



REQUESTOR(S): Carolyn Holcroft on behalf of the SLO committee	
DATE SUBMITTED: Feb. 4, 2016	FUNDING YEAR: 2016
DIVISION: Interdivisional	DIVISION DEAN: n/a

REQUESTED AMOUNT FROM STUDENT EQUITY: approximately \$1,500 per attendee x 8 faculty = \$12,000

ARE YOU REQUESTING FUNDING FROM OTHER SOURCES? YES NO **IF YES, PLEASE SPECIFY:** n/a

OF STUDENTS SERVED: does not serve students directly **# OF FACULTY AND/OR STAFF SERVED:** all faculty

Please provide a summary of the request and details on how this activity will directly serve the College’s Student Equity goals. Be sure to include a description of which disproportionately impacted student groups this activity addresses, which specific student success indicators it supports, how this request addresses those groups and indicator(s).

Deepening our cultural competence can increase our effectiveness in teaching diverse students such as those identified as disproportionately impacted in our Student Equity Plan (Latino/a, African American and Filipino/Pacific Islander). In particular, attendance at this training will help increase our awareness of how our perceptions of others' cultures can affect our classroom practices around assessment of student learning. This should ideally result in increased course success rates for Latino, African-American and Filipino/Pacific Islander students.

Please indicate the criteria used to select the students and/or faculty/staff participating in this activity.

The SLO committee members and faculty on the student equity workgroup were all invited to participate. Fatima Jinnah, Jennifer Sinclair and Katherine Schaefer, and Hilda Fernandez would like to attend. In addition, PSME has also been making tremendous effort to reexamine their student learning outcomes and raise student success rates (particularly in math); as their SLO coordinator, Jennifer Sinclair recruited several faculty to attend (Marc Knobel, Eric Reed, Rosa Nguyen, and Young Hee Park Lee).

What outcomes are you predicting for this activity (or for those who participate) and what metric(s) will be used to evaluate if the activity is supporting increased outcomes for those students on the indicators (as described above)?

Attendees will have hands-on opportunity to review and revise their own classroom assessment techniques at the workshops. In addition, the division SLO coordinators and Student Equity Workgroup members they will share their experience and knowledge with colleagues when they return, via formal and informal professional development opportunities. Math and chemistry faculty will share with their colleagues in their departments. We can also ask faculty to reflect on their classroom experiences and course success rates before and after attending the training.

Please cite any research or evidence relevant to your proposal.

http://www.nea.org/assets/docs/PB13_CulturalCompetence08.pdf
<https://medium.com/@bphillipsiebc/playing-cultural-competence-catch-up-in-higher-education-a753da0aa060>
http://asccc.org/sites/default/files/studentequity_10.pdf

Please describe plans for sustaining the activity (if possible) without Student Equity funding.

This is a one-time request for funds and the hope is that the faculty who attend will be able to share their knowledge over the coming years.

Please provide a timeline for implementation and a schedule of planned activities.

Faculty would attend the training in April and then begin to share with the college community beginning in Spring 2016.

Per the **State Chancellor's Office**, Foothill College’s **Student Equity Plan** is comprised of **five focus areas** (*Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer*). The College then identifies disproportionately impacted students groups and associated activities for each focus area.

Each request must support increased outcomes for the associated students groups via **one (or more)** of the activities detailed in the **Student Equity Plan**. Using the check boxes below, indicate the **student group(s)** and the **associated Equity Plan activities** the request supports. *NOTE: You cannot mix and match groups and activities across factors.*

ACCESS

Target Populations + Current Gap

Asian Indian (-4%) Veterans (-4%) Vietnamese (-3%)

Associated Activities

A.1 – Marketing and Outreach to Recruit Students from Underrepresented Student Groups

COURSE COMPLETION

Target Populations + Current Gap

African American (-15%) Low Income (-10%) Latino (-7%)

Associated Activities

B.1 – Develop and Implement a Mentoring Program

B.2 – Professional Development to Assist Faculty and Staff with Identifying and Implementing Strategies to Increase Success of Disproportionately Impacted Students

B.3 – Support 3SP Early Alert Activities

B.4 – Plan for the Expansion of First Year Experience

B.5 – Provide Equity Research

B.6 – Develop Online Access to Data about Subpopulations of Students

B.7 – Reduce Financial Barriers to Course Success for Low Income Students

ESL & BASIC SKILLS COMPLETION

ESL: Target Populations + Current Gap

Native Hawaiian or other Pacific Islander (-23%) Females (-3%) Latino (-7%)

ENGLISH: Target Populations + Current Gap

African American (-19%) Low Income (-7%) Filipino and Pacific Islander (-13%)

MATH: Target Populations + Current Gap

African American (-23%) Low Income (-6%) Latino (-6%)

Associated Activities

C.1 - Pilot Multiple Measures of Assessment

DEGREE AND CERTIFICATE COMPLETION

Target Populations + Current Gap

African American (-26%) Latino (-17%) Low Income (-12%)

Associated Activities

D.1 – Use Student Educational Plan Data to Project Student Needs

TRANSFER

Target Populations + Current Gap

African American (-15%) Latino (-16%) Low Income (-10%)

Associated Activities

E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact

INSTRUCTIONS FOR SUBMISSION

Please submit your completed request via email to the Student Equity Workgroup Tri-Chairs:

Paul Starer (starerpaul@fhda.edu)

Hilda Fernandez (fernandezhilda@fhda.edu)

Roberto Sias (siasroberto@fhda.edu)

FOR ADDITIONAL INFORMATION, PLEASE REFERENCE THE FOLLOWING LINKS

Foothill College Student Equity:

<http://www.foothill.edu/president/equity.php>

Student Equity Expenditure Guidelines:

http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf