EQUITY STRATEGIC PLAN

FIRST DRAFT: Jan. 17, 2020

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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 produces 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 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 college Strategic Equity Plan is an effort to provide a sustainable, and systemic approach to achieving equity through eliminating demographically-predictable disparities at Foothill College.

Philosophy and Values

In conversations with the campus, several things surfaced in regard to what the Foothill community valued about equity. The campus prided itself on being proactive versus reactive when addressing challenges. They appreciated spaces on campus that embodied team, family, and community spirit. They also recognized that students are continuously improving and developing. Perhaps most importantly, the campus expressed the value in acknowledging individuals as whole people and seeing their potential.

While we are strong in the statement of our values, they are not lived because we are still an institution existing within a social structure that is oppressive. The system of education itself has a long history of upholding an oppressive premise about who gets access to quality education, and what that looks like. But people have always found ways to persist in challenging and changing the oppressive structure of education because we still believe in the value of education.

What's different about the California Community College (CCC) system is that a vision was laid out to provide high quality, post-secondary education to all who want it, regardless of personal circumstances. As employees of this system, we are in a unique and exciting position in that we get to live out such a revolutionary concept! Having the thought to develop a world class, open access, educational system was revolutionary, but having the thought isn't enough. Truly living out the intent of the CCC's original mission requires constant disruption of systemic oppression. Equity is the responsibility of the entire Foothill campus, a commitment to our students and colleagues.

DEFINITION OF EQUITY

As mentioned in the previous section, one striking observation was that Foothill community members don't yet share a definition of equity. This makes it challenging to 1) discern which groups of students are benefitting from our "equity work"; 2) help each member of the Foothill community conceptualize how they contribute to equity efforts, and; 3) demonstrate whether our myriad equity interventions are having local impact within a program and/or systemic impact across many areas of the college. The process to develop such a definition

brought together college feedback, a common industry understanding of equity described in educational code, and scholarship on race and equity.

Student feedback highlighted the need for better academic resources and social support, the college talked about the need to institutionalize entities to help manage implementation and follow up, and how to better connect the work across departments and offices. These are asks for systemic change. Changing systems locally means acknowledging the larger educational systems and structures that influence our college. Historical systems that are oppressive by design and that have long called for change. The campus talked about community, and spaces that embody team, family, and community spirit. Scholarship states that students of color in particular benefit from creating community and sense of belonging in college.

Why Center Race?

At Foothill when we talk about equity, we are intentional in our choice to center race. We recognize that since its inception, the system of education in the United States was never intended to serve all demographic groups and that many continue to be marginalized, including but not limited to persons of color, women, LGBTQ, Veterans, disabled persons, and the economically disadvantaged. And, like most other institutions, despite our ongoing efforts over the years Foothill continues to have demographically predictable disparities in student success. Our students experience equity gaps across the entirety of their journey with us, from access to completion.

We are mindful, though, that when we disaggregate our educational outcomes data by demographic group, we see racial disparity within all groups. For example, our data demonstrates that low income students are less likely to meet their educational goals. When we

disaggregate that data by race (figure 1), we see low-income students of color consistently have lower success than low-income non-students of color. We do not suggest to ignore disparities for women, disabled students, etc. but that as we attend to disparities for those groups we also intentionally address students of color within those groups. We must maintain focus on race even as we act to mitigate other group disparities.

