| Equity Plan 1.0 Evaluation |
| Equity Team – February 2019 |

NOTES AND GENERAL OBSERVATIONS
- SEP 1.0 Plan includes five overarching activities:
    1. Creation of the Student Success & Retention team to provide operational support and program coordination of equity activities (plan indicates their area of focus would be Early Alert, Mentoring and Professional Development).
    2. Develop Early Alert to integrate student services and instruction to provide student engagement and support.
    3. Develop mentoring program that includes faculty and staff, as well as peer-to-peer mentoring; integrated with Early Alert.
    4. Provide professional development to support practical and tangible activities to better serve disproportionately impacted students.
    5. Develop a robust research agenda to provide faculty and staff data showing the most productive ways to help students.
- The Student Success and Retention Team is mentioned 17 times in the document. However, this team never met consistently and essentially fell apart after staffing changes. This caused some of the lack of communication and follow up regarding planned activities. https://foothill.edu/president/studentsuccessretention.php
- There was a clear message to the campus that this plan was a living document and could change. However, the campus was working under the premise that the state would require us to evaluate and revise the plan every year. That requirement was suspended so the plan was never formally evaluated, there wasn't a formal process to change the plan, and changes that did occur were not formally documented in any revised plan. The five state-required metrics continue to be monitored annually, however.
- Many of the activities were to involve or be led by a Director of Equity. However, there was no stable Director of Equity in the life of SEP 1.0. There was a failed search, then a restructuring of the position to Dean, someone in place for only a few weeks, then finally a hire in November of 2018.
- We need to find a better way of institutionalizing our implementation and evaluation processes so that they don't fall apart when there are personnel changes.

EVALUATIONS OF THE AREAS AND ACTIVITIES IN STUDENT EQUITY PLAN 1.0

ACCESS – Goal was to improve access for the following target populations as experiencing a disproportionate impact at Foothill: Asian Indian, Veterans, and Vietnamese. The planned activities were all around "Marketing and Outreach to Recruit Students" from underrepresented student groups.

> **Overall Assessment:** Disproportionate impacts were identified and mitigation strategies proposed. There was no detail in the plan about if or how the origins of the disproportionate impact were explored. Thus, it is unclear whether the identified activities were strategic. Groups responsible for implementation were often unaware they were responsible for the activities outlined in the plan. Some activities were done, but no specific data was collected regarding the intended populations, including outcomes or impact on the identified populations.

Analysis of plan-specified activities to increase Access:

1. **Conduct research to disaggregate data by zip code, languages spoken at home, full-time status, and percent courses taken online to inform recruiting strategies.**
A request to Institutional Research to pull this data was never made.

2. **Conduct more targeted marketing campaigns.**
The data disaggregation was intended to inform the targeted marketing campaigns, and since the research was not conducted, a request for targeted campaigns did not occur.

3. **Collect data on student on target populations to explore who did not register or registered and dropped.**
In 2018-19 the college engaged in a campaign that involved reviewing a list of students who registered for classes but ended up dropping those courses prior to the start of the quarter ("shoppers and droppers"). That data was not disaggregated, so the outreach was not developed nor targeted toward any particular student population.

4. **Assessment of potential demand for new learning cohort focused on Asian cultures**.
This was not done.

5. **Marketing will develop outreach efforts (communication may be in native language if deemed appropriate, highlighting learning communities, non-traditional majors).**
At the request of program coordinators, marketing did create outreach materials for STEM Core, Umoja, FYE, and Puente. The plan didn't stipulate that materials for these programs be created in different languages. It is unclear whether there were in-language marketing materials created for non-traditional majors.

6. **Increased campus based communications to better link faculty to recruitment efforts.**
We've been unable to find evidence that this happened.

7. **Assessment of campus signage.**
This did not happen.

8. **Develop a marketing and outreach plan to recruit veterans.**
Marketing did conduct a targeted campaign for veteran students, including ads in veteran publications. However, there was no evaluation of potential impact on veterans enrollment.

9. **Conduct focus groups to determine why some veterans applied, but did not enroll at college.**
This did not happen.

