

College Curriculum Committee Meeting Agenda
Tuesday, June 14, 2022
2:00 p.m. – 4:00 p.m.
Room 4501; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Reaffirmation of Remote Meetings Resolution	3 min.	Action	#6/14/22-1	Kuehnl
2. Minutes: May 31, 2022	2 min.	Action	#6/14/22-2	Kuehnl
3. Report Out from Division Reps	10 min.	Discussion		All
4. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
5. Announcements a. New Course Proposals b. CCC Meeting Dates for 2022-23 c. CCC Priorities for 2022-23	5 min.	Information	#6/14/22-3-6 #6/14/22-7	CCC Team
6. Stand Alone Approval Requests: C S 78A/B/C/D	5 min.	2nd Read/ Action	#6/14/22-8-11	Kuehnl
7. New Program Application: Music Technology BA Degree	10 min.	2nd Read/ Action	#6/14/22-12	Kuehnl
8. New Program Application: Bookkeeping CA	10 min.	2nd Read/ Action	#6/14/22-13 & 19	Kuehnl
9. New Program Application: CPA Exam Preparation - Audit CA		2nd Read/ Action	#6/14/22-14 & 19	Kuehnl
10. New Program Application: CPA Exam Preparation - Business Environment and Concepts CA		2nd Read/ Action	#6/14/22-15 & 19	Kuehnl
11. New Program Application: CPA Exam Preparation - Regulations CA		2nd Read/ Action	#6/14/22-16 & 19	Kuehnl
12. New Program Application: Financial Accounting CA		2nd Read/ Action	#6/14/22-17 & 19	Kuehnl
13. New Program Application: Payroll Preparation CA		2nd Read/ Action	#6/14/22-18- 19	Kuehnl
14. New Degree or Certificate Creation Process	20 min.	2nd Read/ Action	#6/14/22-20- 21	Kuehnl
FIVE MINUTE BREAK				
15. Equity in the COR	40 min.	Discussion	#6/14/22-22- 26	Kuehnl
16. Good of the Order	3 min.			Kuehnl
17. Adjournment				Kuehnl

**Times listed are approximate*

Attachments:

- #6/14/22-1 Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361
- #6/14/22-2 Draft Minutes: May 31, 2022
- #6/14/22-3-6 New Course Proposals: APPT 199; LINC 60C, 60E; POLI 70R series
- #6/14/22-7 CCC Meeting Dates 2022-23

- #6/14/22-8-11 Stand Alone Approval Requests: C S [78A](#), [78B](#), [78C](#), [78D](#)
- #6/14/22-12 New Program Application: Music Technology BA Degree
- #6/14/22-13 New Program Application: Bookkeeping CA
- #6/14/22-14 New Program Application: CPA Exam Preparation - Audit CA
- #6/14/22-15 New Program Application: CPA Exam Preparation - Business Environment and Concepts CA
- #6/14/22-16 New Program Application: CPA Exam Preparation - Regulations CA
- #6/14/22-17 New Program Application: Financial Accounting CA
- #6/14/22-18 New Program Application: Payroll Preparation CA
- #6/14/22-19 LMI for new Accounting dept. CAs
- #6/14/22-20 New Degree or Certificate (Program) Creation Process - draft (updated)
- #6/14/22-21 New Degree or Certificate Proposal form - draft (updated)
- #6/14/22-22 Foothill College Strategic Vision for Equity
- #6/14/22-23 Academic Senate Equity Action Plan 2021-2022
- #6/14/22-24 Guide for Creating Equitable Curriculum (Glendale Community College)
- #6/14/22-25 CCCCCO memo: Diversity, Equity and Inclusion in Curriculum: Model Principles and Practices
- #6/14/22-26 DEI in Curriculum: Model Principles and Practices

2021-2022 Curriculum Committee Meetings:

<u>Fall 2021 Quarter</u>	<u>Winter 2022 Quarter</u>	<u>Spring 2022 Quarter</u>
10/5/21	1/18/22	4/19/22
10/19/21	2/1/22	5/3/22
11/2/21	2/15/22	5/17/22
11/16/21	3/1/22	5/31/22
11/30/21	3/15/22	6/14/22

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2021-2022 Curriculum Deadlines:

- 11/5/21 Deadline to submit certain types of course updates for 2022-23 catalog— [see PDF for details](#) (Faculty/Divisions).
- 11/5/21 Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).
- 12/1/21 Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- 12/1/21 Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 4/15/22 Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).
- 6/1/22 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/17/22 Deadline to submit course updates and local GE applications for 2023-24 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean, CNSL), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA; LRC), Kurt Hueg (Interim VP Instruction), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Kathryn Maurer (AS President),

Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Administrator Co-Chair), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2021-22

Meeting Date: 6/14/22Co-Chairs (2)

<u>✓*</u>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<u>✓*</u>	Ram Subramaniam	7472	Interim Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

<u>✓</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u> </u>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<u>✓*</u>	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
<u>✓*</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<u>✓*</u>	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
<u>✓*</u>	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
<u>✓</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓</u>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<u>✓</u>	Allison Herman	7460	LA; LRC (advisory)	hermanallison@fhda.edu
<u>✓</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓</u>	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
<u>✓</u>	Ben Kaupp		SRC	kauppben@fhda.edu
<u> </u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<u>✓</u>	Don Mac Neil	7248	KA	macneildon@fhda.edu
<u> </u>	Allison Meezan	7166	BSS	meezankaren@fhda.edu
<u>✓</u>	Ché Meneses	7015	FA	menesesche@fhda.edu
<u>✓</u>	Brian Murphy		APPR	brian@pttc.edu
<u> </u>	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<u>✓</u>	Kella Svetich	7924	LA	svetichkella@fhda.edu

Non-Voting Membership (4)

<u> </u>			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<u> </u>			Evaluations	
<u> </u>			SLO Coordinator	

Visitors

* Indicates in-person attendance

FOOTHILL COLLEGE
College Curriculum Committee
Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in Assembly Bill (AB) 361 (Rivas)

WHEREAS, the Foothill-De Anza Community College District is committed to preserving and nurturing public access and participation in meetings of the Foothill College Curriculum Committee; and

WHEREAS, all meetings of Foothill-De Anza Community College District's legislative bodies, which include the Foothill Academic Senate and its autonomous subcommittee, the College Curriculum Committee, are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950–54963), so that any member of the public may attend, participate, and watch the District's legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District's boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, the Board of Trustees of Foothill-De Anza Community College District officially declared a state of emergency for the district; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, following the issuance of Executive Order N-29-20, the Foothill College Curriculum Committee began to conduct all public meetings virtually using the Zoom teleconference platform and has continued conducting all public meetings virtually since that time; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21, which indicated that the authorization for holding virtual meetings outlined in Executive Order N-29-20 would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed Assembly Bill (AB) 361 (Rivas) as urgency legislation to be effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code Section 54953) to add the following:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the Foothill College Curriculum Committee finds that the March 4, 2020, declaration of a State of Emergency due to the COVID-19 pandemic by Governor Gavin Newsom remains active and that the state of emergency continues to directly impact the ability of members of the public to meet safely in person.

BE IT FURTHER RESOLVED, that the Foothill College Curriculum Committee authorizes the continuation of virtual meetings pursuant to Assembly Bill 361 (Rivas); and

BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption and shall be effective until the earlier of 90 days from the date of adoption or such time the Foothill College Curriculum Committee adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the Foothill College Curriculum Committee may continue to teleconference without compliance with paragraph (3) of subdivision (b) of Government Code section 54953.

**College Curriculum Committee
Meeting Minutes
Tuesday, May 31, 2022
2:00 p.m. – 4:00 p.m.
Room 4501; virtual option via Zoom**

Item	Discussion
1. Reaffirmation of Remote Meetings Resolution	Speaker: Eric Kuehnl <i>Item skipped—in-person quorum achieved, so resolution not needed.</i>
2. Minutes: May 17, 2022	Approved by consensus.
3. Report Out from Division Reps	Speaker: All The following divisions/members provided a report: Gilstrap announced the CSU GE & IGETC results have been received! Sent email out today. Noted that if a course which was previously approved has been denied, two-year phase-out period allows course to remain on the list while we reapply. During June, will be submitting courses for UC transferability. Vanatta announced the 2022-23 catalog likely to be published this week; archive version of 2021-22 catalog will be posted at the same time. Expect to receive email announcement from Marketing dept. LRC: Library will have extended hours (until 7:00 PM) the week before finals. Mentioned trial of the MLA Style guide online—email survey was sent to faculty, to gauge interest in subscribing to the guide. PSME rep asked if Library extended hours includes Friday—no, just Mon.-Thurs.
4. Public Comment on Items Not on Agenda	No comments.
5. Announcements a. New Course Proposals b. Division Reps for 2022-23 c. Reminder: Curriculum Institute Conference (July 6-9— more info here)	Speakers: CCC Team The following proposals were presented: MDIA 6A; PHOT 404A, 404B, 405, 472, 474A, 474B; SOC 12A, 12B. Please share with your constituents. No comments. Kuehnl asked the reps to please check in with their division to identify who the reps will be for next year—will report out at next meeting. Reminder that the Curriculum Institute conference coming up in July, which includes virtual option. Reach out to Kuehnl with any questions.
6. Consent Calendar a. GE Application	Speaker: Eric Kuehnl The following GE application was presented: Area V—MATH 80. No comments. Motion to approve M/S (Schultheis, Meezan). Approved.
7. Stand Alone Approval Requests: C S 78A/B/C/D	Speaker: Eric Kuehnl First read of Stand Alone Approval Requests for C S 78A, 78B, 78C, 78D. Courses will be temporarily Stand Alone and included in upcoming Certificate of Achievement in Computer Science Languages. No comments. Second read and possible action will occur at next meeting.
8. New Program Application: Music Technology BA Degree	Speaker: Eric Kuehnl First read of new Music Technology BA degree. Note that submission to CCCCO is unique for bachelor degree programs, using an online form; attachment is a draft of this application. Three new upper division GE

	<p>courses being created, which will then be available for all future bachelor degree programs to use.</p> <p>Second read and possible action will occur at next meeting.</p>
9. New Program Application: Bookkeeping CA	<p>Speaker: Eric Kuehnl First read of new Bookkeeping Certificate of Achievement. Bio Health rep asked if any of these new Accounting certs. currently offered as non-transcriptable certs. (being converted)—Hueg responded dept. planning to remove all non-transcriptable certs. Vanatta noted dept. planning to create nine certs. in total, so some are brand new (dept. currently offers five non-transcriptable certs.). Rep asked if students who take these can then apply courses to associate degree—Hueg responded that some courses on certs. also listed on associate degree.</p> <p>Second read and possible action will occur at next meeting.</p>
10. New Program Application: CPA Exam Preparation - Audit CA	<p>Speaker: Eric Kuehnl First read of new CPA Exam Preparation - Audit Certificate of Achievement. <i>[See item 9 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
11. New Program Application: CPA Exam Preparation - Business Environment and Concepts CA	<p>Speaker: Eric Kuehnl First read of new CPA Exam Preparation - Business Environment and Concepts Certificate of Achievement. <i>[See item 9 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
12. New Program Application: CPA Exam Preparation - Regulations CA	<p>Speaker: Eric Kuehnl First read of new CPA Exam Preparation - Regulations Certificate of Achievement. <i>[See item 9 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
13. New Program Application: Financial Accounting CA	<p>Speaker: Eric Kuehnl First read of new Financial Accounting Certificate of Achievement. <i>[See item 9 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
14. New Program Application: Payroll Preparation CA	<p>Speaker: Eric Kuehnl First read of new Payroll Preparation Certificate of Achievement. <i>[See item 9 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
15. New Degree or Certificate Creation Process	<p>Speaker: Eric Kuehnl First read of new Degree or Certificate Creation Process. Draft is the result of workgroup, which has been meeting this year. Note that “program” being defined as degrees or certificates, for this process.</p> <p>Step One of process (“Elevator Pitch”): proposing faculty completes new deg./cert. proposal form, similar to existing new course proposal form. Subramaniam suggested adding to the form a question about how the deg./cert. related to (or aligned with) Foothill’s Strategic Vision for Equity. PSME rep asked which step of the process addresses if the college has resources to support the new deg./cert.; knows it’s part of narrative document but doesn’t see it listed on proposal form. Believes important to ensure we have necessary resources, incl. human resources. BSS rep noted frequently receives feedback from faculty re: the number of various required forms; could be helpful to add purpose of each step to the process, to frame why form/step is necessary. Also asked that forms be Smartsheets or other type of online form—Vanatta</p>

responded that the plan is for process to eventually be in CourseLeaf; in the meantime, form/process will be online, using Smartsheet or some other software/app.

PSME rep agreed w/ BSS rep's suggestion to add context to each step and reiterated the need to ensure resources available for new deg./cert. Kuehnl clarified that proposal form is simply a short form and the idea is that conversations re: resources, etc., would be happening with the relevant people (list in Step One). Idea is for program to be vetted by stakeholders early on, so it doesn't get too far in the process before aspects such as resourcing are discussed. PSME rep reiterated need to call out resource discussion in process, either in Step One or Two. Bio Health rep was on workgroup, and noted the idea behind proposal form is to ensure the new deg./cert. not getting too far in the process before important discussions occur. Also noted workgroup discussed potential involvement of new Mission (I'm) Possible Council (MIP-C), but received feedback from Acting President Fong that MIP-C not an appropriate venue for new degs./certs.

Hueg believes discussion re: resources should occur w/ dean at onset of entire process; in the rare event a deg./cert. gets all the way to CCC without dean's buy-in re: resources, issue should be resolved not with MIP-C but with VP Instruction and at CCC. PSME rep noted that human resources aspect difficult because it's not always clear. Hueg believes any conflict around resources (e.g., between dean and dept.) should be discussed at CCC. Bio Health rep suggested providing faculty with guidance re: what is meant by "resources," because not all faculty understand how to address that aspect. Also asked if process will be required for faculty who are "re-packaging" courses to offer in a new cert. (similar to today's Accounting certs.)—Kuehnl responded this process meant to be required for any new deg./cert.; previous streamlined process (for non-transcriptable certs.) no longer used.

Kuehnl noted proposal form meant to not bog down faculty (e.g., burden them w/ resource component) but to let them quickly propose new deg./cert. to bring to groups listed in Step Two. Point is to prevent faculty from doing substantial work only to find out that new deg./cert. not viable.

Bio Health rep asked for clarification re: non-transcriptable credit certs. (mentioned on proposal form)—Vanatta responded these certs. are listed in the catalog but don't appear on students' transcripts, and are awarded by the divisions. Kuehnl mentioned various reasons for continuing to offer non-transcriptable certs.; Hueg mentioned burden placed on division assistants in having to award them.

Step Two: approval/feedback of proposal form: division CC approves, CCC approves, Academic & Professional Matters (APM) discusses but doesn't approve. Kuehnl noted possibility of APM discussion contingent on De Anza's modifying their process to add APM discussion. Subramaniam asked for clarification re: CCC approval, for example, if division CC approves proposal, CCC can reject it—Kuehnl responded, yes. Also asked if division CC can reject proposal—yes. Counseling rep asked if discussion re: resources would be included in division CC discussion during Step Two—Kuehnl responded the idea is that faculty consult w/ stakeholders during Step One, before proposal goes to division CC. Believes resources aspect could be critical part of CCC discussion during Step Two, adding that CCC should be asking these types of questions.

Step Three: faculty completes state-required narrative document, similar to current process. Step Four: approval of narrative and supporting documentation: division CC, CCC, and FHDA board. Kuehnl has been in contact w/ Teresa Ong re: timing of requesting LMI; needs to happen as early as possible (will update process for second read). Subramaniam suggested updating note underneath Workforce/CTE Program question (on proposal form), to remove “recommended” language since LMI is required—will update. Maravilla suggested adding “Step One” to proposal form, to help un-complicate process for faculty.

Vanatta asked if narrative will be required for non-transcriptable certs., since they’re included on proposal form, and asked for clarification re: process for them after proposal form approved. Currently, they don’t follow our formal process. Kuehnl asked the group for their thoughts. PSME rep recalled discussion at CCC, years ago, re: possibly doing away w/ non-transcriptable certs., and wondered if by not requiring them to go through full formal process we’d be encouraging depts. to create non-transcriptable vs. state-approved. Hueg wondered what the benefit of non-transcriptable certs. is to students—SRC rep responded w/ example from TTW program, and Kuehnl mentioned Anthropology dept. fieldwork. Other Bio Health rep mentioned some Allied Health programs have legal requirement to offer certs. which don’t meet the unit threshold required by the state—Hueg responded that these examples aren’t quite the same as those offered by Anthro. dept., etc. Kuehnl suggested the division CC approve non-transcriptable certs. Subramaniam asked why division CC should be involved w/ non-transcriptable certs. Vanatta noted that current process to add/modify/delete non-transcriptable cert. is to simply make changes to the curriculum sheet, which must be approved by division CC.

PSME rep suggested “waiver” of process for certain situations, such as creation of non-transcriptable certs. Vanatta noted that any deg./cert. we’re submitting to the state must go through our local process, so could waive it only for non-transcriptable certs.; wondered if they should even be included in process. Subramaniam wondered why non-transcriptable certs. even need to be included on curriculum sheets—Vanatta responded they must be in order to be listed in the catalog. Discussion occurred re: whether we’re required to list non-transcriptable certs. in the catalog. Other Bio Health rep believes important to clarify vocabulary re: the types of certs. awarded by Allied Health programs and other depts., which aren’t listed in catalog at all (even as non-transcriptable certs.). Kuehnl suggested non-transcriptable certs. not need to go to CCC, just to division CC (i.e., continuing current process). Bio Health rep recalled workgroup’s discussion of non-transcriptable certs., which were included in process for a reason; believes worthwhile for them to come to CCC during Step One/Two, even just for the purpose of awareness.

Other Bio Health rep explained process of awarding non-transcriptable certs. to their program’s students (certs. which aren’t listed in catalog). Kuehnl asked if group agrees with suggestion that non-transcriptable certs. stop at Step Two B (CCC approval)—PSME rep opposed, and again suggested we shouldn’t make it easier for faculty to create non-transcriptable certs. (vs. state-approved). Vanatta noted it’s currently rare for new non-transcriptable certs. to be created; for 2022-23 catalog just one was created. Bio Health rep noted opportunity of them coming to CCC, which could spark discussion of encouraging creation of state-

	<p>approved cert. Kuehnl will update process, for second read, to have non-transcriptable certs. stop at Step Two B—can discuss further at next meeting, if necessary.</p> <p>Second read and possible action will occur at next meeting. Kuehnl asked the reps to please share and discuss with their constituents, so we can have a productive second read.</p>
<p>16. Equity in the COR</p>	<p>Speaker: Eric Kuehnl Continuation of discussion from previous meetings. Today’s breakout groups will discuss the Course Content section of the COR, to come up with ideas related to imbuing equity into this specific section. Kuehnl pointed out attachment from Glendale CC, which folks may find helpful.</p> <p>CCC members broke out into small groups of 3-5 (online and in person) for 20 minutes. The full group then reconvened and shared out ideas from their small groups.</p> <p>Bio Health rep shared that depending on the course, this section doesn’t allow for a lot of wiggle-room, especially for Allied Health courses, which have outside accreditation boards. Suggested looking at how course as a whole is being put together, instead of prescribing things to specific sections. Suggested CCC create guide listing various considerations which could be made depending on how much flexibility faculty has over certain sections of the COR.</p> <p>PSME rep shared that this section doesn’t always lend itself to ideas of equity, but group came up with some ideas. For example, when updating a science course, faculty could engage in explicit discussion of how science is evolving/iterative, to really evaluate whether current content is timely; could address things which have been “incorrectly understood” in STEM or other disciplines. Also, in the context of incorporating cultural perspective, faculty could create opportunities for students to engage with topic in a unique way, giving students a sense of ownership over their learning. Similar to Bio Health rep’s suggestion, mentioned creating a guide for faculty which could apply to the COR as a whole (vs. section-specific guidance).</p> <p>Language Arts rep shared their group looked at Glendale CC attachment and used ENGL 43 series course as example – looked at ways to move away from purely “canonical” texts and include, for example, slave narratives. Mentioned importance of talking to Articulation Officer to ensure edits won’t potentially create issues for articulation. Agreed with other groups that certain points will be more applicable to some disciplines/courses than others. Kuehnl agreed with recommendation to stress discussion w/ AO in whatever prompt/guidelines CCC may create.</p> <p>Next breakout session at next/final CCC meeting. Hope is to move forward with creation of document/guidelines by end of fall quarter.</p>
<p>17. Good of the Order</p>	
<p>18. Adjournment</p>	<p>4:06 PM</p>

Attendees: Micaela Agyare* (LRC), Kathy Armstrong* (PSME), Jeff Bissell* (KA), Rachelle Campbell* (BH), Roosevelt Charles* (Dean—CNSL), Valerie Fong* (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA & LRC), Kurt Hueg* (Interim VP Instruction), Maritza Jackson Sandoval* (CNSL), Julie Jenkins* (BSS), Ben Kaupp* (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Ana Maravilla (SRC), Allison Meezan (BSS), Tim Myres (APPR), Lisa Schultheis* (BH), Ram Subramaniam* (Administrator Co-Chair), Kella Svetich (LA), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 06/02/22 10:22 am

Viewing: **APPT F199. : G-PRO CERTIFICATION**

Last edit: 06/03/22 9:37 am

Changes proposed by: Matt Hajny (11168170)

In Workflow

- 1ED Curriculum Rep
- Curriculum Coordinator
- Activation

Course Proposal Form

Faculty Author Matthew Hajny

Effective Term Summer 2023

Subject Apprenticeship: Pipe Trades (APPT) Course Number F199.

Department Apprenticeship (A P)

Division Apprenticeship (1ED)

Units 2

Hours 24 hours lecture per quarter

Course Title G-PRO CERTIFICATION

Short Title

Proposed Transferability None

Proposed Description and Requisites: This course prepares students to take the Gpro Certification Exam. Passing the Gpro Certification Exam provides the student with Gpro Certification, completes 1 of the 5 prerequisites to Title 24 certification, and, if the student is an apprentice, meets a requirement to receiving their Journeyman card. This is an online only course with support from an instructor as needed.

Proposed Discipline Air Conditioning, Refrigeration, Heating

To which Degree(s) or Certificate(s) would this course potentially be added?
AS Degree and Certificate of Achievement in Air Conditioning and Refrigeration Technology

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This will be an online course built to be self-paced. An instructor will be assigned to assist as needed.

Reviewer Comments

Approval Path

- 06/02/22 12:07 pm
Brian Murphy (brian): Approved for 1ED Curriculum Rep

Course Change Request

New Course Proposal

Date Submitted: 05/31/22 11:24 am

Viewing: **LINC F060C : EDUCATIONAL GAME DESIGN**

Last edit: 06/03/22 1:20 pm

Changes proposed by: Cassandra Pereira (10209946)

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 06/03/22 12:56 pm
Julie Jenkins (jenkinsjulie):
Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author: Cassandra Pereira

Effective Term: Summer 2023

Subject: Learning in New Media Classrooms (LINC) Course Number: F060C

Department: Learning in New Media Classrooms (LINC)

Division: Business and Social Sciences (1SS)

Units: 3

Hours: 3 hours lecture

Course Title: EDUCATIONAL GAME DESIGN

Short Title:

Proposed Transferability: CSU Only

Proposed Description and Requisites: This course will apply a design thinking process to the design and development of an educational game. Students will study the foundations and mechanics of game design, explore the use of games in teaching and learning experiences, and analyze tabletop, digital, and alternate reality games for their educational purposes. Following established methodologies, students will research, design, develop, and refine an educational game through an iterative process. The final product will be tested with learners and evaluated on its educational impact.

Proposed Discipline: Instructional Design/Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
New Certificate: Game-Based Learning (to be proposed in 2022-2023 school year)

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:
This course will be a foundational/core course for a new Certificate of Achievement in Game-Based Learning, to be proposed in the 22-23 AY.

Reviewer Comments:

Course Change Request

New Course Proposal

Date Submitted: 05/31/22 11:10 am

Viewing: **LINC F060E : EDUCATIONAL APPLICATIONS FOR AUGMENTED, ALTERNATE & VIRTUAL REALITY**

Last edit: 06/03/22 1:21 pm

Changes proposed by: Cassandra Pereira (10209946)

In Workflow

1. **1SS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 06/03/22 12:56 pm
Julie Jenkins (jenkinsjulie):
Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author	Cassandra Pereira		
Effective Term	Summer 2023		
Subject	Learning in New Media Classrooms (LINC)	Course Number	F060E
Department	Learning in New Media Classrooms (LINC)		
Division	Business and Social Sciences (1SS)		
Units	3		
Hours	3 hours lecture		
Course Title	EDUCATIONAL APPLICATIONS FOR AUGMENTED, ALTERNATE & VIRTUAL REALITY		
Short Title			

Proposed Transferability CSU Only

Proposed Description and Requisites: This course provides a hands-on overview of new and emerging technologies for augmented reality (AR) and virtual reality (VR), as well as alternate reality games (ARGs), from an educational perspective. Students will explore AR and VR applications and media and will analyze their use for instructional purposes. Issues of equity and accessibility, along with practical strategies for integrating these experiences into the classroom, will be centered in discussions throughout the course. Students will create projects, media, and environments that support teaching and learning goals using AR, VR, and ARGs.

Proposed Discipline Instructional Design/Technology

To which Degree(s) or Certificate(s) would this course potentially be added?

New Certificate: Game-Based Learning

Current Certificates: Education Technology Specialist and Emerging Educational Technology Leadership

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course will be part of a new certificate in Game Based Learning, to be proposed in the 22-23 academic year. Additionally, it addresses an emerging trend in education technology that will be increasingly applicable to educators and instructors.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/07/22 2:50 pm

Viewing: **POLI F070R : INDEPENDENT STUDY IN POLITICAL SCIENCE**

Last edit: 06/03/22 1:25 pm

Changes proposed by: Kerri Ryer (20257859)

In Workflow

- 1SS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 06/03/22 12:57 pm
Julie Jenkins (jenkinsj):
Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author Kerri Ryer

Effective Term Summer 2023

Subject Political Science (POLI) Course Number F070R

Department Political Science (POLI)

Division Business and Social Sciences (1SS)

Units 1

Hours 3 hours laboratory

Course Title INDEPENDENT STUDY IN POLITICAL SCIENCE

Short Title

Proposed Transferability CSU Only

Proposed Description and Requisites: Provides an opportunity for the student to expand their studies in political science beyond the classroom by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of six (6) units of independent study courses per department.

Proposed Discipline Political Science

To which Degree(s) or Certificate(s) would this course potentially be added?
AA Political Science, AA-T Political Science

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

Creation of POLI independent study series. Will also include the 2 unit, 3 unit, and 4 unit options (POLI 71R, 72R & 73R).

Reviewer Comments

**Foothill College
College Curriculum Committee
2022-23 Meeting Dates**

Fall Quarter:

October 4
October 18
November 1
November 15
November 29

Winter Quarter:

January 24
February 7
February 21
March 7
March 21

Spring Quarter:

April 25
May 9
May 23
June 6
June 20

All meetings fall on Tuesday and will be held from 2:00 p.m. – 3:30 p.m. (location TBD).

Note: Meeting dates are tentative and subject to change. The final schedule will be confirmed via calendar invitations sent to CCC Reps via email.

C S F078A : SPECIAL TOPICS IN COMPUTER SCIENCE

Effective Term

Summer 2022

Subject

Computer Science (C S)

Course Number

F078A

Department

Computer Science (C S)

Division

Science Technology Engineering and Mathematics (1PS)

Units

1

Course Title

SPECIAL TOPICS IN COMPUTER SCIENCE

Former ID**Cross Listed****Related Courses****Maximum Units**

1

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1

Weekly Lab Hours

1

Weekly Out of Class Hours

2

Special Hourly Notation**Total Contact Hours**

24

Total Student Learning Hours

48

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Temporary

In this case, identify the degree/certificate to which the course will be added:

The course will be added to a new Certificate of Achievement in Computer Science Languages, once we identify which specific programming language(s) will be applicable

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

The course will be added to a certificate once language determination is made for following academic year

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

Market data from the US Bureau of Labor Statistics shows a projected 2020-30 increase for Computer occupations of 28%.

Based on all available data, there appears to be a significant undersupply of Programming Language workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County).

Attach evidence**Need/Justification**

This special topics course will enable the instructor and student to work together on the design and development of applications utilizing prior knowledge of a programming language. The course will ultimately be added to a new Certificate of Achievement in Computer Science Languages.

Course Description

Examination of selected topics relating to the Computer Science discipline. Subject matter will vary.

Course Prerequisites**Course Corequisites****Course Advisories**

Advisory: C S 1A, C S 2A, C S 3A or C S 49.

Course Objectives

The student will be able to:

1. Analyze and explore selected topics in computer science.
2. Complete programming or other projects appropriate to the selected topics.

Course Content

Possible special topics focusing on computer science issues within the following areas of specialization (but not limited to):

1. Emerging programming languages
2. Mobile applications
3. Networking
4. Machine learning and artificial intelligence
5. Operating systems
6. Database systems
7. Data analysis
8. Computer graphics
9. Web development
10. Blockchain

Lab Content

Lab content to support the selected topic.

Special Facilities and/or Equipment

Access to a computer laboratory with the appropriate software.

Methods of Evaluation**Methods of Evaluation**

Presentations

Written assignments, which include source code, sample runs and documentation

Tests and quizzes

Final examination

Method(s) of Instruction**Method(s) of Instruction**

Lectures pertinent to the selected topics

Discussion which engages students and instructor in an ongoing dialog about the selected topics

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Required Materials

Current texts based on selected topic.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading Assignments:
 0. Assigned textbook or directed research averaging 5 pages per week
 1. Instructor curated material averaging 3 pages per week
2. Writing Assignments:
 0. Writing technical prose documentation that supports and describes projects that are submitted for grades
 1. Synthesizing and reporting research results

Authorized Discipline(s):

Computer Science

Faculty Service Area (FSA Code)

COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)

*0707.00 - Computer Software Development

Foothill College Distance Learning Addendum

Addendum to the Course Outline of Record

Course Approval Application for Online/Distance Learning Delivery

Form approved by the College Curriculum Committee, November 3, 2020 (updated March 5, 2021)

Distance Learning Status

Select distance learning status below

Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)

Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster.

Distance Learning Modality

Select all modalities for which the course may be taught

R = Combined Virtual

T = All Modalities Hybrid

V = Virtual (synchronous)

W = Online (asynchronous)

Y = Hybrid

Z = Online Hybrid

Note: For definitions and additional information about Distance Learning Modalities, click the help bubble.

If you would like to provide additional comments or details about the selected modalities, please do so here:

Regular and Effective Contact

Any portion of a course conducted through distance education must include regular and effective contact between instructor and students, and among students, either synchronously or asynchronously. This includes any online portion of a hybrid course, and includes any course conducted through distance education during State of Emergency.

Instructor-to-Student Contact Methods: Select all that apply

Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Group or individual meetings

Orientation and review sessions

Supplemental seminar or study sessions

Library workshops
Field trips
Private messages within the Course Management System
Personal email outside of the Course Management System
Telephone contact
Chat room within the Course Management System
Weekly announcements in the Course Management System
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
Discussion forums with appropriate facilitation and/or substantive instructor participation
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Note: For additional information about Contact Methods, click the help bubble.

Student-to-Student Contact Methods: Select all that apply

Discussion forums with appropriate facilitation and/or substantive instructor participation
Chat room within the Course Management System
Group meetings
Blogs/Wikis
Student collaborations
Study forums

Accessibility

In accordance with Title 5 and AP 4105, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Confirm, below, that the following accessibility requirements will be built into the course, as applicable:

- **Simple, logical, uncluttered course design (module structure)**
- **Use of Header and Paragraph styles on longer pages**
- **Font formatting, rather than color, for emphasis in text**
- **Transcripts of audio clips**
- **Captions for video clips**
- **Alt tags on graphics**
- **Descriptive URL links**
- **Tables accessible to screen readers (tables should be used only for simple data and have row and column headers; tables should not be used for course layout)**
- **Directions for accessing support services available for students are clearly posted**

Confirm:

I confirm that all of the above-listed accessibility requirements will be built into the course, as applicable

If you would like to provide information about additional accessibility details for the course, please do so here:

Attach Historical Forms/Documents (if applicable)

[Articulation Office Only](#)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

6/16/2021

[Division Dean Only](#)

Seat Count

40

Load

.038

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125111 - FH-Computer Sciences (C S)

Account Code

1320

Program Code

070700 - Computer Software Development

C S F078B : SPECIAL TOPICS IN COMPUTER SCIENCE

Effective Term

Summer 2022

Subject

Computer Science (C S)

Course Number

F078B

Department

Computer Science (C S)

Division

Science Technology Engineering and Mathematics (1PS)

Units

2

Course Title

SPECIAL TOPICS IN COMPUTER SCIENCE

Former ID**Cross Listed****Related Courses****Maximum Units**

2

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

2

Weekly Lab Hours

1

Weekly Out of Class Hours

4

Special Hourly Notation**Total Contact Hours**

36

Total Student Learning Hours

84

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

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Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Temporary

In this case, identify the degree/certificate to which the course will be added:

The course will be added to a new Certificate of Achievement in Computer Science Languages, once we identify which specific programming language(s) will be applicable

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

The course will be added to a certificate once language determination is made for following academic year

The Curriculum Committee must evaluate this application based on the following criteria:

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Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

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Evidence

Market data from the US Bureau of Labor Statistics shows a projected 2020-30 increase for Computer occupations of 28%.

Based on all available data, there appears to be a significant undersupply of Programming Language workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County).

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Lab content to support the selected topic.

Special Facilities and/or Equipment

Access to a computer laboratory with the appropriate software.

Methods of Evaluation**Methods of Evaluation**

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Tests and quizzes

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Method(s) of Instruction**Method(s) of Instruction**

Lectures pertinent to the selected topics

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Representative Text(s)

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Other Required Materials

Current texts based on selected topic.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading Assignments:
 0. Assigned textbook or directed research averaging 5 pages per week
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Chat room within the Course Management System
Weekly announcements in the Course Management System
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
Discussion forums with appropriate facilitation and/or substantive instructor participation
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

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[Articulation Office Only](#)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

6/16/2021

[Division Dean Only](#)

Seat Count

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Load

.060

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125111 - FH-Computer Sciences (C S)

Account Code

1320

Program Code

070700 - Computer Software Development

C S F078C : SPECIAL TOPICS IN COMPUTER SCIENCE

Effective Term

Summer 2022

Subject

Computer Science (C S)

Course Number

F078C

Department

Computer Science (C S)

Division

Science Technology Engineering and Mathematics (1PS)

Units

3

Course Title

SPECIAL TOPICS IN COMPUTER SCIENCE

Former ID**Cross Listed****Related Courses****Maximum Units**

3

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

3

Weekly Lab Hours

1

Weekly Out of Class Hours

6

Special Hourly Notation**Total Contact Hours**

48

Total Student Learning Hours

120

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

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Workforce/CTE

Criteria B. Need

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Attach evidence**Need/Justification**

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Course Description

Examination of selected topics relating to the Computer Science discipline. Subject matter will vary.

Course Prerequisites**Course Corequisites****Course Advisories**

Advisory: C S 1A, C S 2A, C S 3A or C S 49.

Course Objectives

The student will be able to:

1. Analyze and explore selected topics in computer science.
2. Complete programming or other projects appropriate to the selected topics.

Course Content

Possible special topics focusing on computer science issues within the following areas of specialization (but not limited to):

1. Emerging programming languages
2. Mobile applications
3. Networking
4. Machine learning and artificial intelligence
5. Operating systems
6. Database systems
7. Data analysis
8. Computer graphics
9. Web development
10. Blockchain

Lab Content

Lab content to support the selected topic.

Special Facilities and/or Equipment

Access to a computer laboratory with the appropriate software.

Methods of Evaluation**Methods of Evaluation**

Presentations

Written assignments, which include source code, sample runs and documentation

Tests and quizzes

Final examination

Method(s) of Instruction**Method(s) of Instruction**

Lectures pertinent to the selected topics

Discussion which engages students and instructor in an ongoing dialog about the selected topics

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Required Materials

Current texts based on selected topic.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading Assignments:
 0. Assigned textbook or directed research averaging 5 pages per week
 1. Instructor curated material averaging 3 pages per week
2. Writing Assignments:
 0. Writing technical prose documentation that supports and describes projects that are submitted for grades
 1. Synthesizing and reporting research results

Authorized Discipline(s):

Computer Science

Faculty Service Area (FSA Code)

COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)

*0707.00 - Computer Software Development

Foothill College Distance Learning Addendum

Addendum to the Course Outline of Record

Course Approval Application for Online/Distance Learning Delivery

Form approved by the College Curriculum Committee, November 3, 2020 (updated March 5, 2021)

Distance Learning Status

Select distance learning status below

Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)

Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster.

Distance Learning Modality

Select all modalities for which the course may be taught

R = Combined Virtual

T = All Modalities Hybrid

V = Virtual (synchronous)

W = Online (asynchronous)

Y = Hybrid

Z = Online Hybrid

Note: For definitions and additional information about Distance Learning Modalities, click the help bubble.

If you would like to provide additional comments or details about the selected modalities, please do so here:

Regular and Effective Contact

Any portion of a course conducted through distance education must include regular and effective contact between instructor and students, and among students, either synchronously or asynchronously. This includes any online portion of a hybrid course, and includes any course conducted through distance education during State of Emergency.

Instructor-to-Student Contact Methods: Select all that apply

Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method

Group or individual meetings

Orientation and review sessions

Supplemental seminar or study sessions

Library workshops
Field trips
Private messages within the Course Management System
Personal email outside of the Course Management System
Telephone contact
Chat room within the Course Management System
Weekly announcements in the Course Management System
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
Discussion forums with appropriate facilitation and/or substantive instructor participation
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts

Note: For additional information about Contact Methods, click the help bubble.