Figure 1

FOOTHILL COLLEGE

Low Income Students Course Completion Rate by Ethnicity

Source: FHDA IRP **Note:** Decline to State not shown.
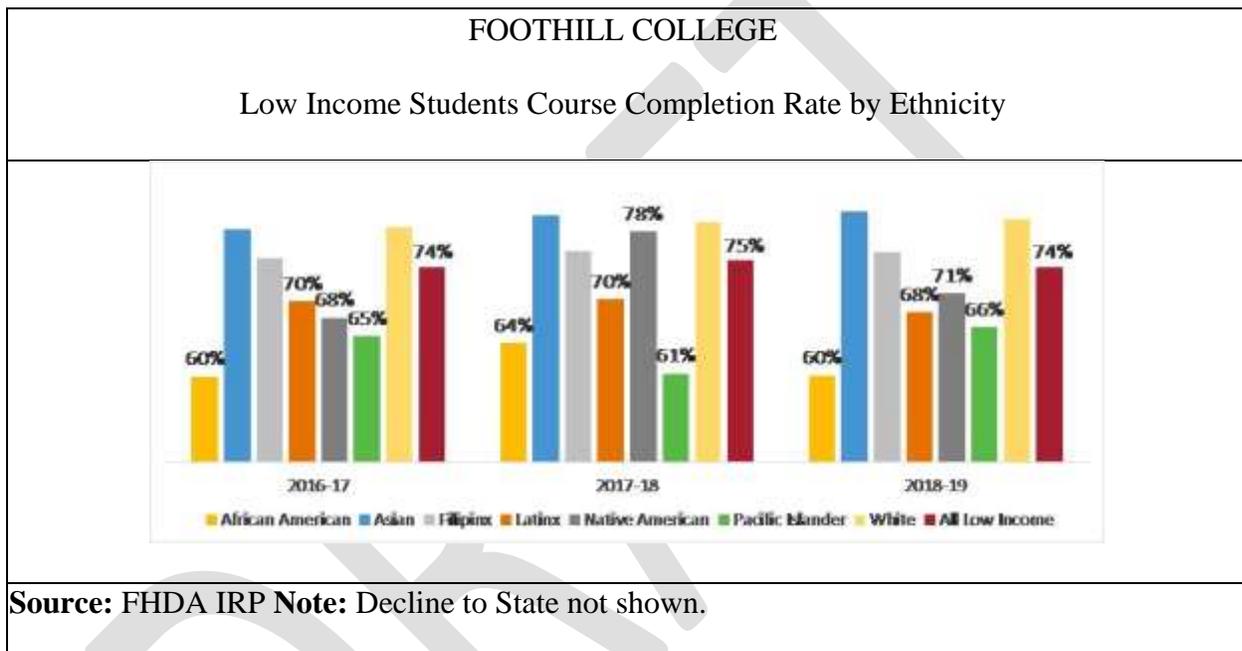
We realize the topic of race is difficult and uncomfortable to discuss. However, if we are to dismantle systemic barriers at Foothill College, we must talk about race. By consistently centering race in our plan, even as we seek to eliminate inequity for all groups, we are holding ourselves unwaveringly 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. Thus, the following definition of equity is proposed:

The work of equity at Foothill College is dismantling historic oppressive structures that are the basis of our educational systems and have led to disproportionate outcomes for students,

particularly along racial lines. Our goal is to create a college where success is not predictable by race.

PROCESS OF PLAN CONSTRUCTION

Historical Context

The work of equity and diversity is not new to the Foothill community. [Highlight previous work here]

The development of this Strategic Equity Plan began as an evaluation of equity efforts named in the 2015-16 plan. Those activities were to be evaluated annually, with the desired goals to be achieved by the 2019-2020 academic year. The Education and Equity governance council (E&E) was charged with evaluating the 2015-16. Due to its large and operational undertaking, E&E tasked the Office of Equity to complete the evaluation and share its findings with the Council.

Through this process, some general observations surfaced. The college lacked an entity overseeing the implementation and annual evaluation, 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. While the metrics in the state mandated plan meant to indicate progress, they ultimately weren't sufficient in addressing the cultural and systemic change the College was really asking for.

Consequently, this plan is meant to be different. Where previous state plans led with a particular set of metrics, this plan has set goals that organically rose from the issues surfaced by the campus community. This plan is not compliance, we are not being reactionary, no one is

A Well-Informed Plan

Campus Feedback

The foundation of a Strategic Equity Plan started with the campus community. The vision, structure, and goals came organically through inquiry and discussion with the college. The first step was to evaluate previous plans to identify challenges and successes; highlighting areas where good work could continue and assessing other areas that could use more support and resources. Many things were technically implemented but people did not feel the culture change. How people feel about equity work and their efforts matters. Changes occurred in pockets but the changes were not systemic. As we move forward from evaluation, this Strategic Equity Plan is also an effort to close the loop and acknowledge where we fell short as a campus in reaching previous goals or addressing concerns, and how that may have affected the morale of our community. There is a strong intentionality to repair and build trust across campus.

In crafting an updated plan, the Office of Equity intentionally engaged students, staff, faculty, and administrators in a variety of spaces. The team led Opening Day workshops, a workshop around professional development, held town halls, visited divisions and departments (on invitation), engaged governance committees, conducted an online survey, and most importantly, listened to students.

Students in particular identified the need for academic resources and social support. Issues of transportation and housing rose to the top as major concerns. Students also spoke at length about their desire for space and community. Studies have shown that the culture of an institution, as well as the student's frequency and types of interactions within the institution contribute to the complexity of a student's fit and connection to the college. It has been concluded that students who feel more emotionally engaged with the campus environment perceive a greater sense of support from faculty and peers, and are more motivated to succeed academically. This can be seen, especially with students of color, by incorporating a culturally familiar way of organizing time and space. Students become interested in each other's lives and begin to support each other academically and personally, establishing community. These theories are realized in current community spaces on campus, like the Umoja and Puente Village space, but students were clear in their desire for the addition of similar spaces in other areas of campus, especially for other marginalized groups. Communication was also a theme that emerged for the campus, forcing the college to think differently about how it reaches out to students while keeping them engaged and connected to campus support and resources.

With input gathered, it was necessary to also review relevant literature and contemporary frameworks to ground the plan in research, bringing together the operational and theoretical elements.

Scholarship on Race and Equity

The Equity Office explored a number of seminal theories that have come to be valued at Foothill College. Because the attitudes of faculty, staff, and administrators towards students and one another, and the association of stereotypes with certain individuals or groups without conscious knowledge, have both been proved to impact the success of our students, implicit bias

is a theory that has been looked at to inform our equity practices. The use of tests to measure bias and implementing exercises to actively lower that bias are strategies introduced within the research and areas that the campus can explore.

As we proactively seek to be of service to the most disenfranchised populations in our community, it is critical that we are well-informed on how to appropriately approach, engage, care for, and validate our students. This includes development of not only people but spaces.

Foothill College hosted two very important researchers for campus events that authored relevant equity-related theories: Claude Steele and Laura Rendon. Dr. Steele is known for his work on stereotype threat, which he describes as being in a situation or doing something that puts an individual at risk of conforming to stereotypes about their culture or social group.

Dr. 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" (Rendon, 1994). 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.

As we onboard employees at Foothill, extensive training on validation strategies could be provided with the aim that techniques such as these will be seamlessly woven into the culture and fabric of Foothill College. Validation also includes being in community with others. To see one's self reflected in others and to come together under that connection in support of one

another is a valuable experience. Students look to their peers for support and guidance through both challenges and triumphs. In support of that, Foothill must also be vigilant in its efforts to create and sustain safe spaces for students to engage with one another in community. Many things connect and bring people together, and while current gathering spaces exist, they are siloed and small. The students have spoken - they need more.

As part of the effort to focus on racial equity, it was important to engage in Critical Race Theory, or CRT, which examines the appearance of race and racism across dominant culture. In particular, it is used as an approach to understanding educational inequality and structural racism to find justice-based solutions. 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. Disproportionality points to a systemic issue. Therefore understanding how race impacts students and their educational experiences, at both the local and systemic levels, is vital to enacting change.

State Initiatives

We referenced statewide policy and initiative to inform a number of things that we need to include in this plan. California education code (EDC 66010.2) speaks to providing educational opportunities and success across the state. It leads with ideas of access and opportunities for educational success and a commitment to academic excellence through quality teaching and programs. It then goes on to address an aim to provide educational equity, not only through a "diverse and representative body and faculty, but also through educational environments in which each person, regardless of race, gender, gender identity, gender expression, sexual orientation, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential." This definition focuses on concepts of fairness and inclusion, offering

opportunities for all groups and ensuring social, institutional, and/or personal circumstances don't prevent students from reaching academic goals. This definition was useful in helping us guide our institutional definition of equity.

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 2019-2022 State-Mandated Student Equity Plan was drafted largely by the Office of Equity in collaboration with and guidance from the Equity and Education governance committee for the purpose of meeting the state requirement. Data analysis and calculations were provided by the Office of Institutional Research and Planning. The plan was shared across campus for discussion and feedback to the following groups: Academic Senate, Classified Senate, President's Cabinet, as well as all four governance committees (College Advisory Council, Community & Communication, Equity & Education, and Revenue & Resources). The plan was approved by both Academic Senate and the Equity & Education committee, as well as the District Board of Trustees.

Guided Pathways

AB705

A SYSTEMIC CHANGE FRAMEWORK FOR RACIAL EQUITY

Why do we need a framework? Helps organize our efforts. Highlights those activities that college is not surfacing, while also illuminating what the college is doing currently. It helps us connect college efforts, moving us away from "random acts of equity" to more systemic impact.

We were unable to locate a single ready-made framework that comprehensively fit the needs of Foothill College. Thus, we made one, pulling from existing frameworks to fit our

purpose This plan employs a framework to ground our effort in a theoretical understanding of educational equity for the purpose of strategically organizing our efforts. One sets the stage for strategic implementation of organizational change, while the other provides tools to process this change. Both are necessary to achieve the culture shift sought by the campus.

The framework helps to conceptualize past practice of how we've discussed and do equity work. ==It surfaces some of the things that have been discussed on campus (i.e. systemic, cultural change) but may not have surfaced to the degree like access and resource. Could use review for clarity here==

Areas of Impact and Types of Change

In order to employ a shift toward racial equity, there are three types of change we must engage: structural, cultural, and individual. Structural change addresses the systemic and college-wide barriers that our students face with the intent to actively remove them. Cultural change speaks more to the approach and methods that we employ as staff, faculty, and administrators in our interactions with students and one another. Creating a culture of equity may be the most difficult area of change to enact as it requires the campus to come together under a common philosophy and desired vision. The entire community must take ownership and responsibility to move toward a more equitable college. Which leads to the third type of change, individual. This is the effort each of us make to reflect on our role and how it impacts students, as well as the practices of our work and what happens when we put them into action. The act of self-reflection and examination is imperative in the work towards equity.

We posit that our equity efforts must impact four areas: 1) access, support and opportunities; 2) operational processes and practices; 3) campus climate and political climate;

and, 4) student outcomes. The intent behind looking at these four areas is because we believe it provides us with a holistic view of where and how to concentrate our equity work. The campus readily identifies that providing resources to students helps with a leveling of the playing field. Additionally, we do look at our student outcomes. However, in speaking with the campus community, it became apparent that for them to feel like the campus was an equitable space, we needed more attention paid to issues that impact the campus climate, as well as more intentional efforts to surface and address campus policies and procedures that may be perpetuating inequity. From a philosophical perspective, we don't feel like we can resolve issues of equity without addressing all four areas. We feel that these four areas represent a new approach to eliminating disparities that is intentionally comprehensive and does not ignore the systemic structures at play.

Note: When it comes to organizing and laying out the specific activities and solutions that folks came up with at the Town Halls, meetings, etc., it will be important to show how they cross the four different areas of impact and the three areas of change. This is one example of how to do so, but we will definitely be looking to the campus to share ideas as well.

Name Issue Here:

	Access, Support & Opportunities	Operational Policies & Practices	Campus Environment & Political Climate	Student Outcomes
Systemic				
Cultural				
Individual				

*Activities/ideas/solutions to be plugged into boxes where appropriate

PART TWO

ISSUES AND GOALS

<mark>[We may need a summary paragraph here or reference to Part I of the plan that touches on the other plans – 1.0, 1.1, ed master plan, and why we center race. Some folks may skip right to this section or won't read the plan from start to finish, so this intro can serve as a reminder as they read this section and see references to our DI racial groups.]</mark>

The Office of Equity reviewed campus feedback on what activities should be included and thoughts to be considered in the construction of an updated equity plan. That information was consolidated with the asks from the various state initiatives, the facilities master plan, and the Educational Master Plan to help determine what actions to prioritize moving forward. Many of the suggested ideas fell along a continuum of point of entry through continued enrollment, which follows a similar methodology employed by the California Community College Chancellor's Office Guided Pathways Initiative. Moreover, conversations about how the College models its equity values and practices with its own employees elicited ideas that could be categorized similarly. To keep with that continuum, the goals and actions suggested in this Equity Strategic Plan will be organized in a comparable fashion focusing on Access and Onboarding, as well as Retention and Engagement.

Access and Onboarding

Demographics of our county are changing, requiring the need for us as a College to adjust our approach in how we attract and meet the demand of our potential student base. Furthermore, while our face to face enrollment is dropping, our online enrollment is rising. Our enrollment data suggests a pertinent and sustained impact on Latinx and African-Americans. Compared to

their peers, the proportion of people in these populations are less likely to complete application to Foothill, register for classes after applying, and remain in the class past college census.

The community identified challenges that effect access to Foothill. Many of these challenges included financing college, as well as students' difficulty in committing to their education when their basic needs like stable housing and food sources aren't being met. The application and enrollment process has consistently been noted for being complex and tedious; issues that can cause confusion in the process. Additionally, if Foothill College wants to position itself as a school of choice for Latinx and African-American students, it will need to be more strategic in its marketing and recruitment efforts, particularly building partnerships in communities in which those students reside, demonstrating an understanding of the community's needs and connecting their educational goals to future jobs/career attainment.

Equity challenges within Access and Onboarding:

- Onboarding (Application, Registration, Orientation)

- Financing College

- Development of a social services plan

- Leverage existing partnerships and develop new ones that reflect intentional outreach toward Latinx and African-American students.

Onboarding (Application, Registration, Orientation)

Goal 1: Improve the application to registration pipeline for students, identifying those areas in the process where the College loses students, and implementing appropriate interventions.

Goal 2: First year educational planning

Goal 3: *Redesign and implement online orientation*

The experience of a student looking to attend Foothill College has been described as difficult and complicated. In assessing what happens from the moment of interest and awareness, all the way to registration and enrollment, it is clear that the onboarding process may not be a simple process for all students. And in fact, may be particularly difficult for our underrepresented groups of students.

An overall evaluation of the application to registration pipeline is important to shed light on where there might be challenges for students and where improvements can be made.

==What do we know about educational planning that we need to talk about here?==

Foothill's previous online orientation program was thought to be [insert]

Financing College

Goal 1: *Eliminate tuition costs for all students, while ensuring that financial assistance programs are primarily being utilized by low-income students.*

Goal 2: *Reduce and/or eliminate the incidental costs associated with being a student. This may include but is not limited to textbook, printing, and parking costs, as well as a review of financial hold and drop for non-payment policies.*

Paying for college is a significant barrier to educational attainment. The cost to attend Foothill College varies depending on our students' individual circumstances. Factors such as unit load and residency comes into play and the tuition range for 2019-20 academic year could be $4,776 to $23,864. Inherent in the cost of attendance is the cost of living in the Bay Area, which has rising costs increasing over the past few years. Students, especially, noted that the stress of financing their education is compounded by the costs of textbooks and fees to use the printing

stations (an essential resource) on campus. Financial holds and drops for non-payment affect a student's ability to persist in their education quarter to quarter, creating an additional obstacle to educational goal attainment. It would be worthwhile to examine these additional costs to determine if the college can do something differently to alleviate some of those burdens.

Financial programs both local and state funded have helped students in the financing of their education, yet all students are not eligible for assistance due to specific program requirements. Foothill's Promise Grant provides two years of free tuition, fees, books and course materials. The grant is available to eligible first-time new, in-state/AB540 and full-time students; however, they comprise [%] of the total fall student population. Therefore, there is still a majority [%] of students who are ineligible. Although, the College Promise program casts a wider net, allowing even more students in need to obtain free tuition and books, the parameters of the program did not include continuing students, part-time students and non-resident students. Students who cannot complete or provide the necessary financial documents required for the program are also shut out, though they may have qualified otherwise.

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 College Promise. Even though tuition-free education at Foothill is an aspirational goal, there may not be a better time than now to act on it.

Development of a Social Services Plan

Goal 1: Develop and implement a social services plan that includes the consolidation of these resources, marketing and outreach to appropriate communities, etc.