10. **Publicize and promote the Veterans Resource Center.**
Marketing did advertise in veteran publications, but it's unclear if any outreach was done.

11. **Other activities: poets/artists to lecture, culturally aligned events, STEM-related events.**
It is likely that some of these happened independently of SEP 1.0.

12. S**ocial Media advertising.**
Some social media advertising was likely done, but independently from SEP 1.0.

COURSE COMPLETION – The goal was to improve course completion rates for student populations identified as experiencing a disproportionate impact: African American, Latinx, and low-income.

> **Overall assessment of course completion activities:** Many of the activities in the plan were implemented. Additionally, there have been other activities to decrease disproportionate impact in course completion rates implemented since SEP 1.0 was written. The college's course success rate has improved and the course completion gap has narrowed for African American and low-income students since SEP 1.0 was written, but because the individual planned activities were not systematically evaluated, it is unclear whether improvements to course completion can be attributed to any specific activity.

1. Develop and implement a mentoring program:

1a. Evaluation of current mentoring programs.
This did not happen at the college level. Umoja has a mentoring program, but to date has not conducted a formal assessment of impact. Puente has had a mentoring program in the past, but is currently working to get one off the ground again.

1b. Evaluate student interest.
A survey on student interest regarding potential mentorship was conducted in June 2017. The survey went out to about 1,700 students (anyone enrolled in a basic skills course during 2016-17 and enrolled in any spring 2017 course) and IR received 87 completed surveys. Results were presented at a June 2017 Student Success Collaborative meeting, and whether or not to implement a mentoring program was put on hold in anticipation of a Dean of Institutional Equity, Diversity, and Inclusion being hired by Fall 2017.

1c. Hire Director of Equity to develop, implement, and coordinate mentoring program.
An interim position was hired Summer 2016, but the scope of the position soon changed as the Director was redirected to focus on drafting the 2017-19 Integrated Plan (3SP, Equity and Basic Skills). The activities that were originally written into the Director's scope were de-prioritized and in developing the position for the new Dean of Institutional Equity, Diversity, and Inclusion, most of those specific activities were dropped indefinitely.

1d. Student Success and Retention Team.
This group was created on paper, but met only twice, and several positions went unfilled. Thus, the group never truly formed.

2. Professional development to assist faculty and staff with identifying and implementing strategies to increase success of disproportionately impacted students:

2a. Hire Director of Equity to develop, implement, and coordinate professional development.
A Director was not hired, but a Faculty Professional Development Coordinator was hired and engaged in the following:
- *Contextualized professional development for faculty in particular disciplines*.
  The professional development coordinator reached out to departments to offer discipline-specific professional development, but to date departments have not been able to find time to participate in this opportunity.

- *Financial support for part-time faculty training and development.*
  We have anecdotal data that this occurs sporadically in some departments and divisions.

- *Effective practices workshops for faculty teaching online.*
  The professional development coordinator collaborated with Online Learning to offer a six-week online course about effective practices for online teaching and learning in winter and spring quarters of 2017. Surveys were conducted at the conclusion of the courses, but no subsequent follow-up evaluations to determine whether participants implemented changes and if so, whether they had any impact on student success. The college also encourages faculty to complete free/low-cost @ONE online pedagogy courses, but we have no data regarding faculty participation rates.

- *Cultural competency training for staff, faculty and administrators.*
  The college partnered with Pacific Educational Group to offer systematic seminars (i.e., Beyond Diversity I, II and III, and Culturally Relevant Teaching). Surveys are conducted immediately following each seminar. A variety of other (non-PEG) equity-related workshops have been offered on campus. However, there had been no follow-up impact data collected at this point. The college has also used SEP 1.0 funds to pay for faculty and staff to attend equity-related off-campus trainings, such as NCORE. To date there's been no formal assessment of impact on pedagogical practice upon return to Foothill.

- *Hire a faculty professional development coordinator.*
  The college hired a faculty PD coordinator in Summer 2017 and this position currently reports to the Dean of Institutional Equity, Diversity, and Inclusion.