Student-to-Student Contact Methods: Select all that apply

Discussion forums with appropriate facilitation and/or substantive instructor participation
Chat room within the Course Management System
Group meetings
Blogs/Wikis
Student collaborations
Study forums

Accessibility

In accordance with Title 5 and AP 4105, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Confirm, below, that the following accessibility requirements will be built into the course, as applicable:

- **Simple, logical, uncluttered course design (module structure)**
- **Use of Header and Paragraph styles on longer pages**
- **Font formatting, rather than color, for emphasis in text**
- **Transcripts of audio clips**
- **Captions for video clips**
- **Alt tags on graphics**
- **Descriptive URL links**
- **Tables accessible to screen readers (tables should be used only for simple data and have row and column headers; tables should not be used for course layout)**
- **Directions for accessing support services available for students are clearly posted**

Confirm:

I confirm that all of the above-listed accessibility requirements will be built into the course, as applicable

If you would like to provide information about additional accessibility details for the course, please do so here:

Attach Historical Forms/Documents (if applicable)

[Articulation Office Only](#)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

6/16/2021

[Division Dean Only](#)

Seat Count

40

Load

.083

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125111 - FH-Computer Sciences (C S)

Account Code

1320

Program Code

070700 - Computer Software Development

C S F078D : SPECIAL TOPICS IN COMPUTER SCIENCE

Effective Term

Summer 2022

Subject

Computer Science (C S)

Course Number

F078D

Department

Computer Science (C S)

Division

Science Technology Engineering and Mathematics (1PS)

Units

4.5

Course Title

SPECIAL TOPICS IN COMPUTER SCIENCE

Former ID**Cross Listed****Related Courses****Maximum Units**

4.5

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

4

Weekly Lab Hours

2

Weekly Out of Class Hours

8

Special Hourly Notation**Total Contact Hours**

72

Total Student Learning Hours

168

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Temporary

In this case, identify the degree/certificate to which the course will be added:

The course will be added to a new Certificate of Achievement in Computer Science Languages, once we identify which specific programming language(s) will be applicable

What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

The course will be added to a certificate once language determination is made for following academic year

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

Market data from the US Bureau of Labor Statistics shows a projected 2020-30 increase for Computer occupations of 28%.

Based on all available data, there appears to be a significant undersupply of Programming Language workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County).

Attach evidence**Need/Justification**

This special topics course will enable the instructor and student to work together on the design and development of applications utilizing prior knowledge of a programming language. The course will ultimately be added to a new Certificate of Achievement in Computer Science Languages.

Course Description

Examination of selected topics relating to the Computer Science discipline. Subject matter will vary.

Course Prerequisites**Course Corequisites****Course Advisories**

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C-ID Notation

IGETC Notation

CSU GE Notation

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CSU

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[Division Dean Only](#)

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Org Code

125111 - FH-Computer Sciences (C S)

Account Code

1320

Program Code

070700 - Computer Software Development

Baccalaureate Degree Program Application

A - BDP Application Instructions and Specifications

Required BDP Documentation Per Education Code

As specified in Education Code Section 78042 of Article 3 of Chapter 1 of Part 48 of Division 7 of Title 3 Baccalaureate Degree Program applicants are required to submit the following documentation:

1. Has your district submitted evidence of approval to offer the proposed baccalaureate degree programs through the Accrediting Commission for Community and Junior Colleges (ACCJC)?

YES

2. Is a system in place for the district to maintain separate records for students who are enrolled in courses classified in the upper division and lower division of the proposed baccalaureate degree program?

YES

3. Will students in the proposed baccalaureate degree program be reported as a community college student for enrollment in a lower division course and as a baccalaureate degree program student for enrollment in an upper division course?

YES

B – Baccalaureate Degree Program Application

4. Program Goals and Objectives – Please submit documentation regarding unmet workforce needs specifically related to the subject area of the proposed baccalaureate degree program. Documentation may address transfer preparation. Refer to the California Community Colleges Chancellor’s Office Program and Course Approval Handbook, 7th Edition, pp. 93-95 for a discussion on Labor Market Information analysis and considerations.

The goal of the Music Technology Baccalaureate Degree Program is to educate students who have completed an approved associate degree program in music technology and provide them with skills necessary for advancement in the field. The baccalaureate degree will ensure that graduates have a competitive advantage when seeking employment.

LMI DATA ATTACHED

5. Expertise, Resources, and Student Interest - Please submit documentation of the district’s expertise, resources, and student interest to offer a quality baccalaureate degree in the proposed field of study.

The Music Technology Program at Foothill College is the preeminent community college music technology program in California. It is the oldest community college-based music technology program with a dedicated Associate of Arts degree in Music Technology. The Foothill College Music Technology

Program enrolls more than 100 declared majors in any given academic year, and total course enrollment per annum is over 500. The facilities and equipment available to current Music Technology students are comparable to those found in the best professional facilities in the industry. As such, current resources are adequate for expanding the Music Technology Program to include a baccalaureate program.

6. Similar Programs at Other Colleges in Service Area – Please submit a written statement supporting the necessity of a four-year degree for the proposed baccalaureate degree program in the local community or region of the district.

The Bachelor of Arts in Music Technology is not currently offered in the UC or CSU systems. While a small number of CSU music programs offer a Bachelor of Music degree with an option or minor in music technology, these programs exclude any applicant that is not an advanced performer on a classical musical instrument. This disparity precludes transfer from our program to many of these “music conservatory-style” programs and leaves our graduates with very few options to continue their education. The reality in this field is that a traditional classical music performance background is no longer relevant to music technology careers such as music director and composer, sound engineering technician, audio-video technician, broadcast technician, and audio-visual installation and repairer.

C – Baccalaureate Degree Program Application (Cont.)

7. Catalog Description – Please include program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to the proposed baccalaureate degree program’s goal(s).

The Music Technology baccalaureate degree program is intended for students who have completed an approved associate degree program in the field of music technology as a pathway to complete a four-year degree. The curriculum focuses on advanced techniques in studio recording, mixing & mastering, electronic music production, game audio, and sound for film. The program will be limited to 40 students and will commence Fall quarter.

Program Student Learning Outcomes

- The baccalaureate degree graduate will have the skills to succeed in a variety of roles as a music technology professional and will possess the skills and knowledge integral the profession with an emphasis on audio engineering, sound design for games and film, and electronic music production.
- The baccalaureate degree graduate will be able to engineer recordings, design sound for games and film, and produce electronic music in a professional employment setting.

8. Program Requirements – Please include a description of the proposed baccalaureate degree program’s course requirements, faculty, facilities, and sequencing that reflects program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table. *

Program Prerequisites

- Completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC)

- Associate degree from an accredited two-year community college music technology program or equivalent.

Program Requirements

56 Units of Upper Division Courses in Music Technology Including:

- MTEC 3XX - Advanced Digital Audio Workstations I & II (8 units)
- MTEC 3XX - Advanced Studio Recording I & II (8 units)
- MTEC 3XX - Advanced Mixing & Mastering I & II (8 units)
- MTEC 3XX - Advanced Game Audio I & II (8 units)
- MTEC 3XX - Advanced Audio Post-Production I & II (8 units)
- MTEC 3XX - Advanced Electronic Music Production I & II (8 units)
- MTEC 3XX - Capstone Project in Music Technology (4 units)
- MTEC 3XX - Music Technology Portfolio Development (4 units)

15 Units of Upper Division General Education Courses including:

- ANTH 3XX – Patterns of Culture (5 units)
- BIOL 3XX - The Neuroscience of Creativity (5 units)
- HUMN 3XX - With Great Power Comes Great Responsibility (5 units)

First Year

Fall Quarter

- MTEC 3XX - Advanced Digital Audio Workstations I (4 units)
- MTEC 3XX - Advanced Electronic Music I (4 units)
- Patterns of Culture (5 units)

Winter Quarter

- MTEC 3XX - Advanced Studio Recording I (4 units)
- MTEC 3XX - Advanced Game Audio I (4 units)
- BIOL 3XX - The Neuroscience of Creativity (5 units)

Spring Quarter

- MTEC 3XX - Advanced Mixing & Mastering I (4 units)
- MTEC 3XX - Advanced Audio Post-Production I (4 units)
- HUMN 3XX - With Great Power Comes Great Responsibility (5 units)

Second Year

Fall Quarter

- MTEC 3XX - Advanced Digital Audio Workstations II (4 units)
- MTEC 3XX - Advanced Electronic Music II (4 units)

Winter Quarter

- MTEC 3XX - Advanced Studio Recording I (4 units)
- MTEC 3XX - Advanced Game Audio I (4 units)
- MTEC 3XX - Music Technology Portfolio Development (4 units)

Spring Quarter

- MTEC 3XX - Advanced Mixing & Mastering II (4 units)
- MTEC 3XX - Advanced Audio Post-Production II (4 units)
- MTEC 3XX - Capstone Project in Music Technology (4 units)

TOTAL UNITS: 71 units

The program will be available in both hybrid and fully online.

The faculty will include Eric Kuehnl and Bruce Tambling.

Currently Foothill Music Technology equipment and facilities are adequate for this program.

9. Administrative Plan - Please submit the administrative plan for the proposed baccalaureate degree program, including, but not limited to, the governing board of the district's funding plan for its specific district.

Financially, the Foothill-De Anza Community College District is among the strongest in the state. The Adopted Budget plan for \$196.3 million in unrestricted general fund revenue is \$4.3 million higher than the prior year's Adopted Budget. The Adopted Budget has an unadjusted positive operating result of \$2 million and an ending fund balance of \$36.3 million. Planning and implementation costs will be funded by a combination of CTE Enhancement Funds, Perkins funding, and divisional operating budgets. The district has earned AAA and AA ratings from Moody's Investors Service and Standard & Poor's on all or most of its general obligation bond issues and consecutive refinancing.

The current staffing of the Music Technology Program is adequate to launch the baccalaureate program and for tracking outcomes. The facilities and equipment available to current Music Technology students are comparable to those found in the best professional facilities in the industry. As such, current resources are adequate for expanding the Music Technology Program to include a baccalaureate program.

In addition, Foothill College's Online Learning Center has the experience and infrastructure to assist the baccalaureate program with coursework that might be offered in online or hybrid formats. Because Foothill already offers a baccalaureate degree, the College has the infrastructure and experience necessary to meet the demands of a baccalaureate degree program.

D – Baccalaureate Degree Program Application (Cont.)

10. Master Planning – Explain how the proposed baccalaureate degree program fits into the mission, curriculum, and master planning of the college and higher education in California. Please submit documentation that verifies how your district maintains the primary mission of the California Community Colleges specified in paragraph (3) of subdivision (a) of Section 66010.4 of article 2 of

chapter 2 of division 5 of title 3 of the California Code of Regulations. As a part of a proposed baccalaureate degree program, your district shall demonstrate how its mission provides a high-quality undergraduate education at an affordable price for students and the state. *

Foothill College's mission states that "Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens". We work to obtain equity in achievement of student outcomes for all California student populations and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines and a bachelor's degree in Dental Hygiene. The proposed Bachelor of Arts in Music Technology degree program is in alignment with the College's mission and builds upon the existing baccalaureate offerings of the College. Providing affordable opportunities for higher education and degree completion to ensure that all students have access to training and education that result in living-wage employment and opportunities.

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good. The proposed program is in alignment with the CCC mission of providing degree-applicable credit. Students who complete the baccalaureate degree will be more marketable and will have more job opportunities than those who have an associate degree.

11. Enrollment and Completer Projections – Please submit annual enrollment projections for the proposed baccalaureate degree program.

Bachelor of Arts in Music Technology Projections: The chart below shows the five-year projections based on the enrollment of completer students and that of past graduates and graduates from other programs.

	2025-26	2026-27	2027-28	2028-29	2029-30
Foothill Music Technology AA degree completers	20	20	20	20	20
Foothill Music Technology AA degree past graduates and graduates of other programs	20	20	20	20	20
Total enrollment	40	40	40	40	40

12. Place of Program in Curriculum/Similar Programs – Please explain how the proposed baccalaureate degree program fits in the college’s existing program inventory.

The existing Associate in Arts in Music Technology degree is 21 months with no application process. The proposed baccalaureate degree program would open applications in August and close April 30 for a starting date in Fall quarter. The proposed curriculum would follow the same format as the Associate in Arts in Music Technology degree program, with a Fall start.

E – Baccalaureate Degree Program Application (Cont.)

13. Program Transitions or Transfer– Please describe how the proposed baccalaureate degree program allows for students to transition to Associate degree programs and transfer to other 4-year institutions if needed.

The proposed program will be a completion program allowing students who have finished an Associate of Arts in Music Technology at Foothill College to enroll. Students who have attended other accredited programs in Music Technology, including programs in California, may also apply to the Music Technology Baccalaureate Degree Program.

14. Board of Governors Fee Waiver - Please submit documentation of your district’s written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.

The District has a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.

15. California State University and the University of California Consultation – Please submit documentation of consultation with the California State University and the University of California regarding collaborative approaches to meeting regional workforce needs.

The California State University and University of California systems do not offer a baccalaureate degree in Music Technology. A recent survey conducted by the Center of Excellence (COE) found that Bay Area employers strongly support community colleges offering baccalaureate degrees.

Based on all available data, there appears to be an “undersupply” of Music Technology workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 674 students in the Bay region and 174 students in the Silicon Valley Sub-Region.

16. California State University and the University of California Non-Duplication - Please submit documentation that the proposed baccalaureate degree program or program curricula is not already offered by the California State University or the University of California.