Goal 2: Investigate long and short term housing solutions

Goal 3: Uncover the specific concerns around transportation; determine what is actionable, what may need to be revisited, and what actions are out of the College's control.

Goal 4: Address the need for more psychological services, looking into creative solutions to expanding this service to students.

The need for social services is not new at Foothill. In fact, recent activities are responding to meet the basic needs of our students. The food pantry1 was initially created in [term/year] with non-perishable food items and expanded in winter 2018 to include fresh food items. A feasibility study for student housing was proposed in the Facilities Master Plan 2019-20 Update2 as well has institutionalizing a director of EOPS/CARE/Foster Youth/Housing Student Program3 to help provide housing insecure and homeless students with affordable housing.

Foothill basic needs survey was administered spring 2018 to assess student experience with housing, food and transportation, and where applicable, compared Foothill results to other community colleges in the western region (California, Washington, Oregon, Arizona, New Mexico, Montana and Idaho) as well nationwide. Nearly 800 Foothill students responded and results indicate 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 the majority, we have students who had to resort to staying in a vehicle or abandoned building not intended for housing and/or do not know where they were going to sleep even for one night. Over one-third (40%) of our students experience housing insecurity, i.e., frequent moves, crowded living space, poor housing quality or the inability to

afford rent or bills, compared to a little over half of the region and nation. One in 10 of our students (11%) experience homelessness, compared to 14% to 15% of the region and nation. When it comes to transportation, our students shared they spend two more hours per day commuting to and from Foothill (23%), miss class because of an issue with public transportation such as it ran late or they missed their connection (19%) and having to decide between using money for gas or public transportation to get to work versus to class (16%).

Leverage existing partnerships and develop new ones that reflect an intentional outreach toward Latinx and African American students

Goal 1: Solidify strategic pipelines from high school to Foothill College for dual enrollment partnerships serving Latinx, African American and Pacific Islander students.

Goal 2: Create a vision for Foothill College to expand community-based partnerships in low-income and historically underrepresented communities

Goal 3: Explore modeling the partnership and outreach models of FEI for replication or expansion.

The 2015 state mandated equity plan highlighted the need to tailor marketing efforts so that they were inclusive of the diverse population Foothill serves. Activities aligned with these efforts included developing brochures and other advertisements highlighting college programs for underserved populations. The activities also included multilingual translation in printed marketing materials for students and families where English is a second language. Foothill should continue its efforts to diversify its marketing approach. Nevertheless, years of the college operating without an outreach program during an enrollment decline resulted in more in-direct marketing efforts without a real end goal in mind. That end goal of where and how to focus

outreach efforts is informed by a strategic enrollment plan, which is also what the college was lacking. Particularly, the college missed an opportunity to address the declining trend in African-American student enrollment.

Dual enrollment has been touted as a successful strategy in addressing equity gaps in achievement for disproportionately impacted student groups. The college should continue to build dual enrollment partnerships with area high schools, prioritizing those programs serving disproportionately impacted student groups. Both the college and the student benefit from translating work completed in high school for college credit into future enrollment at Foothill. The College needs to work to develop pipelines within these partnerships that seamlessly connect those students to degree, certificate and transfer opportunities at Foothill.

These partnerships were not created without doing the work of moving beyond the Foothill campus and venturing out into surrounding communities; seeking innovative ways to offer a college education to those that may not be able to access the opportunity otherwise. Whether it is through a non-credit course, summer academy, or CTE pathways developed in concert with local non-profits, Foothill should work to not only understand the career and educational demands of those communities, but demonstrate its ability to successfully meet those demands.

Family Engagement Institute (FEI) has long fostered successful partnerships in the community to service some of the most vulnerable populations of students at Foothill College. It is worth exploring their approach to the work and their model of service in providing exceptional support to underrepresented groups in the community.