- *Work with Professional Development Committee, a shared governance committee, to implement equity related learning opportunities.*
  The professional development coordinator served as the 2016-17 faculty tri-chair on the committee and collaborated to create all-campus quarterly professional development days with an equity focus. With the implementation of the college's new shared governance model, the committee was absorbed by the "Community and Communication" committee.

- *Develop and implement orientation program for classified staff.*
  An orientation was conducted in Summer 2017 and Summer 2018. To date, no impact assessment has been conducted.

4. Support 3SP Early Alert Activities.

4a. Support a comprehensive early alert program that is primarily 3SP funded.
An early alert program (Owl Scholars) is in place, but was not implemented to the plan. The college anticipated receiving the Starfish system in Fall 2015 which would've allowed for the tracking capabilities to manage the different populations proposed for early alert intervention. Courses participating in early alert were identified based on course completion rates in collaboration with the PSME and LA Deans. Early alert program interventions were contingent upon faculty participation—offered to an entire course breadth, but if specific faculty did not

opt in, students enrolled in their section would not receive outreach. The first year, the program was open to all students in the identified basic skills courses who either asked for help and/or were referred by faculty and served largely self-identified students. In the second year, the program prioritized services for students referred by faculty because they needed the most assistance. Relatedly, course success rates drastically dropped. In the third year, the program managed to get success rates back up to first year rates. The population was mostly instructor-referred students, but anyone that requested help was served.

4b. Program Assessment.
Math classes participating in early alert saw reductions in withdraw rates from year to year, while ESL class withdraw rates held steady. English withdraw rates increased. However, there were increases in course completion each year for early alert students who remained in the course after the withdrawal deadline in all subject areas. The Starfish (software system) allowed more efficient tracking of students from initial referral to resource/intervention support. Student response rate to early alert outreach (first contact email) over the course of the program hovered around 30%f. An unintended value of Starfish was what speaks to the behavior of the faculty in selecting the referral students. Data shows that Asian and Latinx comprise the majority of students who enrolled in early alert-participating courses, but African American and Latinx received the most referrals for intervention.

4c. Hire an administrative assistant to support the Director of Equity.
While an Administrative Assistant was hired, a Director was not. Thus, there wasn't a position to support. Duties for the role shifted, and eventually the position was vacated.

5. Plan for the expansion of First Year Experience (FYE)

5a. *FYE will continue to be developed, and if data supports the need, it will be expanded in Fall 2016.*
FYE increased the number of participants in their program from 44 in 2015-16 to 71 in 16-17. First year course success was 72% and course retention was 92%. Course success rate captures FYE students in FYE sections, which includes English and all GE courses (including any CNSL and/or CRLP). Program retention was 70%. Second year course success was 63% and course retention rate was 84%. A math sequence was incorporated into FYE's course offerings - specifically, MATH 235-230-220. Therefore, completion of a degree- or transfer-applicable math course was not included in the one-year program. Program retention was 45%. In the third year, the math sequence was dropped from the program. Course completion increased to 73% and course retention 85%. Program retention was 48%. Program retention data indicates fewer than half of the cohort is retained through the end of the year. There is currently no data to assess whether resources and student support services provided had an impact on student success.

5b. Explore ESL cohorts.
It is unclear if program coordinators explored the idea of expanding into ESL classes, but they were never a part of FYE course offerings. FYE intended to serve: First generation, low income, single parents or those raised by single parents, students with disabilities, foster youth or former foster youth, and veterans; however, their cohort had very small numbers from these student groups.

6. Provide equity research on student needs and new programs.

6a. Disaggregate Course Completion rates.
Course completion rates were examined annually and disaggregated for Latinx, African-American and low-income students. Course completion rates and disparity gaps by gender, modality (online) and area were examined annually and disaggregated, but consistently for STEM courses.

6b. Research on African American support program.
Research on different program models for African American student support did not occur, but a program was implemented in Fall 2016 (Umoja).

6c. Facilitate research on offering additional curricular options in basic skills (including pathway through college-level math for students who place into developmental math.
It is unclear if research was done. Nevertheless, expanding basic skills is essentially moot in light of AB 705 legislation, which eliminates basic skills courses and gives access to transfer-level English/Math based on high school GPA and high school English/Math coursework. For students who do not have a U.S. high school transcript, local, self-guided placement questionnaire is being developed to appropriately place students.