The Bachelor of Arts in Music Technology is not currently offered in the UC or CSU systems. While a small number of CSU music programs offer a Bachelor of Music degree with an option or minor in music technology, these programs exclude any applicant that is not an advanced performer on a classical musical instrument. This disparity precludes transfer from our program to many of these “music conservatory-style” programs and leaves our graduates with very few options to continue their education. The reality in this field is that a traditional classical music performance background is no longer relevant to music technology careers such as music director and composer, sound engineering technician, audio-video technician, broadcast technician, and audio-visual installation and repairer.

College/District Contact Information

District Name: FHDA

College Name: Foothill College

Address: 12345 S El Monte Rd., Los Altos Hills 94022

College Contact Completing the Application:

College President: Bernadine Chuck Fong

Chief Instructional Officer: Kurt Hueg

Academic Senate President: Kathryn Maurer

Curriculum Chair: Eric Kuehnl



Labor Market Information Report

Music Technology Occupations

Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
April 2022

Recommendation

Based on all available data, there appears to be an “undersupply” of Music Technology workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 674 students in the Bay region and 174 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1005.00 Commercial Music programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Music Technology Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a program review at Foothill College.

- **Music Directors and Composers (27-2041):** Conduct, direct, plan, and lead instrumental or vocal performances by musical groups, such as orchestras, bands, choirs, and glee clubs. Includes arrangers, composers, choral directors, and orchestrators.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 18%
- **Audio and Video Technicians (27-4011):** Set up, or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems. Excludes “Sound Engineering Technicians” (27-4014).
Entry-Level Educational Requirement: Postsecondary nondegree award
Training Requirement: Short-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%
- **Broadcast Technicians (27-4012):** Set up, operate, and maintain the electronic equipment used to transmit radio and television programs. Control audio equipment to regulate volume level and quality of sound during radio and television broadcasts. Operate transmitter to broadcast radio or television programs.
Entry-Level Educational Requirement: Associate’s degree

Training Requirement: Short-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%

- **Sound Engineering Technicians (27-4014):** Operate machines and equipment to record, synchronize, mix, or reproduce music, voices, or sound effects in sporting arenas, theater productions, recording studios, or movie and video productions.

Entry-Level Educational Requirement: Postsecondary nondegree award

Training Requirement: Short-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 39%

- **Audiovisual Equipment Installers and Repairers (49-2097):** Repair, adjust, or install audio or television receivers, stereo systems, camcorders, video systems, or other electronic home entertainment equipment.

Entry-Level Educational Requirement: Postsecondary nondegree award

Training Requirement: Short-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 45%

Occupational Demand

Table 1. Employment Outlook for Music Technology Occupations in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Music Directors and Composers	1,414	1,436	22	2%	962	192	\$16	\$52
Audio and Video Technicians	2,867	3,050	183	6%	2,003	401	\$25	\$55
Broadcast Technicians	516	569	52	10%	391	78	\$16	\$49
Sound Engineering Technicians	578	645	67	12%	447	89	\$25	\$57
Audiovisual Equipment Installers and Repairers	648	569	-78	-12%	338	68	\$20	\$46
Total	6,023	6,269	246	4%	4,141	828		

Source: EMSI 2021.3

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Music Technology Occupations in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Music Directors and Composers	307	316	8	3%	218	44	\$19	\$52
Audio and Video Technicians	823	892	68	8%	593	119	\$25	\$55
Broadcast Technicians	36	48	11	33%	39	8	\$16	\$48
Sound Engineering Technicians	62	78	16	27%	61	12	\$19	\$57
Audiovisual Equipment Installers and Repairers	283	241	-41	-15%	145	29	\$20	\$43
Total	1,511	1,575	64	4%	1,056	212		

Source: EMSI 2021.3

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Apr 2021 - Mar 2022)

Occupation	Bay Region	Silicon Valley
Audio and Video Equipment Technicians	782	232
Electronic Home Entertainment Equipment Installers and Repairers	499	120
Sound Engineering Technicians	324	129
Broadcast Technicians	254	65
Music Directors	92	14
Music Composers and Arrangers	13	2

Source: Burning Glass

Table 4a. Top Job Titles for Music Technology Occupations for latest 12 months (Apr 2021 - Mar 2022)

Bay Region

Title	Bay	Title	Bay
Installer	174	Audio Visual Installation Technician	19
Audio Visual Technician	71	Broadcast Engineer	18
Satellite Tv Installer	60	Installer - Subcontractor	18
Satellite Tv Technician	51	Studio Technician	18
Low Voltage Installer	34	Installer I	17
Av Technician	33	Audio Engineer	13
Studio Coordinator	24	Audio Visual Field Technician	12
Audio/Video Technician	21	Av Technician II	11
Board Operator	20	Audio Technician	10

Source: Burning Glass

Table 4b. Top Job Titles for Music Technology Occupations for latest 12 months (Apr 2021 - Mar 2022)

Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Installer	44	Av Support Technician	6
Av Technician	16	Installer - Subcontractor	6
Audio Visual Technician	12	Av Technician I	5
Studio Coordinator	11	Lead Video Systems/Access Control/Alarm Installer/Service Technician	5
Audio Engineer	9	Low Voltage Installer	5

Title	Silicon Valley	Title	Silicon Valley
Audio Systems Architect	8	Low Voltage Installer - Bay Area	5
Audio Visual Installation Technician	7	Audio Dsp Engineer	4
Installer I	7	Audio Systems Engineer	4
Audio/Video Technician	6	Audio Systems Tuning Engineer	4

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Music Technology Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Religious Organizations	775	787	2%	13%
Motion Picture and Video Production	416	457	10%	7%
Internet Publishing and Broadcasting and Web Search Portals	332	441	33%	6%
Independent Artists, Writers, and Performers	316	330	5%	5%
Television Broadcasting	230	214	-7%	4%
Electrical Contractors and Other Wiring Installation Contractors	204	221	9%	4%
Sound Recording Studios	191	245	28%	4%
Electronics Stores	212	165	-22%	3%
Colleges, Universities, and Professional Schools	162	180	11%	3%
Musical Groups and Artists	149	141	-5%	2%

Source: EMSI 2021.3

Table 6. Top Employers Posting Music Technology Occupations in Bay Region and Silicon Valley Sub-Region (Apr 2021 - Mar 2022)

Employer	Bay	Employer	Silicon Valley
Dish Network	116	Apple Inc.	30
Eos	52	Eos	15
Apple Inc.	30	Diversified	14
Encore Global	29	Google Inc.	13
Diversified	29	Amazon	12
Astreya	25	Astreya	11
Signettec	24	Dish Network	9

Employer	Bay	Employer	Silicon Valley
Facebook	22	Tesla	8
Amazon	21	Sunpower Corporation	8
Sunpower Corporation	18	Santa Clara University	8

Source: Burning Glass

Educational Supply

There are six (6) community colleges in the Bay Region issuing 84 awards on average annually (last 3 years ending 2018-19) on TOP 1005.00 Commercial Music. In the Silicon Valley Sub-Region, there are two (2) community colleges that issued 27 awards on average annually (last 3 years) on this TOP code.

There are four (4) other CTE educational institutions in the Bay Region issuing 70 awards on average annually (last 3 years ending 2016-17) on TOP 1005.00 Commercial Music. There is one (1) other CTE educational institution in the Silicon Valley Sub-Region issuing 11 awards on average annually (last 3 years) on this TOP code.

Table 7a. Community College Awards on TOP 1005.00 Commercial Music in Bay Region

College	Subregion	Associate	Certificate Low	Noncredit	Total
Cabrillo	SC-Monterey	1	2	0	3
Diablo Valley	East Bay	11	10	0	21
Foothill	Silicon Valley	13	4	0	17
Las Positas	East Bay	0	0	1	1
Los Medanos	East Bay	7	25	0	32
West Valley	Silicon Valley	0	10	0	10
Total		32	51	1	84

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other CTE Institutions Awards on TOP 1005.00 Commercial Music in Bay Region

College	Subregion	Award 1 < 2 academic yrs	Bachelor's Degree	Total
Argosy University-The Art Institute of California-San Francisco	Mid-Peninsula	0	14	14
Cogswell College	Silicon Valley	0	11	11
SAE Expression College	East Bay	0	42	42
San Francisco Conservatory of Music	Mid-Peninsula	3	0	3
Total		3	67	70

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 828 annual openings for the Music Technology occupational cluster and 154 annual (3-year average) awards for an annual undersupply of 674 students. In the Silicon Valley Sub-Region, there is also a gap with 212 annual openings and 38 annual (3-year average) awards for an annual undersupply of 174 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1005.00 Commercial Music

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 1005.00	Bay 1005.00	Silicon Valley 1005.00	Foothill 1005.00
Students with a Job Closely Related to Their Field of Study	74%	91%	46%	40%	75%	75%
Median Annual Earnings for SWP Exiting Students	\$47,419	\$66,288	\$21,726	\$28,480	\$42,274	\$42,366
Median Change in Earnings for SWP Exiting Students	23%	43%	40%	43%	50%	52%
Exiting Students Who Attained the Living Wage	52%	64%	23%	27%	39%	40%

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills, Certifications and Education

Table 9. Top Skills for Music Technology Occupations in Bay Region (Apr 2021 - Mar 2022)

Skill	Posting	Skill	Posting
Customer Service	438	Technical Support	140
Repair	351	Audio / Visual Knowledge	137
Customer Contact	248	Power Tools	136
Music	197	Wiring	127
Broadcast Industry Knowledge	196	Cabling	121
Scheduling	193	Digital Signal Processing	116
Video Conferencing	178	Place Mounts	115
Routers	169	Sales	105
Cleaning	162	Hand Tools	103
Project Management	155	Lifting Ability	97
Upselling Products and Services	153	Cisco	90
Personal Protective Equipment (PPE)	150	Audio Systems	88
Site Surveys	145	Budgeting	86
Product Sales	143	Predictive / Preventative Maintenance	83

Skill	Posting	Skill	Posting
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Source: Burning Glass

Table 10. Certifications for Music Technology Occupations in Bay Region (Apr 2021 - Mar 2022)

Certification	Posting	Certification	Posting
Driver's License	583	Contractors License	5
Occupational Safety and Health Administration Certification	28	Certified Teacher	5
Cisco Certified Network Associate (CCNA)	13	Project Management Certification	4
Cisco Certified Network Professional (CCNP)	8	Microsoft Certified Systems Administrator (Legacy)	4
OSHA Safety 10 Hour	6	Cdl Class B	4
CompTIA Network+	6	Security Clearance	3
Cdl Class C	6	NICET II	2
IT Infrastructure Library (ITIL) Certification	5	Microsoft Certified Solutions Expert (MCSE)	2
Food Handler Certification	5	Microsoft Certified Solutions Associate (MCSA)	2
First Aid Cpr Aed	5	Microsoft Certified Professional (MCP)	2

Source: Burning Glass

Note: 67% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

Table 11. Education Requirements for Music Technology Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	502	54%
Associate's degree	63	7%
Bachelor's degree and higher	367	39%

Source: Burning Glass

Note: 53% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCCO Data Mart.

Sources

O*Net Online

Labor Insight/Jobs (Burning Glass)

Economic Modeling Specialists International (EMSI)

CTE LaunchBoard www.calpassplus.org/Launchboard/

Statewide CTE Outcomes Survey

Employment Development Department Unemployment Insurance Dataset

Living Insight Center for Community Economic Development

Chancellor's Office MIS system

Contacts

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

**Foothill College
Credit Program Narrative
Certificate of Achievement in Bookkeeping**

Item 1. Program Goals and Objectives

Accounting programs prepare students for work as accountants, examining and preparing financial records for private industry, government agencies, individuals, and non-profit entities. General accountants use computers to record transactions, such as receivables, payables, payroll, and property into a general ledger. Corporate accountants set up and design accounting systems and procedures, risk management programs, and analyze and evaluate financial records for businesses. Their duties include ensuring legal compliance, interpreting financial information, and preparing reports for business executives and government regulatory agencies. Advancement includes opportunities as senior accountant, controller, treasurer, and chief financial officer. Certified Public Accountants and Certified Management Accountants are those who have attained professional certification by the state.

The academic goal of the Certificate of Achievement in Bookkeeping is to prepare students to transfer to four-year institutions. The vocational goal is to provide training for students to become bookkeepers and to provide additional conceptual and technical training for those with some bookkeeping experience in order become marketable in this field.

