whose goal is to complete the coursework necessary to obtain their Certified Public Accounting (CPA) license. A CPA license is a distinguished and highly valued credential which enables the holder to work for public accounting firms, industry, government, not-for-profit, and academic institutions. All

courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (15 units)	ACTG 58	Auditing	5	Year 1, Fall
	ACTG 59	Fraud Examination	5	Year 1, Winter
	ACTG 76	Ethics in Accounting	5	Year 1, Fall

TOTAL UNITS: 15 units

Proposed Sequence:
Year 1, Fall = 10 units
Year 1, Winter = 5 units
TOTAL UNITS: 15 units

Item 4. Master Planning
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. The demand for accountants continues to be high, with growth projected by the bureau of U.S. Labor and Statistics at 7% over the next ten years. The Certificate of Achievement in Accounting Ethics will enable students to achieve their goals in respect to CPA candidacy, as well as those returning to the workplace, self-employment, or transfer to a four-year college. The program is a critical step for students who wish to obtain the courses necessary to sit for the CPA exam.

Item 5. Enrollment and Completer Projections
On average 542 students have taken Auditing, 664 students have taken Fraud Examination, and 1,007 students have taken Ethics in Accounting in the Academic Years 2019-20 and 2020-21. All three courses are offered online in an asynchronous basis across all four quarters. The demand for these courses continues to be strong. The efficient design of the certificate will attract students looking to gain the courses necessary to take and pass the CPA exam.

All of the courses for the Certificate of Achievement in Accounting Ethics can be taken 100% online, asynchronously, allowing students anywhere to take these classes. We believe this will increase the number of students who complete the certificate.

		Year 1 (2019-20)		Year 2 (2020-21)	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**
ACTG 58	Auditing	7	284	7	258
ACTG 59	Fraud Examination	8	356	8	308
ACTG 76	Ethics in Accounting	22	855	13	465

Item 6. Place of Program in Curriculum/Similar Programs
Foothill College currently offers all three of these courses necessary to complete the Certificate of Achievement in Accounting Ethics. They are established courses taught by full-time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area
In Foothill College's service area, none of the surrounding colleges offer the Certificate of Achievement in Accounting Ethics.

Outside of our service area, but still in California, Santa Monica College has a CPA track certificate which is more general and covers the basic concepts for the CPA examination.

Additional Information Required for State Submission:

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%

Foothill College
Credit Program Narrative
Certificate of Achievement in CPA Exam Preparation - Financial Accounting Reporting

Item 1. Program Goals and Objectives

The general objective of the Certificate of Achievement in CPA Exam Preparation - Financial Accounting Reporting is to prepare students to work as accountants, examining and preparing financial records, preparing budgets, and implementing internal control and cost control for private industry, government agencies, individuals, and non-profit entities. The academic goal of the certificate is to prepare students to transfer to four-year institutions. The vocational goal is to prepare students to take the CPA exam, to satisfy the educational requirement for the CPA license, and to prepare students to become marketable in the field of accounting.

Program Learning Outcomes:
- Students will be able to understand the conceptual and standard setting for business and non-business entities
- Students will be able to prepare and analyze general purpose for profit financial statements, including balance sheets, income statements, statements of comprehensive income, statements of changes in equity, and statements of cash flows
- Students will be able to understand and analyze financial statement accounts, cash and cash equivalents, trade receivables, inventory, property plant and equipment, investments, intangible assets, payables and accrued liabilities, long term debt, equity, revenue recognition, and income tax provisions
- Students will be able to prepare and analyze financial statements for non-governmental, not-for-profit entities, including statement of financial position, statement of activities and statement of cash flows
- Students will be able to understand and apply public company reporting requirements, including calculation of earnings per share
- Students will be able to analyze the content of the financial section of the comprehensive annual financial report (CAFR) for government wide financial statements
- Students will be able to understand and apply specific types of transactions in governmental entities including items of measurement, valuation, and calculation

Item 2. Catalog Description

The Certificate of Achievement in CPA Exam Preparation - Financial Accounting Reporting is designed for students working to complete the coursework necessary to obtain their Certified Public Accounting (CPA) license. A CPA license is a distinguished and highly valued credential which enables the holder to work for public accounting firms, industry, government, not-for-profit and education. The CPA exam consists of four parts: 1) Audit and Attestation, 2) Business Environment and Concepts, 3) Financial Accounting and Reporting, and 4) Regulation. This certificate prepares the student for the Financial Accounting and Reporting section of the CPA exam. All courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (25 units)	ACTG 1A	Financial Accounting I	5	Year 1, Fall
	ACTG 1B or	Financial Accounting II	5	Year 1, Winter
	ACTG 1BH	Honors Financial Accounting II	5	Year 1, Winter
	ACTG 1C or	Managerial Accounting	5	Year 1, Spring
	ACTG 1CH	Honors Managerial Accounting	5	Year 1, Spring
	ACTG 67	Tax Accounting	5	Year 1, Fall
	ACTG 75	Accounting for Government & Not-for-Profit	5	Year 1, Spring

TOTAL UNITS: 25 units

Proposed Sequence:
Year 1, Fall = 10 units
Year 1, Winter = 5 units
Year 1, Spring = 10 units
TOTAL UNITS: 25 units

Item 4. Master Planning
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. The demand for accountants continues to be high, with growth projected by the bureau of U.S. Labor and Statistics at 7% over the next ten years. The Certificate of Achievement in CPA Exam Preparation - Financial Accounting Reporting will enable students to achieve their goals in respect to CPA candidacy, as well as those returning to the workplace, self-employment, or transfer to a four-year college. The program is a critical step for students who wish to obtain the courses necessary to sit for the CPA exam.

Item 5. Enrollment and Completer Projections
On average 1,000 students have taken Financial Accounting I in the past two years, with Financial Accounting II and Managerial Accounting averaging 550 and 475, respectively. Tax Accounting and Accounting for Government & Not-for-Profit average over 200 regularly. Financial Accounting I, Financial Accounting II, and Managerial Accounting are traditionally offered in online, face-to-face, and hybrid platforms, and are offered all four academic quarters. Tax Accounting and Accounting for Government & Not-for-Profit are offered online across all four quarters. The demand for these courses continues to be strong. The efficient design of the certificate will attract students looking to gain the courses necessary to take and pass the Financial Accounting and Reporting section of the CPA exam.

All of the courses for the Certificate of Achievement in CPA Exam Preparation - Financial Accounting Reporting can be taken 100% online, asynchronously, allowing students anywhere to

take these classes. We believe this will increase the number of students who complete the certificate.

Course #	Course Title	Year 1 (2019-20)		Year 2 (2020-21)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ACTG 1A	Financial Accounting 1	29	1108	28	921
ACTG 1B	Financial Accounting II	16	613	15	567
ACTG 1C	Managerial Accounting	13	521	10	441
ACTG 67	Tax Accounting	8	270	8	234
ACTG 75	Accounting for Government & Not-for-Profit	8	224	8	218

Item 6. Place of Program in Curriculum/Similar Programs
Foothill College currently offers all five of these courses necessary to complete the Certificate of Achievement in CPA Exam Preparation - Financial Accounting Reporting. They are established courses taught by full time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area
In Foothill College's service area, the Certificate of Achievement in CPA Exam Preparation - Financial Accounting Reporting is similar to offerings at Mission College and College of San Mateo. These colleges also have certificates based on specific portions of the CPA exam.

Outside of our service area, but still in California, Santa Monica College has a CPA track certificate which is more general and covers the basic concepts for the examination.

Additional Information Required for State Submission

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%

Foothill College
Credit Program Narrative
Certificate of Achievement in Tax Specialist

Item 1. Program Goals and Objectives

Accounting programs prepare students for work as accountants, examining and preparing financial records for private industry, government agencies, individuals and non-profit entities. General accountants use computers to record transactions, such as receivables, payables, payroll, and property into a general ledger. Corporate accountants set up and design accounting systems and procedures, risk management programs, and analyze and evaluate financial records for businesses. Their duties include ensuring legal compliance, interpreting financial information, and preparing reports for business executives and government regulatory agencies. Advancement includes opportunities as senior accountant, controller, treasurer and chief financial officer. Certified Public Accountants and Certified Management Accountants are those who have attained professional certification by the state.

The academic goal of the Certificate of Achievement in Tax Specialist is to prepare students to transfer to four-year institutions. The vocational goal is to provide training for students to become marketable in the area of income tax preparation and to provide additional conceptual and technical training for those with some income tax preparation experience to provide additional opportunities for career advancement.

