

2020-2025

EQUITY STRATEGIC PLAN

Listen, Learn, and Level Up¹

Foothill College

Content Draft Date: November 25, 2020

¹ Title of professional development training led by Foothill student leaders on Opening Day 2020. Borrowed with permission to use as a subtitle to the Equity Strategic Plan.

TABLE OF CONTENTS

PART ONE

EQUITY AT FOOTHILL COLLEGE, TODAY AND TOMORROW	3
Equity Philosophy and Values	3
SCOPE OF EQUITY WORK.....	4
Why Center Race?.....	5
PROCESS OF PLAN CONSTRUCTION.....	8
Historical Context	8
State Legislation and Equity Initiatives	9
Scholarship on Race and Equity.....	11
Implicit Bias	11
Validation Theory and Stereotype Threat	12
Critical Race Theory.....	12
Campus Feedback	13
A SYSTEMIC CHANGE FRAMEWORK FOR RACIAL EQUITY	16
Dimensions of Change	18
Areas of Impact	19
A Tool for Facilitating Discussion and Processing Change.....	20
ACCOUNTABILITY STATEMENT.....	21
PART TWO	
INTRODUCTION	23
CONNECTION.....	24
Issue 1. The onboarding process disproportionately impacts African American students	25
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.....	27
Issue 3. 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	29
ENTRY	32

Issue 4. Lack of coordinated infrastructure for basic needs services at the college

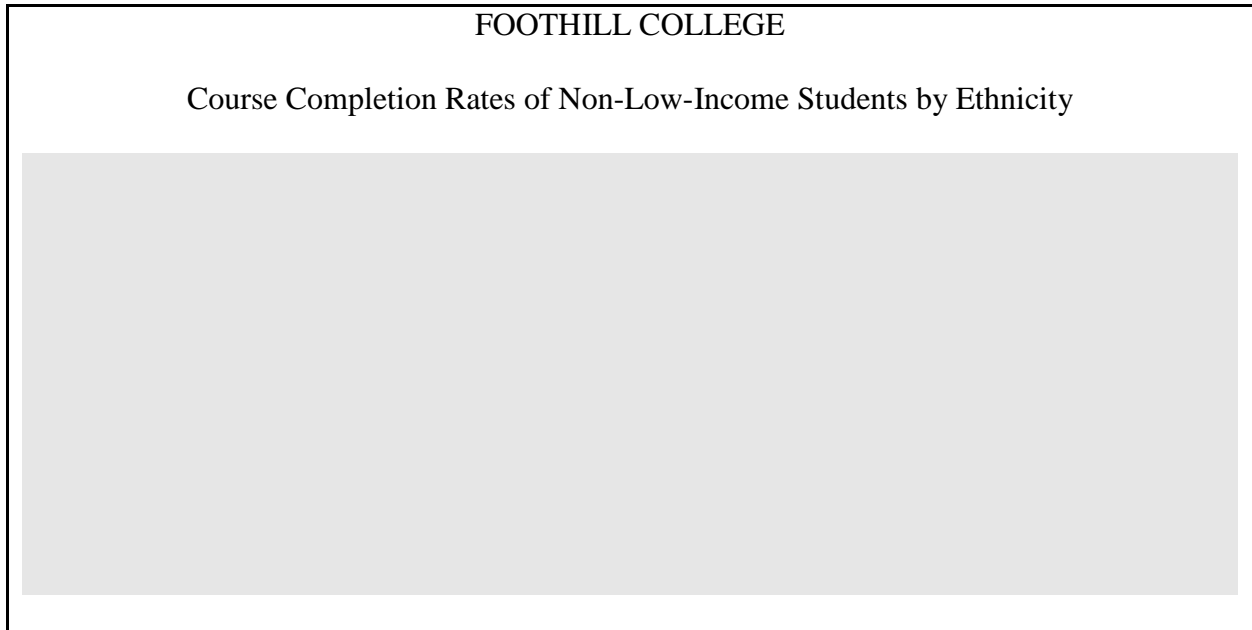
PART ONE

EQUITY AT FOOTHILL COLLEGE, TODAY AND TOMORROW

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

Believing a well-educated population is essential to sustaining a democratic and just society, we

FIGURE 2:



Source: FH IRP, Credit Enrollment

Non-low-income students are those whose household income is \$25,000 or more.

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 group disparities.

We realize the topic of race is sometimes difficult and uncomfortable to discuss. As

systemic barriers² at Foothill 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 Strategic 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 Equity Plan began as an evaluation of the 2015-16 Student Equity Plan³, 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

²Systemic barriers are policies, practices or procedures that result in some people receiving unequal access or being excluded.

³ 2015-16 Student Equity Plan: https://foothill.edu/president/Foothill_Student_Equity_Plan_Final.pdf

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 Strategic Equity 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 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

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 feedback⁵ 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

⁵ 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.

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. AB705 uses multiple measures vis-à-vis high school transcripts or self-guided placement, which research has shown are more effective of predicting course success than traditional assessment tests, in the placement of students into English and math courses.

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 bias⁶ 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 bias⁷ and directly challenge

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 validate⁹ our students. This includes development of not only people but spaces. Creating spaces that eliminate stereotype threat¹⁰, 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

and Senates. October 8, 2020. <https://foothill.edu/gov/equity-and-education/2020-21/oct16/Open-Student-Letter-to-FC-Governance-Oct2020.pdf>.