Program Learning Outcomes:

- Students will be able to analyze and record financial transactions in a general ledger system
- Students will be able to prepare financial statements for managerial decision making
- Students will be able to perform accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems using industry acknowledged tools and resources such as QuickBooks and Excel
- Students will be able to prepare and process payroll transactions within current payroll regulations

Item 2. Catalog Description

The Certificate of Achievement in Bookkeeping is designed for students to achieve the coursework necessary to provide a strong foundation in the accounting skills necessary for employment as a full charge bookkeeper. All courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (22 units)	ACTG 1A	Financial Accounting I	5	Year 1, Fall
	or ACTG 60	Accounting for Small Business	5	Year 1, Fall
	ACTG 1B	Financial Accounting II	5	Year 1, Winter
	or			

	ACTG 1BH	Honors Financial Accounting II	5	Year 1, Winter
	ACTG 64A	Computerized Accounting Practice Using QuickBooks	4	Year 1, Winter
	ACTG 64B	Computerized Accounting Practice Using Excel	4	Year 1, Spring
	ACTG 65	Payroll & Business Tax Accounting	4	Year 1, Spring

TOTAL UNITS: 22 units

Proposed Sequence:

Year 1, Fall = 5 units

Year 1, Winter = 9 units

Year 1, Spring = 8 units

TOTAL UNITS: 22 units

Item 4. Master Planning

Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. The demand for accountants continues to be high, with growth projected by the department of U.S. Labor and Statistics at 7% over the next ten years. The Certificate of Achievement in Bookkeeping will enable students to achieve their goals whether it is career advancement, CPA candidacy, self-employment, or transfer to a four-year college. The program combines fundamental, critical accounting knowledge with industry recognized software and skill building.

Item 5. Enrollment and Completer Projections

On average, 1,000 students have taken Financial Accounting I in the past two years, with Financial Accounting II and Accounting for Small Business averaging around 550 and 360 students, respectively. Payroll & Business Tax Accounting averages around 230 students a year, and QuickBooks and Excel average 289 and 349, respectively.

Financial Accounting I and II are traditionally offered in asynchronous online, face-to-face, and hybrid platforms and are offered throughout all four academic quarters. Accounting for Small Business, Payroll & Business Tax Accounting, QuickBooks, and Excel are offered all four academic quarters in asynchronous online platforms.

The efficient design of the certificate, coupled with the fact that all of the coursework can be taken 100% online, asynchronously, allows students to anywhere to take these classes. We believe this will increase the number of students who complete the certificate.

		Year 1 (2019-20)		Year 2 (2020-21)	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ACTG 1A	Financial Accounting I	29	1108	28	921
ACTG 1B	Financial Accounting II	16	613	15	567
ACTG 60	Accounting for Small Business	8	395	8	326

ACTG 64A	Computerized Accounting Practice Using QuickBooks	8	314	8	263
ACTG 64B	Computerized Accounting Practice Using Excel	8	356	8	341
ACTG 65	Payroll & Business Tax Accounting	6	246	5	213

Item 6. Place of Program in Curriculum/Similar Programs

Foothill College currently offers all six of the courses necessary to complete the Certificate of Achievement in Bookkeeping. These are well established courses taught by full-time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area

In Northern California, College of Marin has a Certificate of Achievement in Applied Accounting Occupations that provides for bookkeeping training. City College of San Francisco has a Bookkeeping Certificate of Completion, and Santa Rosa Junior College has a Business: Bookkeeping Certificate, which includes an internship.

Outside of our service area, but still in California, Coastline Community Colleges has a Certificate of Achievement in Bookkeeping, as does Bakersfield. Bakersfield’s certificate also includes personal income return training. Los Angeles City College offers a Certificate of Achievement in Bookkeeping and Accounting Technician.

Additional Information Required for State Submission:

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: \$0

New/Remodeled Facilities: \$0

Library Acquisitions: \$0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%

Foothill College
Credit Program Narrative
Certificate of Achievement in CPA Exam Preparation - Audit

Item 1. Program Goals and Objectives

The general objective of the Certificate of Achievement in CPA Exam Preparation - Audit is to prepare students to work as accountants, examining and preparing financial records, preparing budgets, and implementing internal control and cost control for private industry, public accounting companies, government agencies, individuals, and non-profit entities. The academic goal of the certificate is to prepare students to transfer to four-year institutions. The vocational goal is to prepare students to take the CPA exam, to satisfy the educational requirement for the CPA license, and to prepare students to become marketable in the field of accounting.

Program Learning Outcomes:

- Students will be able to prepare financial statements under special purpose frameworks
- Students will be able to understand and calculate various items related to compensation and benefits
- Students will be able to prepare and adjust for business combinations
- Students will be able to prepare and journalize hedge accounting, foreign currency transactions, leases, nonreciprocal transfers, research and development costs, software costs, and the treatment of subsequent events
- Students will be able to apply and journalize fair value measurements
- Students will be able to articulate the differences between IFRS and GAAP
- Students will be able to understand and apply the skills related to professional responsibilities, including ethics, independence, and professional skepticism
- Students will be able to understand the business entity including its operations, information systems, risks, and internal controls
- Students will be able to understand the flow of transactions and underlying data through a business entity
- Students will be able to assess risk and develop a planned response
- Students will be able to obtain audit evidence and perform further procedures
- Students will be able to form conclusions and report on those conclusions

Item 2. Catalog Description

The Certificate of Achievement in CPA Exam Preparation - Audit is designed for students working to achieve the coursework necessary to obtain their Certified Public Accounting (CPA) license. A CPA license is a distinguished and highly valued credential which enables the holder to work for public accounting firms, industry, government, not-for-profit, and education. The CPA exam consists of four parts: 1) Audit and Attestation, 2) Business Environment and Concepts, 3) Financial Accounting and Reporting, and 4) Regulation. This certificate begins the preparation for the Audit and Attestation section of the CPA exam. All courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (25 units)	ACTG 51A	Intermediate Accounting I	5	Year 1, Fall
	ACTG 51B	Intermediate Accounting II	5	Year 1, Winter
	ACTG 51C	Intermediate Accounting III	5	Year 1, Spring
	ACTG 52	Advanced Accounting	5	Year 1, Winter
	or			
	ACTG 53	Financial Statement Analysis	5	Year 1, Winter
	ACTG 58	Auditing	5	Year 1, Spring

TOTAL UNITS: 25 units

Proposed Sequence:

Year 1, Fall = 5 units

Year 1, Winter = 10 units

Year 1, Spring = 10 units

TOTAL UNITS: 25 units

Item 4. Master Planning

Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. The demand for accountants continues to be high, with growth projected by the bureau of U.S. Labor and Statistics at 7% over the next ten years. The Certificate of Achievement in CPA Exam Preparation - Audit will enable students to achieve their goals in respect to CPA candidacy, as well as those returning to the workplace, self-employment, or transfer to a four-year college. The program is a critical step for students who wish to obtain the courses necessary to sit for the CPA exam.

Item 5. Enrollment and Completer Projections

The Intermediate Accounting sequence averages between 100 and 200 students each per year, with ACTG 51A and ACTG 51B being the most heavily enrolled. Financial Statement Analysis and Auditing average between 270 and 235 students per year. All the courses for this certificate are offered online. The demand for these courses continues to be consistent. The efficient design of the certificate will attract students looking to gain the courses necessary to take and pass the Financial Accounting and Reporting as well as the Audit sections of the CPA exam.

All of the courses for the Certificate of Achievement in CPA Exam Preparation - Audit can be taken 100% online, asynchronously, allowing students anywhere to take these classes. We believe this will increase the number of students who complete the certificate.

		Year 1 (2019-20)		Year 2 (2020-21)	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ACTG 51A	Intermediate Accounting 1	5	207	5	195

ACTG 51B	Intermediate Accounting II	4	155	3	101
ACTG 51C	Intermediate Accounting III	1	84	1	49
ACTG 52	Advanced Accounting	2	102	2	65
ACTG 53	Financial Statement Analysis	7	230	4	246
ACTG 58	Auditing	7	284	7	258

Item 6. Place of Program in Curriculum/Similar Programs

Foothill College currently offers all six of these courses necessary to complete the Certificate of Achievement in CPA Exam Preparation - Audit. They are established courses taught by full-time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area

In Foothill College's service area, the Certificate of Achievement in CPA Exam Preparation - Audit is similar to offerings at Mission College and College of San Mateo. These colleges also have certificates based on specific portions of the CPA exam.

Outside of our service area, but still in California, Santa Monica College has a CPA track certificate which is more general and covers the basic concepts for the examination.

Additional Information Required for State Submission:

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: \$0

New/Remodeled Facilities: \$0

Library Acquisitions: \$0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%

Foothill College
Credit Program Narrative
Certificate of Achievement in CPA Exam Preparation - Business Environment and Concepts

Item 1. Program Goals and Objectives

The general objective of the Certificate of Achievement in CPA Exam Preparation - Business Environment and Concepts is to prepare students to work as accountants, examining and preparing financial records, preparing budgets, and implementing internal control and cost control for private industry, public accounting companies, government agencies, individuals, and non-profit entities. The academic goal of the certificate is to prepare students to transfer to four-year institutions. The vocational goal is to prepare students to take the CPA exam, to satisfy the educational requirement for the CPA license, and to prepare students to become marketable in the field of accounting.

Program Learning Outcomes:

- Students will be able to explain the use of internal control frameworks
- Students will be able to understand and use enterprise risk management frameworks
- Students will be able to identify key corporate governance provisions of regulatory frameworks and laws such as the Sarbanes-Oxley Act of 2002
- Students will be able to explain economic concepts and analysis that would demonstrate an understanding of the impact of business cycles on an entity's industry or business operation
- Students will be able to determine market influences on the business environment, such as globalization
- Students will be able to articulate the business reasons for, and the underlying economic substance of, transactions and their accounting implications
- Students will be able to assess the factors influencing a company's capital structure, such as risk, leverage, cost of capital, growth rate, profitability, asset structure and loan covenants, including calculating metrics associated with the components of working capital, such as current ratio, quick ratio, cash conversion cycle, and turnover ratios, and determine the impact of business decisions on working capital
- Students will be able to understand commonly used financial valuation and decision models and apply that knowledge to assess assumptions, calculate the value of assets, and compare investment alternatives
- Students will be able to explain the role of IT and systems, including the use of data in supporting business decisions; identify IT-related risks associated with an entity's information systems and processes, such as processing integrity, protection of information, and system availability, including those risks introduced by the relationships with third-parties; and identify application and IT general control activities, whether manual, IT dependent or automated, that are responsive to IT-related risks, such as access and authorization controls, system implementation testing, and incident response plans
- Students will be able to explain business operations and use of quality control initiatives and performance measures to improve operations
- Students will be able to apply cost accounting concepts and use of variance analysis as well as budgeting and forecasting

Item 2. Catalog Description

The Certificate of Achievement in CPA Exam Preparation - Business Environment and Concepts is designed for students whose goal is to complete the coursework necessary to obtain their Certified Public Accounting (CPA) license. A CPA license is a distinguished and highly valued credential which enables the holder to work for public accounting firms, industry, government, not-for-profit, and academic institutions. The CPA exam consists of four parts: 1) Audit and Attestation, 2) Business Environment and Concepts, 3) Financial Accounting and Reporting, and 4) Regulation. This certificate prepares the student for the Business Environment and Concepts section of the CPA exam. All courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (25 units)	ACTG 1A	Financial Accounting I	5	Year 1, Fall
	ACTG 1B	Financial Accounting II	5	Year 1, Winter
	or			
	ACTG 1BH	Honors Financial Accounting II	5	Year 2, Winter
	ACTG 51A	Intermediate Accounting I	5	Year 1, Spring
	ACTG 54	Accounting Information Systems	5	Year 1, Spring
	ACTG 59	Fraud Examination	5	Year 2, Fall

TOTAL UNITS: 25 units

Proposed Sequence:

Year 1, Fall = 5 units

Year 1, Winter = 5 units

Year 1, Spring = 10 units

Year 2, Fall = 5 units

TOTAL UNITS: 25 units

Item 4. Master Planning

Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. The demand for accountants continues to be high, with growth projected by the bureau of U.S. Labor and Statistics at 7% over the next ten years. The Certificate of Achievement in CPA Exam Preparation - Business Environment and Concepts will enable students to achieve their goals in respect to CPA candidacy, as well as those returning to the workplace, self-employment, or transfer to a four-year college. The program is a critical step for students who wish to obtain the courses necessary to sit for the CPA exam.

Item 5. Enrollment and Completer Projections

On average, 1,000 students have taken Financial Accounting I in the past two years, with Financial Accounting II averaging 550 students per year. Fraud Examination averages 332

students per year, Intermediate Accounting I 200 students per year, and Accounting Information Systems, which was introduced in academic year 2020-21, averages 114 students.

Financial Accounting I and Financial Accounting II are traditionally offered in online, face-to-face and hybrid platforms, and are offered all four academic quarters. Intermediate Accounting I, Accounting Information Systems, and Fraud Examination are offered online across all four quarters. The demand for these courses continues to be strong. The efficient design of the certificate will attract students looking to gain the courses necessary to take and pass the Business Environment and Concepts section of the CPA exam.

All of the coursework for the Certificate of Achievement in CPA Exam Preparation - Business Environment and Concepts can be taken 100% online, asynchronously, allowing students anywhere to take these classes. We believe this will increase the number of students who complete the certificate.