Program Learning Outcomes:
- Students will be able to understand the conceptual and standard setting for business and non-business entities
- Students will be able to prepare and analyze general purpose for profit financial statements, including balance sheets, income statements, statements of comprehensive income, statements of changes in equity and statements of cash flows
- Students will be able to understand and analyze financial statement accounts, cash and cash equivalents, trade receivables, inventory, property plant and equipment, investments, intangible assets, payables and accrued liabilities, long term debt, equity, revenue recognition, and income tax provisions
- Students will be able to assess the tax consequences related to Federal and California individual income tax returns
- Students will be able to prepare Federal and California income tax turns
- Students will be able to identify basics of Federal and California income tax law as it relates to sole proprietors and partnerships
- Students will be able to demonstrate practical knowledge of income tax preparation and tax compliance as these relate to sole proprietorships and partnerships
- Students will be able to identify and explain payroll systems and control procedures
- Students will be able to explain current payroll tax accounting rules and procedures
- Students will be able to analyze, compute, and report payroll taxes
- Students will be able to prepare and distribute payroll
- Students will be able to prepare and process payroll transactions within current payroll regulations

Item 2. Catalog Description

The Certificate of Achievement in Tax Specialist is designed for students to achieve the coursework necessary to provide a strong foundation in the skills necessary for a position in income tax preparation. All courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (19 units)	ACTG 1A or	Financial Accounting I	5	Year 1, Fall
	ACTG 60	Accounting for Small Business	5	Year 1, Fall
	ACTG 65	Payroll & Business Tax Accounting	4	Year 1, Winter
	ACTG 67	Tax Accounting	5	Year 1, Fall
	ACTG 68A	Advanced Tax Accounting I	5	Year 1, Winter

TOTAL UNITS: 19 units

Proposed Sequence:
Year 1, Fall = 10 units
Year 1, Winter = 9 units
TOTAL UNITS: 19 units

Item 4. Master Planning

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. The demand for accountants continues to be high, with growth projected by the department of U.S. Labor and Statistics as 7% over the next ten years. The Certificate of Achievement in Tax Specialist will enable students to achieve their goals whether it is career advancement, CPA candidacy, self-employment, or transfer to a four-year college. The program combines fundamental, critical accounting knowledge with industry recognized software and skill building.

Item 5. Enrollment and Completer Projections

On average 1,000 students have taken Financial Accounting I in the past two years. Accounting for Small Business averages 360 students a year. Payroll Tax & Business Accounting averages 230 students a year. Tax Accounting and Advanced Tax Accounting I average 252 and 54, respectively.

Financial Accounting I is traditionally offered in asynchronous online, face-to-face, and hybrid platforms and is offered throughout all four academic quarters. Accounting for Small Business, Payroll & Business Tax Accounting, and Tax Accounting are offered all four academic quarters. Advanced Tax Accounting I is generally offered once a year in the Fall, Winter or Spring quarter.

The efficient design of the certificate, coupled with the fact that all of the coursework can be taken 100% online, asynchronously, allows students anywhere to take these classes. We believe this will increase the number of students who complete the certificate.

Course #	Course Title	Year 1 (2019-20)		Year 2 (2020-21)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ACTG 1A	Financial Accounting I	29	1108	28	921
ACTG 60	Accounting for Small Business	8	395	8	326
ACTG 65	Payroll & Business Tax Accounting	6	246	55	213
ACTG 67	Tax Accounting	8	270	8	234
ACTG 68A	Advanced Tax Accounting I	1	54	1	55

Item 6. Place of Program in Curriculum/Similar Programs
Foothill College currently offers all four of the courses necessary to complete the Certificate of Achievement in Tax Specialist. These are well established courses taught by full-time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area
In our immediate service area, College of San Mateo has a Certificate of Achievement in Individual Tax Professional. Outside of our service area, but still in California, Coastline Community Colleges has a Certificate of Achievement in Taxation and Santa Monica has a Certificate of Achievement in Small Business Tax Practice.

Additional Information Required for State Submission:

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%

Accounting Occupations
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
July 2021

Recommendation

Based on all available data, there appears to be an "undersupply" of Accounting workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 14,398 students in the Bay region and 3,857 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0502.00 - Accounting programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Accounting Occupations in the 12 county Bay region and in the Silicon Valley sub-region for an existing low unit, local certificate(s) for state chaptering at Foothill College.

- **Accountants and Auditors (13-2011):** Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data. Excludes "Tax Examiners and Collectors, and Revenue Agents" (13-2081).
    Entry-Level Educational Requirement: Bachelor's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 15%

- **Tax Preparers (13-2082):** Prepare tax returns for individuals or small businesses.
    Entry-Level Educational Requirement: High school diploma or equivalent
    Training Requirement: Moderate-term on-the-job training
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 32%

- **Bookkeeping, Accounting, and Auditing Clerks (43-3031):** Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Excludes "Payroll and Timekeeping Clerks" (43-3051).
    Entry-Level Educational Requirement: Some college, no degree
    Training Requirement: Moderate-term on-the-job training
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 49%

- **Payroll and Timekeeping Clerks (43-3051):** Compile and record employee time and payroll data. May compute employees' time worked, production, and commission. May compute and post wages and deductions, or

prepare paychecks. Excludes "Bookkeeping, Accounting, and Auditing Clerks" (43-3031).

    Entry-Level Educational Requirement: High school diploma or equivalent

    Training Requirement: Moderate-term on-the-job training

    Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%

- **Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014):** Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organizing and maintaining paper and electronic files, or providing information to callers. Excludes legal, medical, and executive secretaries (43-6011 through 43-6013).

    Entry-Level Educational Requirement: High school diploma or equivalent

    Training Requirement: Short-term on-the-job training

    Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%

Occupational Demand

Table 1. Employment Outlook for Accounting Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Accountants and Auditors	49,303	50,767	1,464	3%	27,176	4,529	$33	$43
Tax Preparers	3,216	2,728	-487	-15%	1,855	309	$18	$29
Bookkeeping, Accounting, and Auditing Clerks	44,898	42,069	-2,829	-6%	27,397	4,566	$20	$26
Payroll and Timekeeping Clerks	4,827	4,263	-563	-12%	2,591	432	$24	$29
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	56,981	50,820	-6,161	-11%	32,224	5,371	$18	$23
Total	**159,225**	**150,647**	**-8,578**	**-5%**	**91,243**	**15,207**	**$23.39**	**$30.34**

Source: EMSI 2021.2

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Accounting Occupations in Silicon Valley Sub-region

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Accountants and Auditors	15,542	16,715	1,173	8%	9,207	1,534	$35	$45
Tax Preparers	857	745	-111	-13%	506	84	$27	$39
Bookkeeping, Accounting, and Auditing Clerks	10,331	9,604	-727	-7%	6,232	1,039	$20	$26
Payroll and Timekeeping Clerks	1,049	943	-105	-10%	570	95	$24	$29
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	14,558	12,833	-1,725	-12%	8,160	1,360	$19	$24
Total	**42,337**	**40,840**	**-1,497**	**-4%**	**24,675**	**4,112**	**$25.40**	**$32.62**

Source: EMSI 2021.2

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region
Table 3. Number of Job Postings by Occupation for latest 12 months (Jun 2020 - May 2021)

Occupation	Bay Region	Silicon Valley
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	13,879	3,397
Accountants	10,511	2,440
Bookkeeping, Accounting, and Auditing Clerks	8,753	1,809
Auditors	2,829	754
Payroll and Timekeeping Clerks	2,074	490
Tax Preparers	894	218

Source: Burning Glass

Table 4a. Top Job Titles for Accounting Occupations for latest 12 months (Jun 2020 - May 2021) Bay Region

Title	Bay	Title	Bay
Administrative Assistant	4,118	Accounts Receivable Specialist	330
Senior Accountant	1,363	Accounting Assistant	287
Bookkeeper	1,116	Payroll Administrator	282
Staff Accountant	1,047	Administrative Coordinator	232
Accountant	997	Administrative Assistant I	228
Accounts Payable Specialist	687	Accounting Specialist	227
Payroll Specialist	601	Accounts Receivable Clerk	196
Accounting Clerk	511	Tax Preparer	193
Accounts Payable Clerk	468	Front Desk Coordinator	190