6d. Expansion of noncredit ESL.
Noncredit ESL curriculum was developed under Adult Ed (AEBG).

6e. Research on service learning.
The college partnered with Prosper & Partners to implement a campus survey and discussions with individuals and groups to take a "service learning inventory" drawing from the college's, "60 for 60" initiative with the goals of helping compile examples of service learning and service leadership projects, helping the college reach a shared definition of service learning, and identify desired service learning skills/attributes. Preliminary findings were presented to the college in Fall 2018. Next steps are unclear. https://foothill.edu/60yearsofservice/

6f. Research on student needs using qualitative methods.
A qualitative research study on student needs was not commissioned.

6g. Research the demand for new ADTs.
New ADTs were proposed, but it is unclear if they were developed in response to SEP 1.0, in coordination with the Faculty Coordinator for Professional Development (Equity), or with input from the Student Equity Workgroup.

6h. Develop online access to data about subpopulations of students.
- *Provide faculty access to their individual course success data.*
  The "Inquiry Tool" is available online via MyPortal to administrators, faculty and staff. The data is available for the most recent term, once grades have rolled. The data examines enrollment and course outcomes by division, department, course and section level. Section-level data is only accessible to the instructor who taught the section. End users could disaggregate the data by instructional modalities (face-to-face, hybrid, online), course characteristics (basic skills, degree, transfer, vocational) and student demographics and characteristics (age, gender, ethnicity, low income, CalWORKS, DSPS, EOPS, foster youth, veteran, highest educational level attained, educational goal,

full/part-time, financial aid award). End-users have the ability to download the data to a spreadsheet. While faculty could select individual sections to analyze, they currently are unable to aggregate their section-level data across different subjects, courses or terms. Disproportionate impact calculations were not developed at the time the "Inquiry Tool" was developed, which has been identified as an emerging need from faculty.

- *Provide online access to program review data.*
  The "Program Review Tool" is online, available via MyPortal to administrators, faculty and staff. The data is available for the past 5 academic years. The tool provides information on enrollment, FTES, PROD, section count and course outcomes by division, department and course. End-users could disaggregate the data by term, credit/non-credit, instructional modalities and student demographics and characteristics. Data is available and is manipulatable in a standard display, and reports include graphics for ease of interpretation.

- *Develop online reporting tools using student education plan data.*
  This has not been implemented. The "EduNav" system has been in development but its current status and roll-out timeline is unknown.

7. Reduce financial barriers to course success for low income students.

7**a. Book Vouchers, course materials, laptops and calculators.**
Students could use book vouchers to purchase course materials if the materials were on the course syllabus and available in the bookstore. Book vouchers were limited to students in basic skills courses. Students initially had to meet with financial aid to receive the voucher, but this proved to be a barrier to some students, (e.g. undocumented students) so the requirement to meet with the financial aid office was removed. Books are not loaned; rather, students keep the books they purchased using a voucher. A laptop program already existed, but they frequently ran out of laptops in the early part of the quarter. Equity funds were used to purchase additional laptops. Owl Scholars helped promote the laptop loan program in the classes they served.
The STEM Center asked for calculators. The library provides calculators, but does not track usage per their code of ethics. The college could track calculator usage via the STEM Center going forward.

ESL & BASIC SKILLS COMPLETION – Goal was to improve ESL and basic skills completion for target populations identified in college research as experiencing disproportionate impact: females, Pacific Islander and Latinx (ESL); African American, Filipinx/Pacific Islander, low income (English); African American, Latinx and low income (Math).

Overall assessment of ESL and basic skills completion activities: Multiple Measures of Assessment were piloted. Data was presented to the college and district assessment task force groups, suggesting multiple measures improved students' placement. AB 705 (regarding placement and prerequisites) was enacted in Fall 2018, 3 years after SEP 1.0 was written. Math is compliant with AB 705 implementation as of Fall 2018. English and ESL will begin implementation for compliance in Fall 2019 and Fall 2020, respectively.