Course #	Course Title	Year 1 (2019-20)		Year 2 (2020-21)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ACTG 1A	Financial Accounting I	29	1108	28	921
ACTG 1B	Financial Accounting II	16	613	15	567
ACTG 51A	Intermediate Accounting I	5	207	5	195
ACTG 54	Accounting Information Systems	N/A	N/A	4	114
ACTG 59	Fraud Examination	8	356	8	308

Item 6. Place of Program in Curriculum/Similar Programs

Foothill College currently offers all five of these courses necessary to complete the Certificate of Achievement in CPA Exam Preparation - Business Environment and Concepts. They are established courses taught by full-time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area

In Foothill College’s service area, the Certificate of Achievement in CPA Exam Preparation - Business Environment and Concepts is similar to offerings at Mission College and College of San Mateo. These colleges also have certificates based on specific portions of the CPA exam.

Outside of our service area, but still in California, Santa Monica College has a CPA track certificate which is more general and covers the basic concepts for the examination.

Additional Information Required for State Submission:

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: \$0

New/Remodeled Facilities: \$0

Library Acquisitions: \$0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%

Foothill College
Credit Program Narrative
Certificate of Achievement in CPA Exam Preparation - Regulations

Item 1. Program Goals and Objectives

The general objective of the Certificate of Achievement in CPA Exam Preparation - Regulations is to prepare students to work as accountants, examining and preparing financial records, preparing budgets, and implementing internal control and cost control for private industry, government agencies, individuals, and non-profit entities. The academic goal of the certificate is to prepare students to transfer to four-year institutions. The vocational goal is to prepare students to take the CPA exam, to satisfy the educational requirement for the CPA license, and to prepare students to become marketable in the field of accounting.

Program Learning Outcomes:

- Students will be able to explain accounting terminology, concepts, principles, and frameworks as they apply to individual income tax, sole proprietors, partnerships, corporations, estates, and trusts
- Students will be able to perform accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems as they apply to individual income tax, sole proprietors, partnerships, corporations, estates, and trusts
- Students will be able to explain business law terminology, concepts, principles, and frameworks, including the laws applicable to businesses, California law applicable to torts negligence, contracts, agency, and the Uniform Commercial Code
- Students will be able to apply the AICPA Code of Professional Conduct, IRS rules, and GAAP to ethical dilemmas faced by CPAs in practice

Item 2. Catalog Description

The Certificate of Achievement in CPA Exam Preparation - Regulations is designed for students working to achieve the coursework necessary to obtain their Certified Public Accounting (CPA) license. A CPA license is a distinguished and highly valued credential which enables the holder to work for public accounting firms, industry, government, not-for-profit, and education. The CPA exam consists of four parts: 1) Audit and Attestation, 2) Business Environment and Concepts, 3) Financial Accounting and Reporting, and 4) Regulation. This certificate prepares the student for the Regulation section of the CPA exam. All courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (23 units)	ACTG 67	Tax Accounting	5	Year 1, Fall
	ACTG 68A	Advanced Tax Accounting I	5	Year 1, Winter
	ACTG 68B	Advanced Tax Accounting II	5	Year 1, Spring
	ACTG 68C	Advanced Tax Accounting III	3	Year 1, Spring
	BUSI 18	Business Law I	5	Year 1, Winter

TOTAL UNITS: 23 units

Proposed Sequence:

Year 1, Fall = 5 units

Year 1, Winter = 10 units

Year 1, Spring = 8 units

TOTAL UNITS: 23 units

Item 4. Master Planning

Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. The demand for accountants continues to be high, with growth projected by the bureau of U.S. Labor and Statistics at 7% over the next ten years. The Certificate of Achievement in CPA Exam Preparation - Regulations will enable students to achieve their goals in respect to CPA candidacy, as well as those returning to the workplace, self-employment, or transfer to a four-year college. The program is a critical step for students who wish to obtain the courses necessary to sit for the CPA exam.

Item 5. Enrollment and Completer Projections

Tax Accounting averages over 250 students each per year. Business Law I averages around 525 each year. The demand for these courses continues to be strong. The efficient design of the certificate will attract students looking to gain the courses necessary to take and pass the Regulation section of the CPA exam.

All of the courses for the Certificate of Achievement in CPA Exam Preparation - Regulations can be taken 100% online, asynchronously, allowing students anywhere to take these classes. We believe this will increase the number of students who complete the certificate.

Course #	Course Title	Year 1 (2019-20)		Year 2 (2020-21)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ACTG 67	Tax Accounting	7	270	8	234
ACTG 68A	Advanced Tax Accounting I	1	54	1	55
ACTG 68B	Advanced Tax Accounting II	1	21	1	21
ACTG 68C	Advanced Tax Accounting III	0	0	0	0
BUSI 18	Business Law I	14	539	12	517

Item 6. Place of Program in Curriculum/Similar Programs

Foothill College currently offers all five of these courses necessary to complete the Certificate of Achievement in CPA Exam Preparation - Regulations. They are established courses taught by full-time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area

In Foothill College's service area, the Certificate of Achievement in CPA Exam Preparation - Regulations is similar to offerings at Mission College and College of San Mateo. These colleges also have certificates based on specific portions of the CPA exam.

Outside of our service area, but still in California, Santa Monica College has a CPA track certificate which is more general and covers the basic concepts for the examination.

Additional Information Required for State Submission:

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: \$0

New/Remodeled Facilities: \$0

Library Acquisitions: \$0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%

Foothill College
Credit Program Narrative
Certificate of Achievement in Financial Accounting

Item 1. Program Goals and Objectives

Accounting programs prepare students for work as accountants, examining and preparing financial records for private industry, government agencies, individuals, and non-profit entities. General accountants use computers to record transactions, such as receivables, payables, payroll, and property into a general ledger. Corporate accountants set up and design accounting systems and procedures, risk management programs, and analyze and evaluate financial records for businesses. Their duties include ensuring legal compliance, interpreting financial information, and preparing reports for business executives and government regulatory agencies. Advancement includes opportunities as senior accountant, controller, treasurer, and chief financial officer. Certified Public Accountants and Certified Management Accountants are those who have attained professional certification by the state.

The academic goal of the Certificate of Achievement in Financial Accounting is to prepare students to transfer to four-year institutions. The vocational goal is to prepare students to become marketable in the field of accounting.

Program Learning Outcomes:

- Students will be able to explain accounting terminology, concepts, principles, and frameworks as they apply to financial, managerial and tax accounting
- Students will be able to perform accounting-related calculations and demonstrate the ability to use methods and/or procedures to solve accounting problems using industry acknowledged tools and resources such as QuickBooks and Excel

Item 2. Catalog Description

The Certificate of Achievement in Financial Accounting is designed for students to achieve the coursework necessary to provide a strong foundation in accounting. The certificate provides skills necessary for a number of career opportunities including bookkeeper, tax preparer, general ledger accountant, junior accountant, and senior accountant. All courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (28 units)	ACTG 1A	Financial Accounting I	5	Year 1, Fall
	ACTG 1B	Financial Accounting II	5	Year 1, Winter
	or			
	ACTG 1BH	Honors Financial Accounting II	5	Year 1, Winter
	ACTG 1C	Managerial Accounting	5	Year 1, Spring
	or			
	ACTG 1CH	Honors Managerial Accounting	5	Year 1, Spring
		Computerized Accounting Practice Using QuickBooks	5	Year 1, Spring
	ACTG 64A	QuickBooks	4	Year 1, Winter

	ACTG 64B	Computerized Accounting Practice Using Excel	4	Year 1, Spring
	ACTG 67	Tax Accounting	5	Year 1, Fall

TOTAL UNITS: 28 units

Proposed Sequence:

Year 1, Fall = 10 units

Year 1, Winter = 9 units

Year 1, Spring = 9 units

TOTAL UNITS: 28 units

Item 4. Master Planning

Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. The demand for accountants continues to be high, with growth projected by the department of U.S. Labor and Statistics at 7% over the next ten years. The Certificate of Achievement in Financial Accounting will enable students to achieve their goals whether it is career advancement, CPA candidacy, self-employment, or transfer to a four-year college. The program combines fundamental, critical accounting knowledge with industry recognized software and skill building.

Item 5. Enrollment and Completer Projections

On average, 1,000 students have taken Financial Accounting I in the past two years, with Financial Accounting II and Managerial Accounting averaging around 550 and 475 students, respectively. Tax Accounting averages around 250 students a year and QuickBooks and Excel average 289 and 349 respectively.

Financial Accounting I, II, and Managerial Accounting are traditionally offered in asynchronous online, face-to-face and hybrid platforms and are offered throughout all four academic quarters. Tax Accounting, QuickBooks, and Excel are offered all four academic quarters in an asynchronous online platform.

The efficient design of the Certificate of Achievement in Financial Accounting, coupled with the fact that all of the coursework can be taken 100% online, asynchronously, allows students to anywhere to take these classes. We believe this will increase the number of students who complete the certificate.

		Year 1 (2019-20)		Year 2 (2020-21)	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ACTG 1A	Financial Accounting I	29	1108	28	921
ACTG 1B	Financial Accounting II	16	613	15	567
ACTG 1C	Managerial Accounting	13	521	10	441
ACTG 64A	Computerized Accounting Practice Using QuickBooks	8	314	8	263
ACTG 64B	Computerized Accounting Practice Using Excel	8	356	8	341

ACTG 67	Tax Accounting	7	270	8	234
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Item 6. Place of Program in Curriculum/Similar Programs

Foothill College currently offers all six of the courses necessary to complete the Certificate of Achievement in Financial Accounting. These are well-established courses taught by full-time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area

The Certificate of Achievement in Financial Accounting is similar to several offerings in the Foothill service area, including from De Anza College, Mission College, and College of San Mateo. The main difference between Foothill’s Certificate of Achievement and those of De Anza, Mission College, and College of San Mateo is that the other colleges have Financial Accounting and Managerial Accounting as required courses, with electives being selected to obtain certification.

Outside of our service area, but still in California, Coastline Community Colleges has curriculum similar with the addition of an Introduction to Accounting course and the inclusion of Intermediate Accounting I, plus areas of concentration, such as Bookkeeping, Tax and General Accounting.

Additional Information Required for State Submission:

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: \$0

New/Remodeled Facilities: \$0

Library Acquisitions: \$0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%

Foothill College
Credit Program Narrative
Certificate of Achievement in Payroll Preparation

Item 1. Program Goals and Objectives

Accounting programs prepare students for work as accountants, examining and preparing financial records for private industry, government agencies, individuals, and non-profit entities. General accountants use computers to record transactions, such as receivables, payables, payroll, and property into a general ledger. Corporate accountants set up and design accounting systems and procedures, risk management programs, and analyze and evaluate financial records for businesses. Their duties include ensuring legal compliance, interpreting financial information, and preparing reports for business executives and government regulatory agencies. Advancement includes opportunities as senior accountant, controller, treasurer, and chief financial officer. Certified Public Accountants and Certified Management Accountants are those who have attained professional certification by the state.

The academic goal of the Certificate of Achievement in Payroll Preparation is to prepare students to transfer to four-year institutions. The vocational goal is to provide training for students to become marketable in the area of payroll preparation and to provide additional conceptual and technical training for those with some payroll preparation experience to provide career advancement.

Program Learning Outcomes:

- Students will be able to identify and explain payroll systems and control procedures
- Students will be able to explain current payroll tax accounting rules and procedures
- Students will be able to perform related calculations and demonstrate the ability to apply rules and/or procedures to solve payroll and payroll tax accounting problems using industry acknowledged tools and resources, such as Excel and QuickBooks
- Students will be able to analyze, compute, and report payroll taxes
- Students will be able to prepare and distribute payroll
- Students will be able to prepare and process payroll transactions within current payroll regulations

Item 2. Catalog Description

The Certificate of Achievement in Payroll Preparation is designed students to achieve the coursework necessary to provide a strong foundation in the skills necessary for a position in payroll preparation. All courses in this certificate meet the 150 semester hour education requirement for licensure in the state of California.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (18 units)	ACTG 1A	Financial Accounting I	5	Year 1, Winter
	ACTG 60	Accounting for Small Business	5	Year 1, Fall

	ACTG 64A	Computerized Accounting Practice Using QuickBooks	4	Year 1, Spring
	ACTG 65	Payroll & Business Tax Accounting	4	Year 1, Spring

TOTAL UNITS: 18 units

Proposed Sequence:

Year 1, Fall = 5 units

Year 1, Winter = 5 units

Year 1, Spring = 8 units

TOTAL UNITS: 18 units

Item 4. Master Planning

Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. The demand for accountants continues to be high, with growth projected by the department of U.S. Labor and Statistics at 7% over the next ten years. The Certificate of Achievement in Payroll Preparation will enable students to achieve their goals whether it is career advancement, CPA candidacy, self-employment, or transfer to a four-year college. The program combines fundamental, critical accounting knowledge with industry recognized software and skill building.

Item 5. Enrollment and Completer Projections

On average 1,000 students have taken Financial Accounting I in the past two years. Accounting for Small Business averages 360 students a year. QuickBooks and Payroll & Business Tax Accounting average 289 and 230, respectively.