Retention and Engagement

Once students arrive at Foothill, the college must make every effort to ensure our students have identified an educational goal, are clear about the path to that goal, and understand where they can go to receive academic, personal, or social support in their endeavors. We must be mindful that Foothill is an institution of higher education and we have an institutional culture that traditionally requires students to adapt to this culture if they are to be successful. The college has a responsibility to equip our students with the confidence and cultural capital to navigate our system and culture. And, if we are to reach our equity goals, we must critically examine our own traditional, cultural policies and practices and dismantle those that serve as barriers to [retention and engagement?] academic success, particularly for students of color. Part of examining that culture is to reckon with the historical reality of higher education's purpose to prioritize the educational attainment of White males of privilege, to the detriment of women, the working class, and people of color. The cultural foundations of that purpose persist today; they play themselves out in creating environments where students experience this inherent sense that they do not belong, and where their background and life experiences are not validated as an important source of knowledge from which to draw from. Students from underrepresented populations seeing themselves reflected in the campus environment, as well as the College's success is an important contributing factor to increased satisfaction, performance, and overall well-being for the student.

Comments that were collected from our students echo some of these ideas. Our students were keenly aware of the existence of a set of unwritten rules that govern how to navigate college and where they belong, but mostly experienced these rules in opposition to them. For some, they expressed feeling invisible and dismissed in classroom spaces, resource centers and even walking around on campus. For others, it was campus employees interrogating their

purpose on campus, implying that they did not have a right to be there; that they did not belong. They also observed the way higher education tends to elevate the values of individualism and self-reliance. This often ran in contradiction to previously held cultural values based in family and communal support. The unwritten rules of navigating college, often referred to as cultural capital, is imbued throughout the campus. Finding pockets of space on campus where they can let down their guard, feel like they are seen and acknowledged becomes a critical way for them to remain enrolled and engaged.

It is in our interest to support our students in their efforts to construct spaces on campus that feel authentic to them and that meet their needs. Yet as a college, our efforts to create a sense of belonging for our students will be far reaching if we employ a systemic approach to these efforts. The college should own the collective effort to examine our own service areas/classrooms, and the policies and cultural norms that govern those spaces (both written and unwritten), aiming for inclusion of multiple perspectives. To retain our students and encourage their deep engagement, we need to provide the support they need, psychosocial and academic to be successful.

Equity challenges within Retention and Engagement:

- The lack, or underutilization of campus support resources

- Students of Color have expressed that a sense of belonging is missing from their Foothill experience

- Retention programming and interventions (demographically specific and campus-wide)

- Employing culturally responsive, relevant, and sustaining pedagogy, and other asset-based approaches in teaching and servicing our students

- Online education and the provision of comparable spaces, resources and services

Lack, or underutilization of campus support resources

Goal 1: Explore and engage a model of tutoring that enhances access and utilization of the service, with regard to AB 705 academic support, and students of color underserved by the current model(s).

Goal 2: Develop a vision for a career center with a particular focus on early intervention for Latinx, African-American and other underrepresented students, while monitoring for disproportionate tracking of low-income and students of color into low-wage programs

Goal 3: Investigate peer-to-peer mentoring that emphasizes college navigation, peer connection and social support, and the building of cultural capital

When discussing resources, conversations tend to center around either the lack of certain resources to be available to students, or the underutilization of existing resources. Lack of resources tends to circle around budget concerns and restrictions, while underutilization could be due to a number of 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.

Student feedback indicates a certain level of comfort and encouragement is felt with peer-to-peer interactions.

Students of Color have expressed that a sense of belonging is missing from their Foothill experience

Goal 1: Ensure existing classroom and campus spaces encourage student engagement and reflect an appreciation of multicultural and multi-ethnic backgrounds.

Goal 2: Create a multicultural/LGBTQ, and Dream centers

Goal 3: Review and revise space allocation processes to ensure the design and usage of the space is student-led and student informed.

Goal 4: Ensure curriculum and instruction norm multi-cultural and multi-ethnic perspectives.

As the campus develops a new facility master plan and looks to understand how space and environment impacts the student experience, it will be vitally important to learn from and include students in each step of the process. Sense of belonging and shared community have shown to positively impact the academic progress of community college students, particularly students of color.

Research highlights multicultural spaces and student-centered places for student to gather as strategies to build community and connection to campus. Foothill learning community

students emphasized the need for a Multicultural Center distinct from the Village Space, but that is similar in the aim of creating community with a feeling of home.