Source: Burning Glass

Table 4b. Top Job Titles for Accounting Occupations for latest 12 months (Jun 2020 - May 2021) Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Administrative Assistant	933	Accounts Payable Clerk	77
Senior Accountant	281	Tax Senior	70
Accountant	209	Tax Preparer	60
Bookkeeper	179	Accounts Receivable Specialist	59
Staff Accountant	178	Audit Manager	57
Accounts Payable Specialist	133	Senior Revenue Accountant	56
Payroll Specialist	130	Administrative Assistant I	53

Title	Silicon Valley	Title	Silicon Valley
Accounting Clerk	100	Cost Accountant	52
Payroll Administrator	96	Accounting Assistant	51

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Accounting Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2024)	% Change (2019-24)	% Occupation Group in Industry (2019)
Offices of Certified Public Accountants	10,905	11,507	6%	7%
Other Accounting Services	7,720	7,602	-2%	5%
Local Government, Excluding Education and Hospitals	6,742	6,416	-5%	4%
Corporate, Subsidiary, and Regional Managing Offices	6,146	5,537	-10%	4%
Elementary and Secondary Schools (Local Government)	3,795	3,171	-16%	2%
Religious Organizations	3,358	3,204	-5%	2%
Colleges, Universities, and Professional Schools	3,470	3,349	-3%	2%
Tax Preparation Services	3,266	3,291	1%	2%
Colleges, Universities, and Professional Schools (State Government)	3,363	3,067	-9%	2%
Internet Publishing and Broadcasting and Web Search Portals	2,748	3,392	23%	2%

Source: EMSI 2021.2

Table 6. Top Employers Posting Accounting Occupations in Bay Region and Silicon Valley Sub-Region (Jun 2020 - May 2021)

Employer	Bay	Employer	Silicon Valley
Intuit	1,029	Intuit	256
KPMG	386	KPMG	104
Certified Mobile Notary Service	309	Anthem Blue Cross	96
PricewaterhouseCoopers	269	Stanford University	92
Acca	256	Deloitte	74
H&R Block	248	Certified Mobile Notary Service	73
Anthem Blue Cross	194	Stanford Health Care	61
University Of California	173	PricewaterhouseCoopers	56
Stanford University	118	H&R Block	54

Employer	Bay	Employer	Silicon Valley
Nelson	105	Google Inc.	53

Source: Burning Glass

Educational Supply

There are 28 community colleges in the Bay Region issuing 809 awards on average annually (last 3 years ending 2018-19) on TOP 0502.00 - Accounting. In the Silicon Valley Sub-Region, there are seven (7) community colleges that issued 255 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0502.00 - Accounting in Bay Region

College	Subregion	Associate	Certificate Low	Noncredit	Total
Alameda	East Bay	8	3	0	11
Berkeley City	East Bay	5	7	0	12
Cabrillo	SC-Monterey	19	32	0	51
Canada	Mid-Peninsula	7	13	0	20
Chabot	East Bay	16	29	0	45
Contra Costa	East Bay	0	6	0	6
De Anza	Silicon Valley	29	49	0	78
Diablo Valley	East Bay	14	36	0	50
Evergreen Valley	Silicon Valley	24	5	0	29
Foothill	Silicon Valley	26	15	48	89
Gavilan	Silicon Valley	6	3	0	9
Hartnell	SC-Monterey	0	6	0	6
Laney	East Bay	16	6	0	22
Las Positas	East Bay	0	8	1	9
Los Medanos	East Bay	16	9	0	25
Marin	North Bay	0	4	0	4
Merritt	East Bay	10	3	0	13
Mission	Silicon Valley	16	9	0	25
Monterey	SC-Monterey	6	5	0	11
Napa	North Bay	5	6	0	11
Ohlone	East Bay	5	40	0	45
San Francisco	Mid-Peninsula	7	15	0	22
San Francisco Ctrs	Mid-Peninsula	0	0	17	17

College	Subregion	Associate	Certificate Low	Noncredit	Total
San Jose City	Silicon Valley	11	13	0	24
San Mateo	Mid-Peninsula	28	63	0	91
Santa Rosa	North Bay	0	35	0	35
Skyline	Mid-Peninsula	12	16	0	28
Solano	North Bay	11	9	0	20
West Valley	Silicon Valley	0	1	0	1
Total		**297**	**446**	**66**	**809**

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 15,207 annual openings for the Accounting occupational cluster and 809 annual (3-year average) awards for an annual undersupply of 14,398 students. In the Silicon Valley Sub-Region, there is also a gap with 4,112 annual openings and 255 annual (3-year average) awards for an annual undersupply of 3,857 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0502.00 - Accounting

Metric Outcomes	Bay All CTE Program	Foothill All CTE Program	State 0502.00	Bay 0502.00	Silicon Valley 0502.00	Foothill 0502.00
Students with a Job Closely Related to Their Field of Study	75%	88%	72%	76%	79%	88%
Median Annual Earnings for SWP Exiting Students	$44,575	$63,206	$39,049	$53,870	$62,062	$65,332
Median Change in Earnings for SWP Exiting Students	31%	63%	32%	40%	47%	51%
Exiting Students Who Attained the Living Wage	52%	67%	59%	60%	70%	81%

Source: Launchboard Strong Workforce Program from version 2017-18.

Skills, Certifications and Education

Table 9. Top Skills for Accounting Occupations in Bay Region (Jun 2020 - May 2021)

Skill	Posting	Skill	Posting
Accounting	18,651	Payroll Processing	3,968
Administrative Support	10,298	Financial Reporting	3,718
Scheduling	8,327	Public Accounting	3,647
Customer Service	6,665	Accounts Payable / Accounts Receivable	3,392

Skill	Posting	Skill	Posting
Account Reconciliation	6,246	Month-End Close Processes	3,322
Data Entry	5,628	Customer Contact	3,190
Budgeting	5,060	Expense Reports	3,057
Generally Accepted Accounting Principles (GAAP)	4,810	Enterprise Resource Planning (ERP)	3,003
General Ledger	4,590	External Auditing	2,989
Quickbooks	4,473	Customer Checkout	2,916
Financial Statements	4,317	Invoice Processing	2,792
Bookkeeping	4,303	Balance Sheet	2,791
Spreadsheets	4,135	Administrative Functions	2,550
Customer Billing	3,992	Tax Returns	2,509

Source: Burning Glass

Table 10. Certifications for Accounting Occupations in Bay Region (Jun 2020 - May 2021)

Certification	Posting	Certification	Posting
Certified Public Accountant (CPA)	6,199	Security Clearance	112
Driver's License	1,637	Typing Certification	103
Certified Information Systems Auditor (CISA)	389	Certificate in Accounting	101
Certified Payroll Professional (CPP)	260	Project Management Certification	94
Certified Internal Auditor (CIA)	212	Fundamental Payroll Certification	87
Financial Accounting Standards Board (FASB)	176	Information Systems Certification	80
First Aid Cpr Aed	161	Food Handler Certification	78
Certified Information Systems Security Professional (CISSP)	150	Series 7	71
Certified Protection Professional (CPP)	141	Investment Advisor	57
Business License	115	Certified Information Security Manager (CISM)	57

Source: Burning Glass

Note: 75% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Table 11. Education Requirements for Accounting Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	7,079	29%
Associate's degree	1,630	7%
Bachelor's degree	15,656	64%

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

• Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net

• John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

FOOTHILL COLLEGE

Strategic Vision for Equity

2021–2025

TABLE OF CONTENTS

PART ONE: EQUITY AT FOOTHILL COLLEGE, TODAY & TOMORROW

PART TWO: ISSUES & GOALS

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.

...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.