⁹ 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=OGmklyKFzqY>

¹⁰ 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.

focus on racial equity, the Office of Equity engaged Critical Race Theory¹¹, which uses 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 or last to suffer this tragic fate, George Floyd¹⁴ 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 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 Trustees, 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

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 model¹⁶ developed by California Tomorrow¹⁷, 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.

¹⁶ Gazmuri, S., Petty, S., Porter, E. (2010, December). The Equity-Driven Systems Change (ESC) Model: A Toolkit fo

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. 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. The Equity-Driven Systems Change model explains that the dimension of cultural change uncovers and confronts the reasoning behind the inequities in our institution. What attitudes and beliefs do we employ as staff, faculty, and administrators in our interactions with students and 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. Both individual and structural change will influence the culture of a campus. Individuals can enact structural change. Cultural change can inspire individual change. Structural change impacts individual efforts. So 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 Strategic Equity 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 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 Group¹⁸ 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 agreements¹⁹ to use during discussions, and offers six conditions²⁰ 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

¹⁸ Pacific Educational Group (PEG): <https://courageousconversation.com/>

¹⁹ Stay engaged, speak your truth, experience discomfort, and expect/accept non-closure

²⁰ 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

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

stakeholders to identify additional barriers in our enrollment and registration processes that may arise when prospective students are not accessing the physical campus or where there is a reliance on in-person services.

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 in order to surface the various 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.

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. 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.²⁴ College feedback frequently mentioned the competing demand students have juggling both school and work, often having to make a choice between the two.

²⁴ Metropolitan Transportation Commission: Vital Signs. "Home Prices". <https://www.vitalsigns.mtc.ca.gov/home-prices>. Accessed November 13, 2020.

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.

Goal 1: Eliminate tuition costs for all students across the CCC system. Increase

a

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 enrollment²⁶ 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 serving predominantly racially disproportionately impacted student groups²⁷. This recommendation aligns with AB288 and CCAP provisions

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.

ENTRY

This phase represents the period from student enrollment to completion of their first college-level course. The objective here is to help sT

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.

Issue 4. 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 2018³¹ 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

³¹ Foothill IRP Memo to Dean of Student Services & Activities, "Food, Housing and Transportation Security Survey, Spring 2018," August 29, 2018.

Goal 2: Students' housing needs are met. Long- and short-term housing solutions will be explored, including homelessness initiatives in the county and transitional housing programs and student housing.

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.

There must be a greater effort to create safe and welcoming spaces for our students at Foothill. It is largely through connection and belonging that students will see themselves as part of the campus community and that we as educators are invested in their success.

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. As students progress, many encounter required courses that they cannot pass and life events create interruptions and financial challenges.

Foothill needs to ensure ted

to learning and effectively implementing culturally responsive pedagogy. In that spirit, we offer the following goals to consider.

Goal 1: Pedagogy and curriculum is race conscious.

B-Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, replacing the current aim of perfectionism, assimilation, and weeding-out, for one that values growth and improvement.

C- ³⁵ Curriculum policies and processes are race conscious. Where disproportionate impact is the outcome of policy implementation or compliance, the college takes local action to mitigate it and when necessary, works in conjunction with administration to advocate for change at the board and/or state level.

Goal 4: Faculty workload realistically positions faculty to implement culturally responsive pedagogy effectively.

Issue 7. 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.³⁶ 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

³⁵ Need collaboration and input with academic senate/CCC on this goal, as well as with FA. May need change at the district-level

³⁶ <https://www.kickboardforschools.com/blog/post/diversity-equity/what-are-racial-microaggressions-in-schools/>

slights and shaming, we as educators must also be mindful to not dismiss or ignore cultural behaviors, especially when entering community-identified spaces. 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.³⁷ With that in mind we offer the following goals.

Goal 1: Foothill will reduce or decrease the climate of racial microaggressions.

Goal 2: Campus culture supports explicit checking³⁸ of unconscious bias.

Goal 3: Professional development opportunities informed by or in partnership with students will be available to employees.

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.

Issue 8. 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.

deeper understanding of our students' lived realities, which

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 privacy for confidential conversations, dedicated studying spaces with easy access to academic materials, resources and employee support, and connection to a college

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.⁴⁰ 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, we offer the following goals.

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.

⁴⁰ Pass the Torch Program: <https://foothill.edu/torch/>

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.

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.

Issue 10. 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 success⁴¹,

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 affirms that this is the secret behind 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.⁴³ 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.⁴⁴ 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, we offer the following goals.

Goal 1: Planning and decision-making is informed by regular review of quantitative and qualitative data.

Goal 2: Foothill College faculty, staff, and administrators are racially diverse.

Goal 3: Retain racially diverse employees.

⁴³ Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 84(1), 74-84.).

⁴⁴ 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

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

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 hub⁴⁷, 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

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.

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.⁴⁸

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

⁴⁸ Online Equity Affirmation: <https://foothill.edu/onlinelearning/>

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.

Issue 12: 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 come up with 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 Stud (nf)3 (or)3 nn[a]4 (nd di(t)-126 (t)-2 (h e)4 (f)3 (f)3 (d(s)-1 (wa7oqu9

Issue 13: Making sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating equity gaps⁴⁹. 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

1. Increase transfer of African American students to a CSU or UC by 51%
2. Increase transfer of Latinx students to a CSU or UC by 50%
3. Increase transfer of Pacific Islander to CSU or UC by 83%

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 9%

1. Increase African American students who attained the living wage by 27%
- 2.