With new California legislation in place in the form of AB 1645, the state is requiring the designation of Dreamer Resource Liaisons and is encouraging the creation of Dream Resource Centers at all public institutions of higher education, with the intent to increase enrollment and graduation rates among Undocumented students. While the state does not provide additional funding for this new legislation, it seems to be a timely opportunity to explore ways to meet the spirit and intent of the law as a whole, whether required or encouraged. The creation of a Dream Resource Center will be important to consider as part of the new facility master plan and in connection with Foothill's recent selection by the Chancellor's Office to house a legal service provider on campus.

Student feedback also indicated a desire for clarity on the policy for the allocation of space, and engagement in decision-making and planning around student space and design. Testimonies of previous experience in requesting space mentioned delays and arduous processes, or creation of spaces/centers without student input or knowledge. Emphasis in understanding how spaces serve students of color, where students of color congregate on campus, and where services that the students need are primarily located.

Last but certainly not least, equity-minded curriculum and instruction are integral to student's sense of belonging and classroom community. Classroom environments should be welcoming and safe for students, particularly students of color, in order to foster learning and growth.

Retention programming and interventions

Goal 1: Re-establish a campus retention team to develop and implement an intervention plan that addresses student attrition.

Goal 2: Expand the reach of learning community and retention programs

Foothill's 2015 Equity Plan suggested the need for a retention team to oversee the implementation and progress of the activities listed in that iteration of the plan. The retention team was never formed due to competing demands and scheduling conflicts. However, the idea still holds value and should be brought back to the plan, perhaps with a narrower focus. Like the previous team, it should be composed of members from Instruction and Student Services.

While the college has retention programs for students, those programs are often limited by capacity, funding, and qualifications students must meet to access those services. There are still a significant amount of students outside these programs who are not being served where the need still exists. The college needs to develop and implement a plan to addresses student attrition along the pipeline of a student's educational journey, with intervention strategies to address student drop off from registration to census and census to end of term (withdrawals). Additionally, the college should continue to support its retention programs and existing learning communities, strategizing with the programs about how to expand their reach so that more students can benefit from their program offerings.

Online education and the provision of comparable spaces, resources and services

Goal 1: Explore and disaggregate data to best understand nuances of online student population.

While Foothill has recently reached over 50% online student enrollment, as a college we still have a long way to go in understanding who our online student population is comprised of,

and what resources they may need to successfully fulfill their educational goals. It will be important to look at the number of units a student may be taking online, and the purpose that online enrollment serves to that student. Are they a 4-year student taking only one course? Are they a largely face-to-face student that needed an online course to work around their demanding work schedule? Are they a student that takes courses exclusively online and may not even live in the Bay Area? Would strictly online resources and tools best suit the needs of these students or would they prefer a combination of in-person and online services? Much more needs to be understood and explored as we grow in online enrollment. Of course, an important aspect of this exploration will need to include investigating the racial breakdown of these different online-identified groups to reveal any nuanced experiences, trends, or gaps experienced in the online realm.

<center>**PART THREE**</center>

OUTCOMES AND METRICS

State Metrics

While the effort and intent of the strategic equity plan is to shift campus culture, we recognize the importance of the state's equity metrics and our responsibility to meet those goals. There has been a historical prioritization of the metrics mandated by the state. Over the years, they have continued to show up as elements of measuring our success as a college. Below are the metrics defined and the goals that were set for the 2019-2022 Equity Plan submission to the state in June 2019. As part of the submission [link to document] each metric also included a few

activities aimed at meeting that particular goal, both for the overall student population, as well as state-defined disproportionately impacted populations.

ADDENDUM

Detailed activities (grid activity at retreat)

· From 2019 Equity Plan submitted in June

· Others contributed by campus (through town halls, meetings, retreat, etc.

BUDGET

To be determined once activities and actions are developed. Intent will be to braid various funds to accomplish goals – including but not limited to SEA funds, CTE funds, Foundation funds, and other college financial resources.

REFLECTION QUESTIONS (Areas needing input, not complete list, please add)

1. Issues – do these resonate?

2. Does the framework help identify what we have and what's missing?

3. What are other tools you are using to have productive conversations about race (besides CCAR protocol)?

4. Do you see where you fit in this plan? Both as an individual and as a department/division?