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

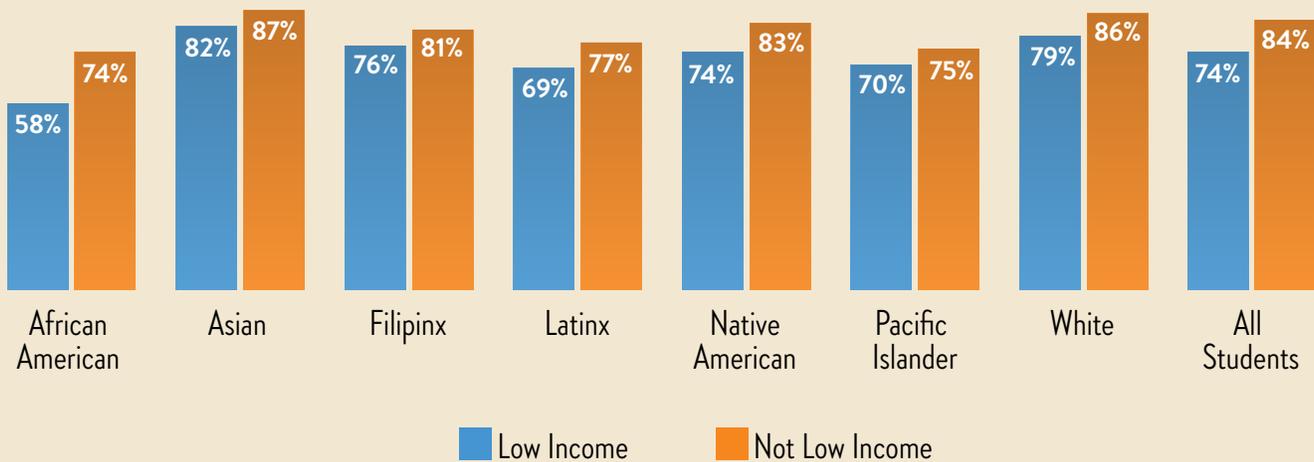|	Low Income	Not Low Income
African American	58%	74%
Asian	82%	87%
Filipinx	76%	81%
Latinx	69%	77%
Native American	74%	83%
Pacific Islander	70%	75%
White	79%	86%
All Students	74%	84%

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

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

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 barriers[1] at Foothill

Course Completion Rates of Non-Low Income Students by Ethnicity

2017-2018:
African American 78%, Asian 87%, Filipinx 82%, Latinx 79%, Native American 77%, Pacific Islander 77%, White 87%, All Students 84%

2018-2019:
African American 74%, Asian 86%, Filipinx 81%, Latinx 78%, Native American 85%, Pacific Islander 76%, White 86%, All Students 83%

2019-2020:
African American 74%, Asian 87%, Filipinx 81%, Latinx 77%, Native American 83%, Pacific Islander 75%, White 86%, All Students 84%

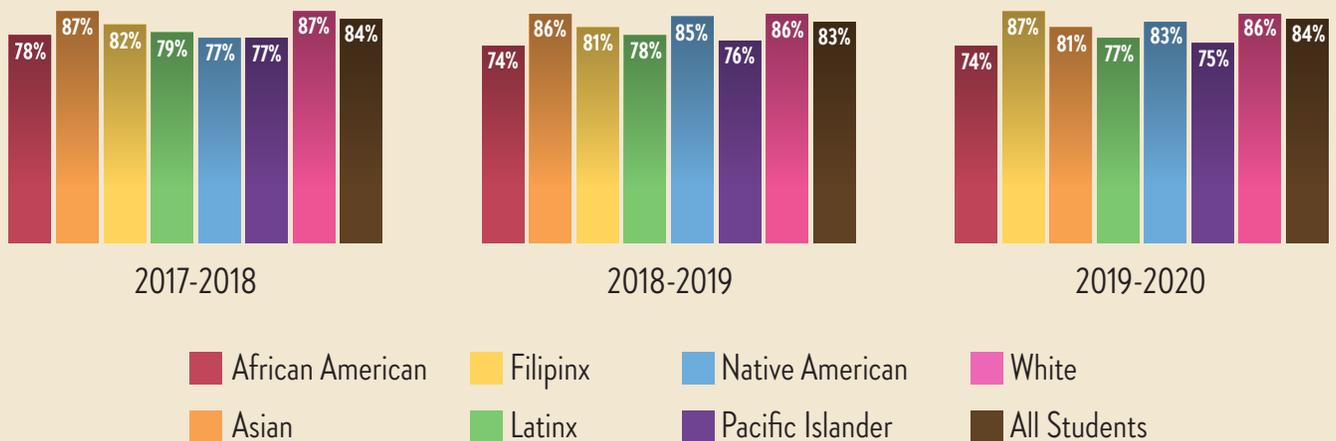Legend: African American, Asian, Filipinx, Latinx, Native American, Pacific Islander, White, All Students

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 Plan[2], 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

> *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.*

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 feedback[4] 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.

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 bias[5] 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 bias[6] 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 letter[7] 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 validate[8] our students. This includes development of not only people but spaces. Creating spaces that eliminate stereotype threat[9], 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 Theory[10], 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

> *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.*

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 concerns[12], 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 Floyd[13] 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 few[14].

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

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.

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.

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.

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 model[15] developed by California Tomorrow[16], 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
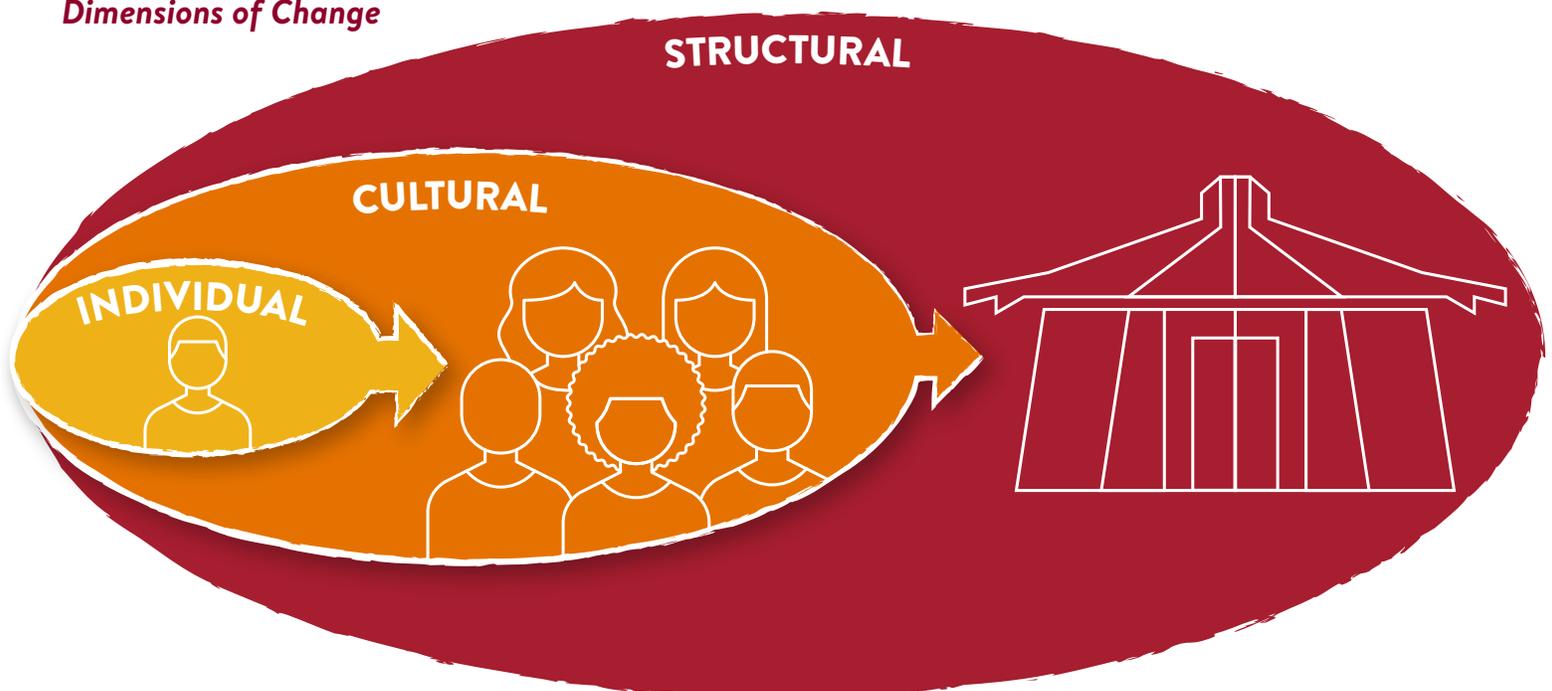
> *Creating a culture of equity may be the most difficult area of change to enact, as it requires our campus to come together under a common philosophy and desired vision, specifically around how we embody a culturally responsive, appreciative and equity-centered institution.*

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

| ACCESS, SUPPORT & OPPORTUNITIES | ORGANIZATIONAL POLICIES & PRACTICES | CAMPUS CLIMATE | STUDENT OUTCOMES |

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 Group[17] 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 agreements[18]

to use during discussions, and offers six conditions[19] 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.

ACCOUNTABILTY 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.

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.

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

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.

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.

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.

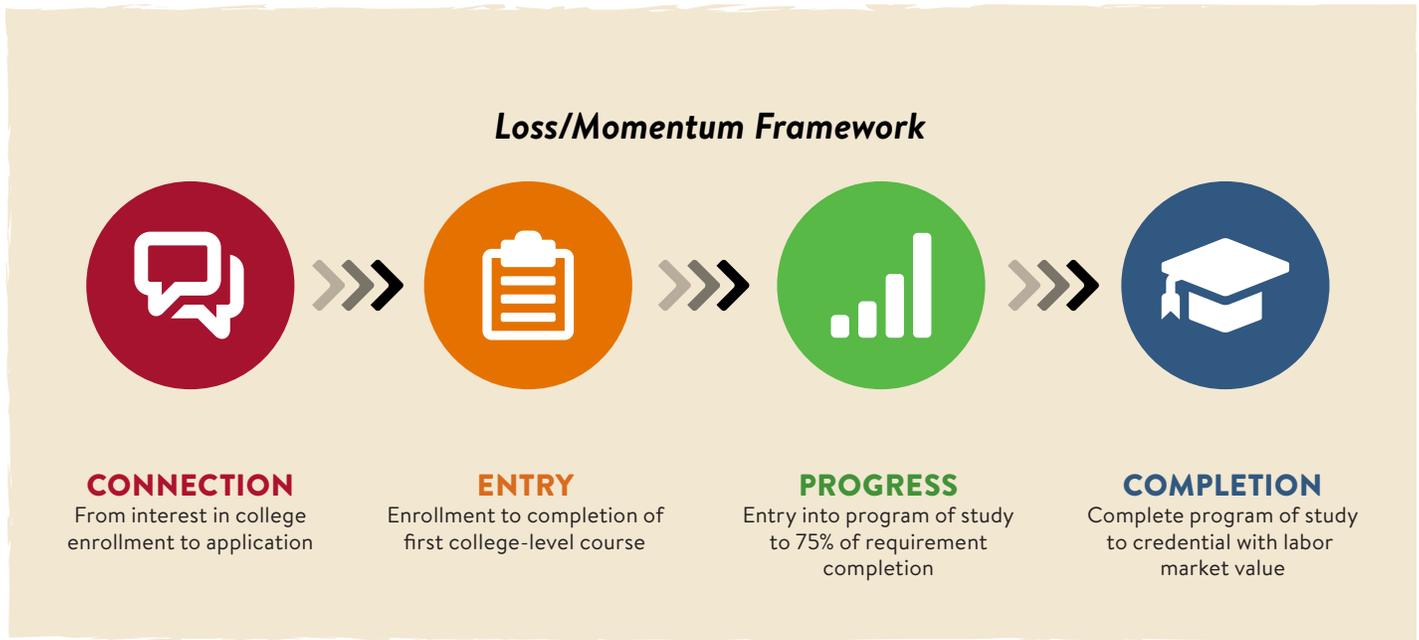# PART TWO

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 Framework[20],

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.

Loss/Momentum Framework

CONNECTION
From interest in college enrollment to application

ENTRY
Enrollment to completion of first college-level course

PROGRESS
Entry into program of study to 75% of requirement completion

COMPLETION
Complete program of study to credential with labor market value

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.

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 Foothill[21]. 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.

> *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 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 Metrics[22], 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 enrollment[25] 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 groups[26]. This recommendation aligns with AB288 and CCAP provisions[27]. 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.

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 helps us better understand our students' lived experiences as well as sheds 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 2018[30] 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 Justice[32] 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 success[33], 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 checking[39] 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 comparablespaces, 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 2019-20[42]. 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 hub[44], 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 CCCCO 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=OGmkIyKFzqY

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/seeed/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/cccco-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%20
    and%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 ina 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 POCR process and developing long-term POCR programs	Ongoing	COOL (Kerri)	POCR 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; 2nd 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 POCR	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.

WELCOME TO C&I'S
GUIDE FOR CREATING EQUITABLE CURRICULUM

WE'RE SO GLAD YOU'RE HERE.
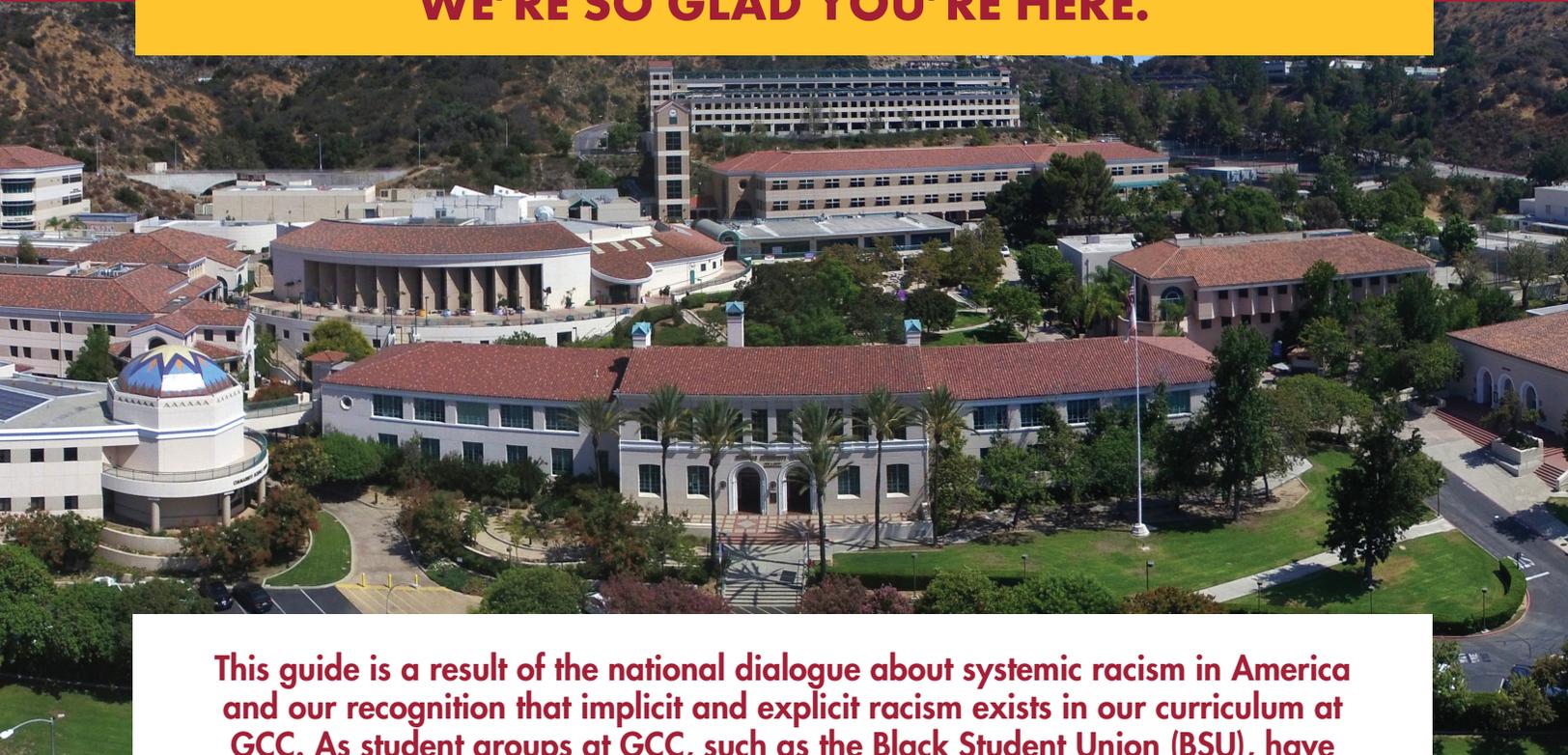
This guide is a result of the national dialogue about systemic racism in America and our recognition that implicit and explicit racism exists in our curriculum at GCC. As student groups at GCC, such as the Black Student Union (BSU), have demonstrated, many students feel alienated in the classroom. This guide is part of an ongoing effort to ensure students feel welcome, seen, heard, and respected in the classroom and that we create an antiracist* campus culture.

*WHAT IS ANTIRACISM?

No one is born racist or antiracist; these result from the choices we make. Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you *are*; it is about what you *do*.
-Ibram X. Kendi

Learn more:
https://www.bu.edu/antiracism-center/
https://www.ibramxkendi.com/

WHAT IS DIVERSITY/EQUITY/INCLUSION/ACCESSIBILITY (DEIA)?

DEIA is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage.

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity*, age, religious commitment, or political perspective. (Source: **eXtension**)

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others and providing access to resources for success. (Source: **UIowa**)

Inclusion is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and to where diverse individuals are able to participate fully in the decision-making and development opportunities within an organization or group. (Source: **eXtension**)

Accessibility is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success and designs syllabi, activities, and assignments that acknowledge neurodiversity* and integrate support for students and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or UDL). (Sources: DSPS and CAST)

Learn more:

*Coined in the early 1990s by journalist Harvey Blume and Australian autism activist Judy Singer, the term *neurodiversity* can be defined as an understanding that neurological differences are to be honored and respected just like any other human variation, including diversity in race, ethnicity, gender identity, religion, sexual orientation, and so on.

ASCD.org: Neurodiversity: The Future of Special Education by Thomas Armstrong, April 2017
Neurodiversity: The Next Frontier in Social Justice by Nikki Elliot, May 17, 2018
ACPA: Disabilities in Higher Education

WHY DOES GLENDALE COMMUNITY COLLEGE (GCC) CARE ABOUT DEIA? WHY SHOULD I?

Diversity, equity, Inclusion, and Accessibility (DEIA) are powerful pedagogical frameworks that have empirically shown to *improve student success rates*. Providing diverse points of view allows marginalized students to see themselves in course content and allows all students to integrate new perspectives as they gain a much deeper understanding of the material. This equity-minded approach recognizes that knowledge in our disciplines has been created by all types of people, not just those who have traditionally had the power to promote themselves. As our disciplines evolve with new discoveries and the recognition of marginalized voices, incorporating DEIA allows us to remain at the forefront of our fields, create a welcoming environment for our diverse GCC student body, and support student success. One way of doing this is ensuring that our curriculum is antiracist.

These concepts support the GCC Mission statement and the values of the Academic Senate

As reflected in the GCC Mission Statement, our College Values include a *primary focus* in meeting our student's needs through a commitment to diversity, inclusion and equity. Our work in revising our CORs and Programs, to include DEIA, reflects those Values directly and helps advance the College's Mission of student success.

Learn More:

San Diego Mesa College Equity Page

Beloit College: Decolonizing Pedagogies

Rachel Cargle: Decolonizing Authority

Reneeka Massey-Jones: Why Decolonizing Education is Important

HOW DO DECOLONIZATION AND
CULTURALLY RESPONSIVE TEACHING (CRT)CONTRIBUTE TO DEIA?

Decolonization encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and doesn't privilege one point of view. Decolonization isn't just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student validation, engagement, and a sense of belonging in our classrooms and across our campus.

Learn More:

Keele University Manifesto

Elizabeth Charles: Decolonizing the Curricula

Culturally Responsive Teaching (CRT) recognizes and celebrates that our students come from a variety of backgrounds and experiences and traditions, including (dis)ability cultures such as Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities.

Learn More:

Education Leadership: A Framework for Culturally Responsive Teaching

Teach for America: How to Practice Culturally Relevant Pedagogy

Cultural Competence in the Biology Classroom

Gallaudet University: Laurent Clerc Nation Deaf Education Center

HOW CAN WE AT GCC CREATE MORE EQUITABLE CURRICULUM?

Course Outlines of Record (CORs) and Programs

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

Start with the Catalog Statement

- Does it demonstrate a welcoming approach?
- Does it have inclusive language [e.g. use "the student" as much as possible, rather than he/she, or his/her; use active versus passive voice, minimize jargon (or define discipline-specific terminology)]?
- And/or does it include DEIA content that will be covered in the course?

Example:

Before (2012): HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course meets the California State requirements in United States history

After (2020): HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. In this course, students are invited to explore the English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction. We will examine these events from the perspectives of Native Americans, enslaved people, and women, and connect these events to current social and political issues.

Math/Science (Maria C.)

Examples from your division?

Let's Look at the Course Content

- Is it timely?
- Is it relevant to the lived experience of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs & Exit Standards?
- Does it acknowledge the reality of racism and/or include topics related to DEIA? Is the language inclusive (I.e. use "the student" as much as possible, rather than he/she, or his/her or humankind rather than mankind etc.)?
- Does it explore a broad range of diverse contributions to the discipline?
- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?

Example from HIST 117 (United States History 1550-1877):

Before (2015): The American Revolution, 1750-1780

- Defining the Revolution
- Causes
    - Long term
    - Short term
    - Immediate events
- The war itself
    - Advantages and disadvantages of the British and colonists
    - Military actions
    - Results – immediate and general

After (2020): The American Revolution, 1750-1780

- Defining the Revolution
- The Great Awakening
- Resistance, Stono Rebellion and the influence of slavery
- Causes
    - Long term
    - Short term
    - Immediate events
- The war itself
    - Advantages and disadvantages of the British and colonists
    - Participation of Black people and women
    - Military actions
    - Result
        - Impact on Native Americans
        - Immediate results of independence
        - The shortcomings of "liberty"

What about our Out of Class Assignments and Methods of Evaluation?

- Are course activities aligned with core principles of universal learning design--i.e., are there multiple means of representation, action and expression, and/or engagement?
- Does assessment/evaluation take into account the multiple ways that student learn and use authentic assessment principles?
- Do class assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the socio-cultural backgrounds and experiences of others?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback.

Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.

Examples from your division?

Do SLOs/Exit Standards Reflect Equitable Outcomes?

- Do SLOs/Exit standards reflect universal learning design?
- Do SLOs/Exit standards specifically relate to DEIA topics included in the course content?
- Do SLOs/Exit standards demonstrate a commitment to help students succeed in their connection to course content?
- Is the language inclusive by communicating openness to diverse perspectives and abilities?
- Is the language biased in any way (regarding race, ethnicity, gender, class, ability, or experience)?
- Do SLOs/Exit standards acknowledge other ways of knowing and create space for a variety of ways for students to demonstrate their knowledge?
- Does the course use authentic assessment strategies to evaluate student performance?

Example: Demonstrate communication skills that enable intercultural communication, including effective listening skills (ILO Communication), recognize and critically reflect upon one's own cultural biases (ILO Personal Responsibility), evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives (ILO Critical Thinking), interact respectfully and appropriately in a variety of cultural contexts (ILO Global Awareness and Appreciation)

Examples from your division?

Have You Considered ALL Textbook Options?

- Do the reading materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors represented?
- Are the texts current – do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their sociocultural backgrounds and/or the sociocultural backgrounds of others?
- Do the textbooks engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
- Are the texts appropriate for the prerequisites and course level?
- Are there free texts available? Check with the OER librarian. (Accessibility and affordability issues in education disproportionately affect marginalized groups)

Example: EDUCAUSE

How Can We Create More Equitable Programs?

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

Start with the Program Description

- Does it demonstrate a welcoming approach?
- Does it have inclusive language (e.g. use "the student" as much as possible, rather than he/she, or his/her)? Are the verbs inclusive (e.g. "This program explores" rather than "This program requires")? Are you using active versus passive voice?
- Does it include DEIA content that will be covered in the program?

Example: Mass Communications AA Degree Program Description

Before: This program prepares students to recognize and replicate the methods by which the Mass Media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Students are prepared to transfer to baccalaureate degree programs in mass communications and communications, including public relations. Students must complete all required core courses and choose other courses from the additional courses listed to total 18 units.

After: This program prepares students to recognize, replicate, and critique the methods by which the mass media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Additionally, students are encouraged to incorporate their own sociocultural background and experiences to explain and analyze the influence of mass media on diverse communities. By completing this program, students will be prepared to transfer to baccalaureate degree programs in mass communications and other types of communication. Students will complete a total of 18 units.

Examples from your division?

Let's Look at the Program Outline

- Is it current? Have you consulted with industry advisors, faculty at transfer universities, attended conferences or professional development that informs you of current terminology, trends and topics in your field?
  - **Enhancing the Employability of Marginalized and Disenfranchised Populations:**
    - Integration of transferable skills within the program's course content.
    - Leveraging campus resources for work-based learning opportunities.
    - Maximizing Industry Advisory Committee partnerships.
  - **Maintaining Currency with Industry Trends Which Can Disproportionality Impact Marginalized Groups.**
    - Center for a Competitive Workforce (CCW)
    - Centers of Excellence (COE)
    - Verdugo Workforce Development Board (VWDB)
    - Joint Special Populations Advisory Committee (JSPAC)
    - National Alliance for Partnerships in Equity (NAPE)
    - Employer Assistance & Resource Network on Disability Inclusion (EARN)
- Does it include a variety of electives for students to choose from, or does it include courses specifically covering DEIA topics or themes?
- Are there contextualized versions of general education courses that students may benefit from selecting (e.g. ENGL 101 contextualized to nursing). Is the pathway to completing this program clear and easy to complete in 1-2 years, or 3-4 years for a part-time student?
- Are there hidden prerequisites that need to be outlined more clearly?
- Are courses offered (semesters, days/times) that provides opportunities for students with different schedules (full-time, part-time, non-traditional) to complete the program?
- Are there opportunities to reach non-traditional student populations with specific courses, course offerings, stackable programs, or education-industry partnerships?
- How can you leverage Division funding, special grants or Career Education funding [for CE and Short Term Vocational (STV) programs] to increase diversity, equity and inclusion in this program?
- Are you promoting your programs to a diverse array of students?

Are You Being Transparent with the Program Requirements?

Many course requirements have prerequisites or other restrictions that students may not be aware of. It's good practice to make these requirements/restrictions as transparent as possible so students have a realistic idea of how long it might take them to complete a program. You might also want to consider adding a contact email or phone number for the department chair or expert faculty member as a reference for students who might have questions about the program.

Example: Mass Communications AA Degree Program Requirements:

Required Core:

ENGL 101—Introduction to College Composition and Reading (has a prerequisite of ENGL 100 or ESL 151) *many ENGL 101 courses have a focus, theme, or context, that relates to this area of study. Check course notes in the schedule of classes.*

JOURN 102—Reporting the News (has a recommended prep of ENGL 101)

JOURN 103—Student Publications Staff (has a recommended prep of JOURN 102 and ENGL 100

JOURN 104—Student Publications Editor (has a prerequisite of JOURN 103)
MCOMM 101—Introduction to Mass Communications (has a prerequisite of ENGL 101)

A minimum of three units from the following:
JOURN 106—Introduction to Broadcast Journalism I (no prerequisite)
JOURN 107—Magazine Writing (has a recommended prep of ENGL 100)
MCOMM 49*—Independent Study (requires concurrent registration in six or more units) *this is a chance for you to pursue a topic that is of interest to you and create a project with an instructor as your mentor.*

JOURN 49*—Independent Study (requires concurrent registration in six or more units) *this is a chance for you to pursue a topic that is of interest to you and create a project with an instructor as your mentor.*

MCOMM 120—Introduction to Public Relations (has a recommended prep of ENGL 100 or ESL 151)

*A maximum of six units from MCOMM/JOURN 49 may be counted toward the 18 required units

Program Learning Outcomes

- Do PLOs reflect universal learning design?
- Do PLOs specifically relate to DEIA topics included in the course content?
- Do PLOs demonstrate a commitment to help students succeed in their connection to course content?
- Is the language inclusive (e.g. are you using "the student" as much as possible, rather than he/she, or his/her, or using active voice and inclusive verbs? Are you defining jargon?)?
  Examples:
  Sports Coaching Certificate/AS Degree
  -Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.
  -Develop and examine the value of effective communication with administration, parents, officials and student athletes to facilitate positive social growth.
  -Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.

Marketing and Outreach Strategies:

- Does this program attract a diverse group of students including (dis)ability, and is diversity represented in program marketing (print, media, etc.)? Does the program marketing imagery represent the community?
- Are genders and (disabilities equitably represented based on industry trends?
  - Resources from Career Education
    - Make a Difference for Special Population Students
    - Find out if your program's industry sector is over/underrepresented in terms of the workforce's gender:
    - 2020 Nontraditional Occupations Crosswalk
    - Make a Difference for Nontraditional Students
    - How to Attract Women to STEM Careers
  - Support for students with disabilities: Transition Guide

ABOUT US & CONTACT US

Final Thoughts

Thank you for your interest in GCC's Equity Guide! We hope you will continue to find it helpful in reimagining your curriculum. Please share this guide with your colleagues and students. Check back often for updated content and ideas.

Acknowledgments

This Equity Guide was created through collaboration by GCC's Equity Guide Taskforce in summer and fall 2020 with contributions from many individuals across the campus. It is a living document that will be updated as we continue to learn and grow in our efforts to create a true antiracist inclusive curriculum.

Share Your Feedback

Please reach out to Francien Rohrbacher, GCC's Curriculum Coordinator, at froh@glendale.edu with any Equity Guide feedback, suggestions, comments, or content additions. Thank you for your commitment to making GCC an equitable and inclusive campus community!

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Curriculum Committee Chairs

FROM: Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, Academic Senate for California Community Colleges
Angelica Campos, President, Student Senate for California Community Colleges
Don Miller, President, California Community Colleges Chief Instructional Officers

RE: Diversity, Equity, and Inclusion in Curriculum: Model Principles and Practices

Effective implementation of diversity, equity and inclusion (DEI) into curriculum supports the systemwide goals of closing equity gaps and increasing student outcomes. As we continue to work towards the fulfillment of the *Vision for Success* and the DEI *Call to Action*, cultural awareness and support for every student in the California Community Colleges is essential. It is important that colleges continue to develop and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps. Ensuring that our disproportionately impacted students see themselves reflected in curriculum increases their sense of belonging and positively impacts their ability to complete their degree, credential, or certificate.

The purpose of this memorandum is to provide background information and guidance to the California Community Colleges about how to implement diversity, equity, and inclusion into curriculum, teaching, and learning practices. The *DEI in Curriculum: Model Principles and Practices* framework enclosed provides detailed descriptions about how to effectively interpret and apply DEI principles at both systemwide and local levels. The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. This memo also includes a timeline to show the anticipated process of professional learning and support for local colleges.

California Community Colleges Curriculum Committee DEI Framework

The California Community Colleges Curriculum Committee (5C) in 2020 created a set of recommended priorities that focused on championing equity-minded curriculum and practices for credit and noncredit instruction. In fall 2021, the committee created a workgroup charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI in Curriculum, created a framework (see attachment) with principles and promising practices for both discipline/teaching faculty, curriculum committees, and local academic senates. The intention of the *DEI in Curriculum: Model Principles and Practices* framework is to focus on

acknowledging the inequities of historically marginalized racial and ethnic groups (Black, Indigenous, Latinx/a/o, and Asian Pacific Islander).

As colleges design curricula to meet the needs of our diverse student populations, it is recommended that colleges address innovative ways to approach curricular design and the curricular impacts on student success as an opportunity to eliminate equity gaps. The California Community Colleges Curriculum Committee recommends framing dialogue and decision-making for reimagining curriculum through an equity lens using the following three principles:

- Principle 1: Commitment to curricular diversity, culturally responsive content, and anti-racism.
- Principle 2: Commitment to change policies to remove systemic barriers to student success and equity.
- Principle 3: Commitment to building system resiliency.

College faculty, administrators, and staff supporting curriculum development and processes can use the *DEI in Curriculum: Model Principles and Practices* framework to further demonstrate their commitment to DEI by:

- Reviewing local processes involving curriculum to ensure consideration of these DEI principles frame local practices.
- Preparing leaders to facilitate conversations in curriculum committees and local academic senates on implementing DEI practices.
- Providing professional learning opportunities to faculty, staff, administrators, and students on terminology and scholarship noted in the *DEI in Curriculum: Model Principles and Practices* chart and beyond.
- Discussing the intentionality of DEI work as a journey and recursive process.

Implementation Timeline

In fall 2021, the 5C workgroup dedicated to DEI in Curriculum was commissioned to make recommendations for model equity principles in curriculum practices and processes for state and local levels. We would like to thank Michelle Bean, 5C DEI in Curriculum Workgroup Chair, and Stephanie Curry and Kelly Fowler, 5C Co-Chairs, for their work on and support of this framework.

The timeline below delineates the workgroup's progress and anticipated plans for DEI in curriculum work for the upcoming academic year.

