

Target outcomes for 2022-2025 Transfer Level- Math

Measurements

Outcome Year 1: n/a

Outcome Year 2: At least 50% of the current course outlines will have been reviewed by math faculty with any appropriate and meaningful changes adopted.

Outcome Year 3: 100% of the current course outlines will have been reviewed by math faculty with any appropriate and meaningful changes adopted.

Structure Evaluation: Friction Points

Friction Points: Current Structure

Different student groups persist and succeed at different rates. Fall 2022 Opening Day Keynote, David Yeager, speaker reiterated the importance of feeling like you belong, that someone cares, and that it is possible to succeed and achieve your goals. That is more challenging when you don't see yourself, your race, and your culture reflected in your coursework.

Structure Evaluation

Current Structure

Faculty education grounded in a Eurocentric view of mathematics, perpetuates that narrative and bias, both in curriculum and pedagogy. Math curriculum is, historically, designed to prepare students for calculus rather than prepare students for life. And yet, even though many of our students don't need calculus, the current structure is designed and tailored for those who do. This means that we are not consciously designing curriculum for a large percentage of our Foothill population. Course objectives and outcomes focus on computation, communication, critical and creative thinking, and mathematical practices and habits of mind. No explicit reference is made to the biases and subjectivity inherent in the use of mathematics. In an effort to address the aforementioned inequities found in our pedagogy not being explicitly race conscious, we will be choosing to focus our efforts on the following issue and goal within the Strategic Vision for Equity plan:

Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.

Goal: Pedagogy and Curriculum in Mathematics Courses are Inclusive and Race Conscious

Ideal Structure

Department offerings and course outlines of record in the math department will be re-evaluated through an equity lens, while also considering and exploring new courses that meet our students' needs. We will employ curriculum development, team building, professional learning, and curriculum review/updates with the goal of achieving more equitable outcomes.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

Update CORS to include recognition, discussion, and examination of the history, inequities, and ongoing racism implicit and explicit in the field of mathematics and math education.

Create new courses around student interests. E.G., Financial thriving, STEM Careers, Courses designed for other programs. Given adequate resources, this could be enhanced through collaboration and professional learning and research.

Professional Learning is needed to uncover the way in which our deep assumptions that mathematics is objective and unbiased affects our students' learning. We may not even know what we don't know. It may be that expert guidance can facilitate this. Or it may be that a community of inquiry is preferred. Ongoing support will be needed for this work to occur.

Action

Action Steps

Framed by the guiding principles of ownership, assessment and sustainability, the Office of Equity has identified four approaches that will be used to ensure the college is moving current practices towards more equitable outcomes. Section leads will be identified, consisting of at least one administrator, paired with at least one faculty or staff colleague. Teams will act as points of contact for the various sub sections identified within Equity Plan 2.0 (i.e., Successful Enrollment, Completed Transfer-Level Math and English, Persistence: First Primary Term to Secondary Term, Transfer and Completion) and will work with various stakeholder groups to develop specific action plans that make intentional connections to the Strategic Vision for Equity plan. Action plans, created by the Office of Institutional Research and Planning, will help section leads to further flush out and identify resources, activities, milestones and collect evidence in pursuit of creating more equitable structures that support student success. Last, over the next three academic years (i.e., 2022-2023, 2023-2024 and 2024-2025) section leads will create follow up action plans. Plans will build off past actions and ensure we are closing the assessment cycle and applying new knowledge to future endeavors.

Promoting transparency and accountability, action plans will be hosted on the Office of Equity webpage (<https://foothill.edu/equity/>).