~~12/1/21~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~4/15/22~~	Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).
6/1/22	

Updated 5/10/22

COLLEGE CURRICULUM COMMITTEE

Committee Members Ð 2021-22

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College Curriculum Committee
Meeting Minutes
Tuesday, May 3, 2022
2:00 p.m. Ð3:30 p.m.
Room 4501; virtual option via Zoom

Item	Discussion
1. Minutes: April 19, 2022	Approved by consensus.
2. Report Out from Division Reps	Speaker: All The following divisions/members provided a report: Gilstrap attended a conference last week, which covered a number of recent pieces of legislation. AB 1111 (common course numbering system): CCCCO creating workgroup in September; by July 1, 2024, all colleges expected to take part in new system. AB 928 (single transfer GE pattern): colleges will be required to enroll students in an ADT pathway. Ethnic Studies graduation requirement: implemented planned for fall 2024; CCCCO taskforce has preliminary draft of core competencies, and FAQ; guidance memo coming out soon. Gilstrap still waiting on transfer GE resultsÑ might not receive until end of May. Fong asked for more information about AB 928 (ADT placement; possible implications for certain courses/programs)Ñ Gilstrap responded that putting students ADT pathway is included in legislation, but students can opt out. Will need to reflect more re: which courses could be impacted. CCCCO noted that folks will be able to provide feedback re: AB 928 at upcoming Curriculum Institute. Fong concerned about impact on foreign language and communication studies coursesÑ Gilstrap agreed these are a particular concern, as well as kinesiology. Believes new GE pattern planned to be capped at 34 units; CCCCO not sharing many details about plans for the pattern. Subramaniam asked if AB 928 prevents local GE patternsÑ Gilstrap responded no, will impact just transfer GE. PSME: making last-minute tweaks to curriculum sheets; working on Title 5 updates.
3. Public Comment on Items Not on Agenda	Language Arts rep put out a call for facilitators for

PSME rep mentioned times during which guidance could be helpful, including Title 5 update cycle and new course proposal form. Suggested adding cues/language to new course proposal form to help jump-start facultyÕs thinking. Kuehnl recalled that one example shared at previous meeting from a different college focused on course description, which is part of new course proposal. BSS rep suggested holding breakout sessions at future CCC meeting, with each group focusing on a COR section, to kick-start creation of info/guidance. Counseling rep asked if non-CCC members who might be interested in contributing could joinÑ Kuehnl said yes, others are welcome to join! Other PSME rep recalled process, a few years ago, to use OER materials involved someone reviewing courses to identify potential for OER materials, and wondered if a similar review could be done by a person in the equity office (for example), as faculty are not necessarily experts on the topicÑ Kuehnl responded that this would be a big undertaking, and Vanatta noted there are approx. 500 CORs submitted each year.

Fine Arts rep mentioned professional development, and suggested that some sort of training or background would be helpful before holding breakout sessions. Subramaniam believes it could be helpful to have a central body reviewing CORs. BSS rep attended workshop at which faculty members paired up and reviewed each otherÕs CORs, to get a set of fresh eyes on them; suggested this type of activity could help cultivate dialogue. Kuehnl agreed w/ Fine Arts rep re: need for professional development but believes breakout sessions could be useful even beforehand. CCC could bring in a facilitator, but breakout conversations might be helpful in a different way. BSS rep noted this is similar to the model faculty provide for students (moving out of the lecture space and into the conversation space). Bio Health rep agreed with the idea of breakout sessions, and believes that although folks might not see themselves as equity experts because they

In 2018, MOU was draftedÑ FA tried to contact as many faculty as

Attendees: Micaela Agyare (LRC), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH),

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Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre tr ansfer level courses or multi-term transfer-level courses.

Instructions

As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructiwstooee thte te21

Improvement Plan Overview

In this Improvement Plan, cdleges will respond to a set of prompts based on how

3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

[ ] A) By fall 2022, the college will have default transfer-level placement and enrollment into

[ ] Guided placement, including self-placement, does not “incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment” or

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

[ ] for English

[X] for BSTEM math

[X] for SLAM math

[ ] for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

[X] Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

[ ] Develop or expand the use of student high school performance for placement beyond only transfer-level course in mathematics.

[ ] Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

[X] Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

[X] Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

[X] Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

[X] Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

[X] Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

[ ] Other practices as described in the following Write In: _____

[ ] Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

[ ] Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

[ ] Use other mechanisms to ensure that U.S. high school graduate-seeking students enrolling in pre-transfer college math are in "certificate or degree programs with specific requirements that are not met with transfer-level coursework".

[ ] Other practices as described here: Write In: _____

Part C. Data Addendum Template

Part C of the Improvement Plan requires completion of the Data Addendum Template.
You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data (r)9.4 (o)- (r)9.4I.4 (n) Td [74 (mp5 (l -2.6(d)-2.6 (a)3.4

Certification Page

This page collects information for the certification of the form.

12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name: _____

Last Name: _____

Title: _____

Email Address: _____

Phone Number: _____

AS President Signature via Adobe Sign:

_____

Adobe Sign Date for AS President

_____

Thank You!

Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submissionAn editable link will be included in the email if you wish to change any responses.

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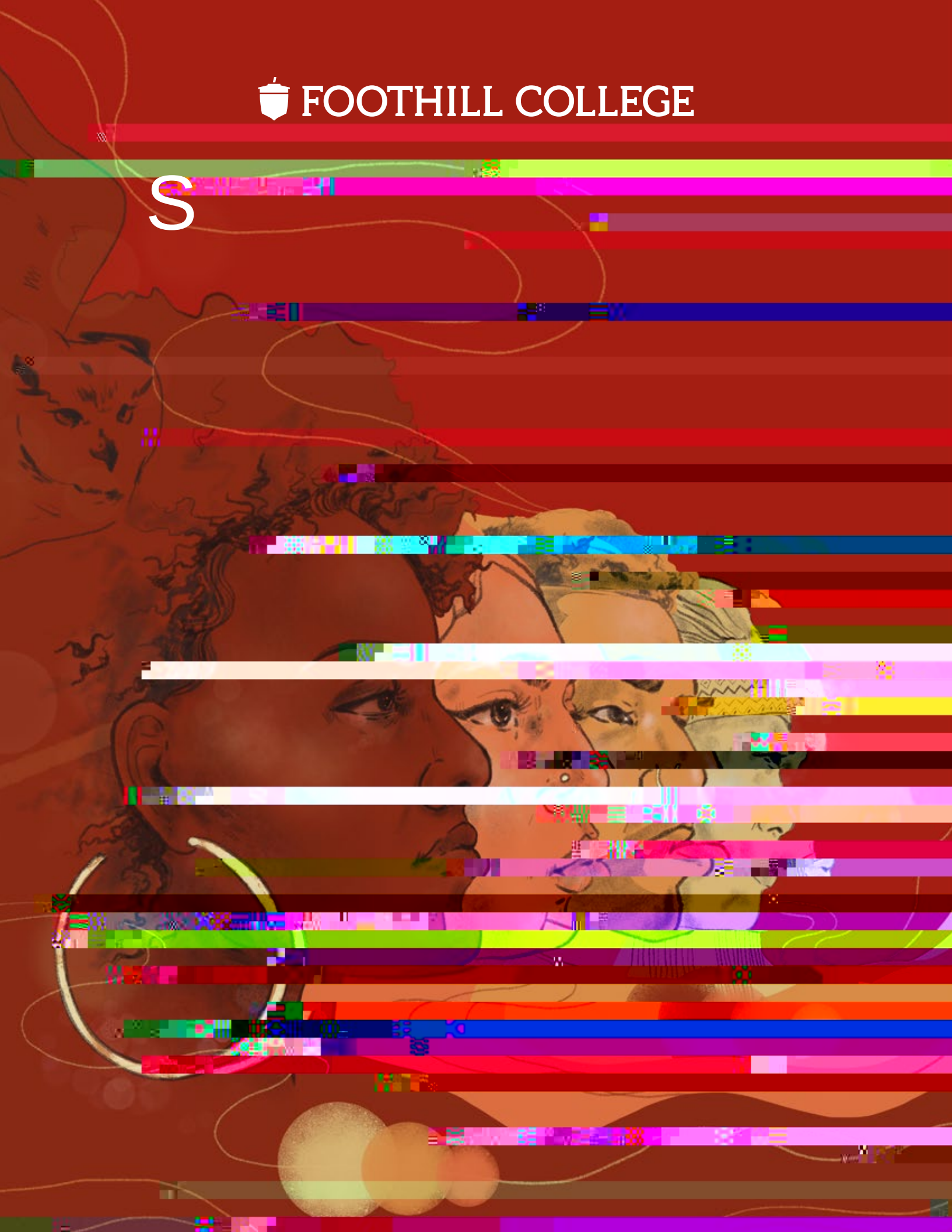

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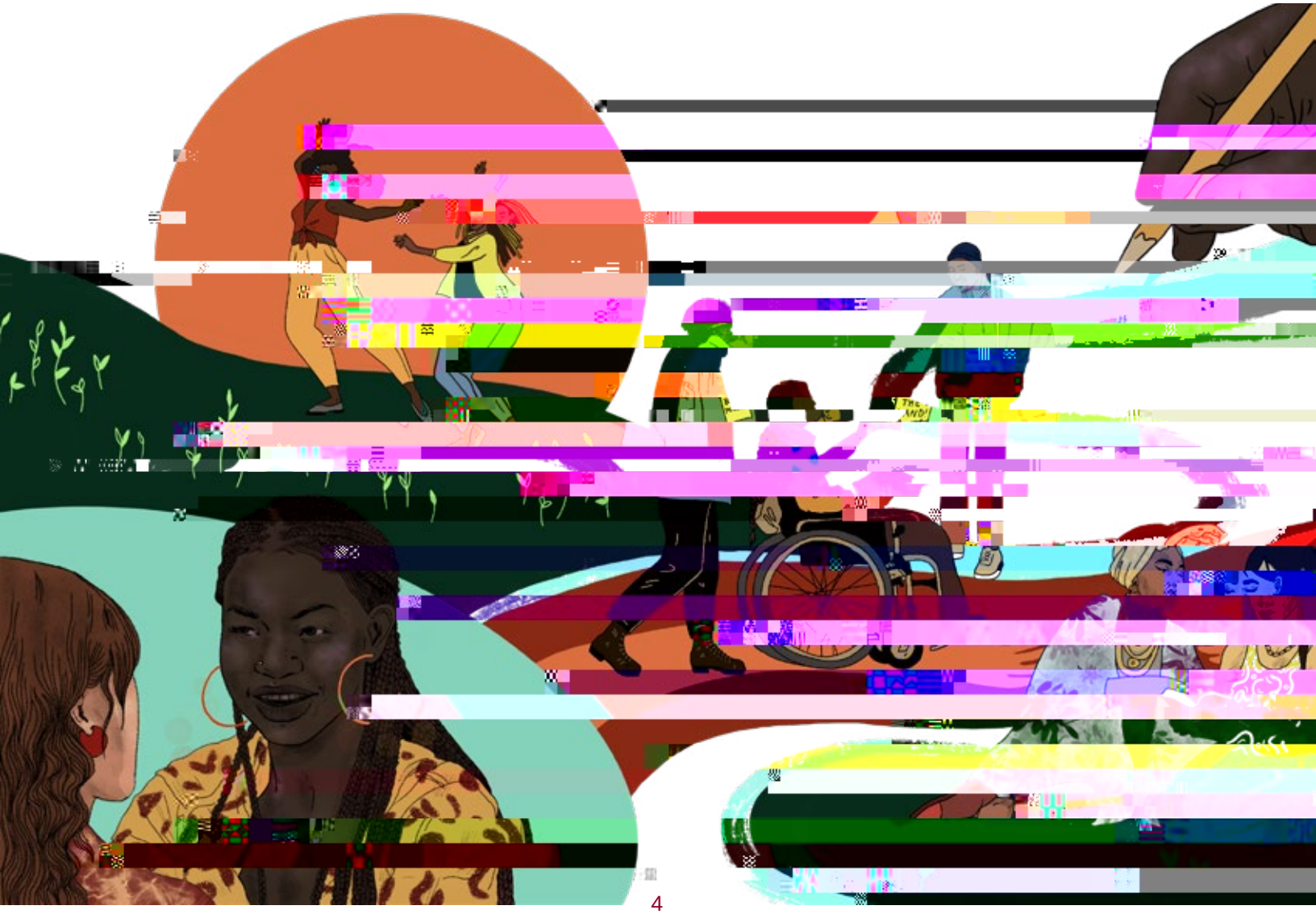
PART TWO: ISSUES & GOALS

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

by continuing to create avenues in decision-making bodies and spaces of influence for student

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.

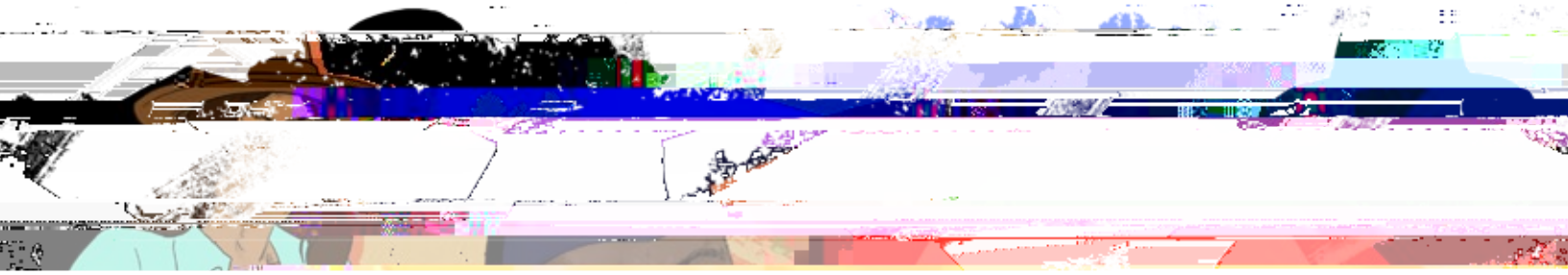
The learnings from the culmination of the aforementioned areas are elaborated in the Process of the Plan Construction section of this document.

Why Center Race?

At Foothill, when we talk about equity, we are intentional in our choice to center race. Since its

We are mindful, though, that when we as a college

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 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

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

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

PART TWO

ISSUES & GOALS

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

Goal 1: Foster interactions with members and guests of the Foothill community students in a racially and culturally affirming manner.

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 [illegible] atd-3.8 (p)-5.4 (eb3.6 (t)7 (e)-6.3 (d r)12.4 (o)4.5 5)3.7 (61)3u-3 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-f36 286 Tm [(a)-(t)-0.9 (i)1ce sto thMC /P <</Lang (en-US)/MCID 2325 >>BDC E

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

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%20and%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-

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