Fall 2021	5C DEI in Curriculum workgroup established with cross-constituency group representation (chief instructional officers, faculty, articulation officer, and Chancellor's Office representatives) and created the *DEI in Curriculum: Model Principles and Practices* framework.
Spring 2022	The following organizations approved the DEI in Curriculum: Model Principles and Practices: - Academic Senate for California Community Colleges (ASCCC) Executive Board

	- ASCCC faculty body at spring 2022 plenary - California Community Colleges Chief Instructional Officers (CCCCIO) Executive Board - Student Senate for California Community Colleges Executive Board - California Community Colleges Chancellor's Office (CCCCO) The chart was presented at the ASCCC spring Curriculum Regionals and spring plenary general session, as well as at the CCCCIO pre-conference professional learning day. The framework with this memo was disseminated to systemwide listservs.
Summer 2022	The chart will be presented at the ASCCC Curriculum Institute.
Fall 2022	The CCCCO will offer systemwide webinars and professional learning sessions. All stakeholder groups are asked to incorporate the framework into their communications, webinars, trainings and convenings.

Future Considerations

The CCC Curriculum Committee is currently working on updates to title 5 §55002 to provide direction on how to integrate DEI into curriculum through the course outline of record (COR). The Chancellor's Office looks forward to supporting the community college system in implementing DEI principles and practices throughout curriculum and classrooms.

If you have any questions, please contact Dean Dr. Candice E. Brooks via email at cbrooks@CCCCO.edu.

Attachment

1. DEI in Curriculum: Model Practices and Principles Framework

cc: Eloy Ortiz Oakley, Chancellor
        Daisy Gonzales, Deputy Chancellor
        Marty Alvarado, Executive Vice Chancellor, Educational Services and Support
        Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support
        Candice Brooks, Dean, Educational Services and Support
        CCCCO Staff

June 2022

Image: Peralta Community College

DEI in Curriculum: Model Principles and Practices

In Partnership With

California Community Colleges

Student Senate for California Community Colleges

California Community Colleges CURRICULUM

ACADEMIC SENATE for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

CALIFORNIA COMMUNITY COLLEGES CHIEF INSTRUCTIONAL OFFICERS
EQUITY AT OUR CORE

A11Y 6/6/22

DEI in Curriculum: Model Principles and Practices

Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. The committee created a workgroup in fall of 2021, charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates.

The traditional educational practices listed below, and juxtaposed with the equity principles and culturally responsive practices provided, include traditional western/Eurocentric ideologies and practices upon which North American educational systems and institutions were built. This DEI framework recognizes and acknowledges the historic omission and hindrance of students of color from education by law throughout U.S. history. Even after many forms of overt racial discrimination were outlawed, the legacy of that history is still present in seemingly race-neutral, "universal" values and practices. This framework acknowledges and challenges the structures, policies, and practices inherent in systems of higher education that maintain inequality and hinder the education and progress of marginalized students. A focus on equity principles and culturally responsive policy and practices directly counters institutionalized racism, inviting CCC educators to actively engage in dismantling that harmful legacy. This framework was created to help you actualize that work.

Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

How Do I Use This Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level. The fourth column shows ways in which local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document concludes with a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
Supporting research may be found at the end of this document.	Supporting research may be found at the end of this document.	All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
• One dominant culture represented in textbooks and course materials. • High cost of course textbooks and materials.	• Represent multiple cultures in textbooks and course materials. • Use low-cost and zero-cost textbooks/materials. • Use open educational resources.	• Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives. • Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are accessible. • Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. • For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework.	• Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance. • Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. • Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
• Student-facing documents and descriptions focused on deficit-minded language.	• Use asset-minded and decolonized language.	• Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. • Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves). • Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student.	• Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies. • Review documents for language and descriptions that may be impersonal and shift descriptions to be warm and culturally responsive. • Recommend and model rewording language from a colonized mindset to equity mindset.

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
Supporting research may be found at the end of this document.	Supporting research may be found at the end of this document.	All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
• Institutional culture of deference to discipline faculty as the only experts on curriculum.	• Interrogate systemic and institutional barriers. • Dismantle institutional deference to hierarchies that perpetuate barriers. • Move as a faculty collective toward antiracist critical consciousness.	• Complete training and professional development on cultural curriculum audits. • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Take care not to "weaponize" academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students.	• Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs). • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR. • Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. • For more information on embedding DEI into the COR—see Rostrum article "Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record".

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
Supporting research may be found at the end of this document.	Supporting research may be found at the end of this document.	All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:

• Course syllabus is approached from a compliance and/or teacher-centered perspective.	• Reframe practices and policies to serve as a co-learner and engage in a partnership.
	• Actively care for the whole human being in syllabi/classroom policies.
	• Democratize the student/teacher relationship and empower students' agency over their own learning.
		• Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers.
		• Understand and be sensitive to students' lived experiences.
		• Use flexible due dates and make room for students' needs.
		• Coach and "water up" - meaning to create learning environments where students become active agents in their own learning (see Hammond's definition in the Glossary of Terms below).
		• Communicate in the syllabus:
		  • intention to create a classroom where students are cared for and valued as learners,
		  • desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success,
		  • belief that all students are expected to succeed,
		  • actively promote awareness and critical examination dominant norms and broader social inequalities ,
		  • the value of students' racial/ethnic backgrounds as sources of learning and knowledge, and,
		  • actively promote awareness and critical examination of students' assumptions, beliefs, and privilege.
		(Source: Equity-Minded Inquiry Series Syllabus Review.)
		• For additional resources and models of effective culturally responsive practices—see Center for Urban Education's Equity-minded Inquiry Series Syllabus.
		• For resources on creating social belonging and supporting the whole student — see the College Transition Collaborative.
			• Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews.
			• Provide professional development to support culturally responsive practices.

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
Supporting research may be found at the end of this document.	Supporting research may be found at the end of this document.	All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
• Classroom experiences, assignments, and assessments are built from an individualist perspective.	• Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms.	• Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities. • Be a warm demander and co-learner with students. • Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.)	• Encourage assignments, practices, and assessments that are formative in addition to summative. • Review for a variety of methods of evaluations, assignments, and assessments. • Encourage and provide professional development for the creation of authentic assessments.
• Assumption that only certain disciplines can address antiracism, diversity, and equity. • Not recognizing ethnic studies as a well-established discipline.	• Weave DEI and culturally responsive practice into every course. • Intentionally design ethnic studies courses with discipline experts.	• Use culturally responsive practices and a social justice lens in all disciplines. • Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines. • Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies.	• Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices. • Maintain the fidelity of ethnic studies as a well-established discipline.
• Siloed programs and service	• Use Guided Pathways frameworks.	• Rethink mapping and milestones within a student-centered focus. • Utilize the resources available to do the work: Student Equity and Achievement (SEA), Flex, division/deans, & Guided Pathways funds; and Academic Senate for CA Community Colleges (ASCCC) local senate visits.	• Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs. • Involve students in the Guided Pathways decision-making process.

Glossary

Collectivism — an individual's sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995).

Critical race theory — a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).

Culturally responsive teaching — an educator's ability to 1) recognize students' cultural displays of learning and meaning making, 2) respond positively and constructively with teaching actions, 3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing, and 4) to create a safe space for learning (Hammond, 2015).

Equity-minded — a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (l) race-conscious, (2) institutionally-focused, (3) evidence-based, (4) systemically-aware, and (5) action-oriented (California Community Colleges Chancellor's Office Diversity, Equity, and Inclusion Glossary of Terms).

Euro-centric — privileging European or Westernized values and ways of knowing as the norm or "default" while marginalizing alternative perspectives, histories, and knowledge.

Individualism — the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).

Student-centered — refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Warm demander — a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, 2015).

Warm handoffs — directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.

Watering up — instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, 2021).

References

California Community Colleges Chancellor's Office. (2020). Diversity, Equity, and Inclusion Glossary of Terms. https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf

Fortin, J. (2021). What is critical race theory? *New York Times.* https://www.nytimes.com/article/what-is-critical-race-theory.html.

Griffiths, H. et. al (2015). Theoretical perspectives on education. *Introduction to Sociology.* (2nd edition). Openstax. https://openstax.org/books/introduction-sociology-2e/pages/16-2-theoretical-perspectives-on-education?query=individualism&target=%7B%22type%22%3A%22search%22%2C%22index%22%3A0%7D#import-auto-id1425924.

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain.* Corwin. https://www.edutopia.org/article/can-teachers-be-warm-demanders-during-pandemic.

Hammond, Z. (Summer 2021). Integrating the science of learning and culturally responsive practice. *Liberatory Education.* American Educator https://www.aft.org/ae/summer2021/hammond.

Triandis, H. (1995) *Individualism and Collectivism.* Routledge.