8. Pilot Multiple Measures of Assessment (MMAP).
The most recent MMAP pilot occurred July 26-October 6, 2017 for fall placement into English and math courses. The college considered two assessment measures: Acccuplacer test results, and high school transcripts. Students received placement based on whichever of the two resulting in the higher placement of the two. Data suggest students of color benefited from MMAP as more students gained access to college-level English/Math courses.

> **8a. Program Assessment.**
> ● Placement into MATH 10 went from 29% to 53% of all students receiving a math placement. Student groups that saw headcount placement increase into MATH 10 by at least double or better were African American, Latinx, Filipinx, Pacific Islander and females. With the implementation of MMAP, 214 more students placed into MATH 10 with multiple measures than had we relied on only Accuplacer placements. Forty-four of these students enrolled and 24 of them passed the course.
> ● Placement into ENGL 1A went from 31% to 57% of all students receiving an English placement. Student groups who saw their headcount placement increase into ENGL 1A were African American, Latinx, Filipinx and Pacific Islanders. With implementation of MMAP, 158 more students placed into ENGL 1A with multiple measures than had we relied on only Accuplacer placements subsequently, 76 of these enrolled in 1A and 50 of them passed the course.

DEGREE & CERTIFICATE COMPLETION – The goal was to improve degree and certificate completion for student populations identified in the college research as experiencing a disproportionate impact: African American, Latinx, and low income. While other demographic groups also experienced disproportionate impact, these three groups were prioritized due to their large numbers at the college, and to add consistency with the "Course Completion" indicator.

Overall assessment of degree and certificate completion activities: This portion of the plan relied on a Student Success and Retention Team and on software to analyze students' educational plan data. The SS&RT never actualized as planned. Furthermore, the educational plan analysis software stalled and remains unimplemented.

9. **The Director of Equity Programs will work with the Student Success and Retention Team to identify students near degree completion and provide appropriate support services, including a mentor.**
This was not implemented because of the delay in staffing the Equity Dean position and because the SS&R Team was never actualized. Additionally, a mentoring program has not been implemented.

10**. The Student Success and Retention Team will work with the 3SP-funded programmer analyst to design information systems and reports using data from student educational plans to identify students near degree completion and to project future course demand.**
This was not implemented for the following reasons: It appears that a 3SP programmer analyst was hired (overload portion of position was split 50/50 between Foothill and De Anza), but was only in place for a short time. The intent of the position was to help use data from students' education plans to project course needs, but the position primarily pulled matriculation lists for 3SP. These may be automated in Argos now. Money was spent to develop "EduNav" software to use student educational plan data, but to date this software hasn't been completed and it is unclear whether development is ongoing or has been abandoned.

TRANSFER - The goal was to improve transfer completion for student populations identified in the college research as experiencing a disproportionate impact: African American, Latinx, and low income.

> **Overall assessment of transfer activities:** The Student Learning Outcome Committee was mentioned to have key roles in these activities. However, the committee fell apart last year (2017-18) largely because accreditation was over, stipends for SLO coordinators ceased, and the administrative co-chair position became vacant. There is still an accreditation requirement to assess program-level SLOs. Programs completing a comprehensive program review were required to attach their "Four-column report" from TracDat, which included PL-SLO assessment data. However, to date there has been no process to evaluate the strength of the identified outcomes or to support faculty in assessing them.
>
> The Institutional Planning and Budgeting Task Force is in the process of revising the college's program review documents. The new documents include prompts designed to emphasize the importance of high-quality program-level learning outcomes and assessments for their usefulness beyond accreditation compliance.

11. Facilitate the assessment of Associate Degree for Transfer (ADT) learning outcomes for disproportionate impact.

11a. **Conduct an intermediate assessment of degree and transfer completion by disaggregating program-level outcomes achievement data.**
This was not completed. The need to disaggregate program-level SLOs arose from a previous ACCJC requirement that is no longer in place.

11b. Faculty professional development coordinator, in collaboration with the SLO Committee, will work with program faculty to develop program-level assessment plans for ADTs.
Although all programs have PL-SLOs in place, systematic assessment has not been developed at the college level. The SLO Committee has not been in place for over a year year and program review is hiatus for 2018-19.