Financial Accounting I is traditionally offered in asynchronous online, face-to-face, and hybrid platforms and is offered throughout all four academic quarters. Accounting for Small Business, QuickBooks, and Payroll & Business Tax Accounting are offered all four academic quarters in an asynchronous online platform.

The efficient design of the certificate, coupled with the fact that all of the coursework can be taken 100% online, asynchronously, allows students to anywhere to take these classes. We believe this will increase the number of students who complete the certificate.

Course #	Course Title	Year 1 (2019-20)		Year 2 (2020-21)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ACTG 1A	Financial Accounting I	29	1108	28	921
ACTG 60	Accounting for Small Business	8	395	8	326
ACTG 64A	Computerized Accounting Practice Using QuickBooks	8	314	8	263
ACTG 65	Payroll & Business Tax Accounting	6	246	5	213

Item 6. Place of Program in Curriculum/Similar Programs

Foothill College currently offers all four of the courses necessary to complete the Certificate of Achievement in Payroll Preparation. These are well established courses taught by full-time faculty and adjuncts who are current practitioners in the current subject matter.

Item 7. Similar Programs at Other Colleges in Service Area

In our immediate service area there are no similar certificates. Outside of our service area, but still in California, Bakersfield College has a Certificate of Achievement in Payroll.

Additional Information Required for State Submission:

TOP Code: 0502.00 - Accounting

Annual Completers: 40 (estimate)

Net Annual Labor Demand: 150,647

Faculty Workload: TBD

New Faculty Positions: None, existing full-time and part-time faculty teach the courses

New Equipment: \$0

New/Remodeled Facilities: \$0

Library Acquisitions: \$0

Gainful Employment: Yes

Program Review Date: Summer, 2023

Distance Education: 100%



Accounting Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
July 2021

Recommendation

Based on all available data, there appears to be an “undersupply” of Accounting workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 14,398 students in the Bay region and 3,857 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0502.00 - Accounting programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Accounting Occupations in the 12 county Bay region and in the Silicon Valley sub-region for an existing low unit, local certificate(s) for state chaptering at Foothill College.

- **Accountants and Auditors (13-2011):** Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data. Excludes “Tax Examiners and Collectors, and Revenue Agents” (13-2081).
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 15%
- **Tax Preparers (13-2082):** Prepare tax returns for individuals or small businesses.
Entry-Level Educational Requirement: High school diploma or equivalent
Training Requirement: Moderate-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 32%
- **Bookkeeping, Accounting, and Auditing Clerks (43-3031):** Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Excludes “Payroll and Timekeeping Clerks” (43-3051).
Entry-Level Educational Requirement: Some college, no degree
Training Requirement: Moderate-term on-the-job training
Percentage of Community College Award Holders or Some Postsecondary Coursework: 49%
- **Payroll and Timekeeping Clerks (43-3051):** Compile and record employee time and payroll data. May compute employees’ time worked, production, and commission. May compute and post wages and deductions, or

prepare paychecks. Excludes “Bookkeeping, Accounting, and Auditing Clerks” (43-3031).

Entry-Level Educational Requirement: High school diploma or equivalent

Training Requirement: Moderate-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%

- **Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014):** Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organizing and maintaining paper and electronic files, or providing information to callers. Excludes legal, medical, and executive secretaries (43-6011 through 43-6013).

Entry-Level Educational Requirement: High school diploma or equivalent

Training Requirement: Short-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%

Occupational Demand

Table 1. Employment Outlook for Accounting Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Accountants and Auditors	49,303	50,767	1,464	3%	27,176	4,529	\$33	\$43
Tax Preparers	3,216	2,728	-487	-15%	1,855	309	\$18	\$29
Bookkeeping, Accounting, and Auditing Clerks	44,898	42,069	-2,829	-6%	27,397	4,566	\$20	\$26
Payroll and Timekeeping Clerks	4,827	4,263	-563	-12%	2,591	432	\$24	\$29
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	56,981	50,820	-6,161	-11%	32,224	5,371	\$18	\$23
Total	159,225	150,647	-8,578	-5%	91,243	15,207	\$23.39	\$30.34

Source: EMSI 2021.2

Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Accounting Occupations in Silicon Valley Sub-region

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Accountants and Auditors	15,542	16,715	1,173	8%	9,207	1,534	\$35	\$45
Tax Preparers	857	745	-111	-13%	506	84	\$27	\$39
Bookkeeping, Accounting, and Auditing Clerks	10,331	9,604	-727	-7%	6,232	1,039	\$20	\$26
Payroll and Timekeeping Clerks	1,049	943	-105	-10%	570	95	\$24	\$29
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	14,558	12,833	-1,725	-12%	8,160	1,360	\$19	\$24
Total	42,337	40,840	-1,497	-4%	24,675	4,112	\$25.40	\$32.62

Source: EMSI 2021.2

Silicon Valley Sub-Region includes: Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Jun 2020 - May 2021)

Occupation	Bay Region	Silicon Valley
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	13,879	3,397
Accountants	10,511	2,440
Bookkeeping, Accounting, and Auditing Clerks	8,753	1,809
Auditors	2,829	754
Payroll and Timekeeping Clerks	2,074	490
Tax Preparers	894	218

Source: Burning Glass

Table 4a. Top Job Titles for Accounting Occupations for latest 12 months (Jun 2020 - May 2021) Bay Region

Title	Bay	Title	Bay
Administrative Assistant	4,118	Accounts Receivable Specialist	330
Senior Accountant	1,363	Accounting Assistant	287
Bookkeeper	1,116	Payroll Administrator	282
Staff Accountant	1,047	Administrative Coordinator	232
Accountant	997	Administrative Assistant I	228
Accounts Payable Specialist	687	Accounting Specialist	227
Payroll Specialist	601	Accounts Receivable Clerk	196
Accounting Clerk	511	Tax Preparer	193
Accounts Payable Clerk	468	Front Desk Coordinator	190

Source: Burning Glass

Table 4b. Top Job Titles for Accounting Occupations for latest 12 months (Jun 2020 - May 2021) Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Administrative Assistant	933	Accounts Payable Clerk	77
Senior Accountant	281	Tax Senior	70
Accountant	209	Tax Preparer	60
Bookkeeper	179	Accounts Receivable Specialist	59
Staff Accountant	178	Audit Manager	57
Accounts Payable Specialist	133	Senior Revenue Accountant	56
Payroll Specialist	130	Administrative Assistant I	53

Title	Silicon Valley	Title	Silicon Valley
Accounting Clerk	100	Cost Accountant	52
Payroll Administrator	96	Accounting Assistant	51

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Accounting Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2024)	% Change (2019-24)	% Occupation Group in Industry (2019)
Offices of Certified Public Accountants	10,905	11,507	6%	7%
Other Accounting Services	7,720	7,602	-2%	5%
Local Government, Excluding Education and Hospitals	6,742	6,416	-5%	4%
Corporate, Subsidiary, and Regional Managing Offices	6,146	5,537	-10%	4%
Elementary and Secondary Schools (Local Government)	3,795	3,171	-16%	2%
Religious Organizations	3,358	3,204	-5%	2%
Colleges, Universities, and Professional Schools	3,470	3,349	-3%	2%
Tax Preparation Services	3,266	3,291	1%	2%
Colleges, Universities, and Professional Schools (State Government)	3,363	3,067	-9%	2%
Internet Publishing and Broadcasting and Web Search Portals	2,748	3,392	23%	2%

Source: EMSI 2021.2

Table 6. Top Employers Posting Accounting Occupations in Bay Region and Silicon Valley Sub-Region (Jun 2020 - May 2021)

Employer	Bay	Employer	Silicon Valley
Intuit	1,029	Intuit	256
KPMG	386	KPMG	104
Certified Mobile Notary Service	309	Anthem Blue Cross	96
PricewaterhouseCoopers	269	Stanford University	92
Acca	256	Deloitte	74
H&R Block	248	Certified Mobile Notary Service	73
Anthem Blue Cross	194	Stanford Health Care	61
University Of California	173	PricewaterhouseCoopers	56
Stanford University	118	H&R Block	54

Employer	Bay	Employer	Silicon Valley
Nelson	105	Google Inc.	53

Source: Burning Glass

Educational Supply

There are 28 community colleges in the Bay Region issuing 809 awards on average annually (last 3 years ending 2018-19) on TOP 0502.00 - Accounting. In the Silicon Valley Sub-Region, there are seven (7) community colleges that issued 255 awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0502.00 - Accounting in Bay Region

College	Subregion	Associate	Certificate Low	Noncredit	Total
Alameda	East Bay	8	3	0	11
Berkeley City	East Bay	5	7	0	12
Cabrillo	SC-Monterey	19	32	0	51
Canada	Mid-Peninsula	7	13	0	20
Chabot	East Bay	16	29	0	45
Contra Costa	East Bay	0	6	0	6
De Anza	Silicon Valley	29	49	0	78
Diablo Valley	East Bay	14	36	0	50
Evergreen Valley	Silicon Valley	24	5	0	29
Foothill	Silicon Valley	26	15	48	89
Gavilan	Silicon Valley	6	3	0	9
Hartnell	SC-Monterey	0	6	0	6
Laney	East Bay	16	6	0	22
Las Positas	East Bay	0	8	1	9
Los Medanos	East Bay	16	9	0	25
Marin	North Bay	0	4	0	4
Merritt	East Bay	10	3	0	13
Mission	Silicon Valley	16	9	0	25
Monterey	SC-Monterey	6	5	0	11
Napa	North Bay	5	6	0	11
Ohlone	East Bay	5	40	0	45
San Francisco	Mid-Peninsula	7	15	0	22
San Francisco Ctrs	Mid-Peninsula	0	0	17	17

College	Subregion	Associate	Certificate Low	Noncredit	Total
San Jose City	Silicon Valley	11	13	0	24
San Mateo	Mid-Peninsula	28	63	0	91
Santa Rosa	North Bay	0	35	0	35
Skyline	Mid-Peninsula	12	16	0	28
Solano	North Bay	11	9	0	20
West Valley	Silicon Valley	0	1	0	1
Total		297	446	66	809

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 15,207 annual openings for the Accounting occupational cluster and 809 annual (3-year average) awards for an annual undersupply of 14,398 students. In the Silicon Valley Sub-Region, there is also a gap with 4,112 annual openings and 255 annual (3-year average) awards for an annual undersupply of 3,857 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0502.00 - Accounting

Metric Outcomes	Bay All CTE Program	Foothill All CTE Program	State 0502.00	Bay 0502.00	Silicon Valley 0502.00	Foothill 0502.00
Students with a Job Closely Related to Their Field of Study	75%	88%	72%	76%	79%	88%
Median Annual Earnings for SWP Exiting Students	\$44,575	\$63,206	\$39,049	\$53,870	\$62,062	\$65,332
Median Change in Earnings for SWP Exiting Students	31%	63%	32%	40%	47%	51%
Exiting Students Who Attained the Living Wage	52%	67%	59%	60%	70%	81%

Source: Launchboard Strong Workforce Program from version 2017-18.

Skills, Certifications and Education

Table 9. Top Skills for Accounting Occupations in Bay Region (Jun 2020 - May 2021)

Skill	Posting	Skill	Posting
Accounting	18,651	Payroll Processing	3,968
Administrative Support	10,298	Financial Reporting	3,718
Scheduling	8,327	Public Accounting	3,647
Customer Service	6,665	Accounts Payable / Accounts Receivable	3,392

Skill	Posting	Skill	Posting
Account Reconciliation	6,246	Month-End Close Processes	3,322
Data Entry	5,628	Customer Contact	3,190
Budgeting	5,060	Expense Reports	3,057
Generally Accepted Accounting Principles (GAAP)	4,810	Enterprise Resource Planning (ERP)	3,003
General Ledger	4,590	External Auditing	2,989
Quickbooks	4,473	Customer Checkout	2,916
Financial Statements	4,317	Invoice Processing	2,792
Bookkeeping	4,303	Balance Sheet	2,791
Spreadsheets	4,135	Administrative Functions	2,550
Customer Billing	3,992	Tax Returns	2,509

Source: Burning Glass

Table 10. Certifications for Accounting Occupations in Bay Region (Jun 2020 - May 2021)

Certification	Posting	Certification	Posting
Certified Public Accountant (CPA)	6,199	Security Clearance	112
Driver's License	1,637	Typing Certification	103
Certified Information Systems Auditor (CISA)	389	Certificate in Accounting	101
Certified Payroll Professional (CPP)	260	Project Management Certification	94
Certified Internal Auditor (CIA)	212	Fundamental Payroll Certification	87
Financial Accounting Standards Board (FASB)	176	Information Systems Certification	80
First Aid Cpr Aed	161	Food Handler Certification	78
Certified Information Systems Security Professional (CISSP)	150	Series 7	71
Certified Protection Professional (CPP)	141	Investment Advisor	57
Business License	115	Certified Information Security Manager (CISM)	57

Source: Burning Glass

Note: 75% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Table 11. Education Requirements for Accounting Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	7,079	29%
Associate's degree	1,630	7%
Bachelor's degree	15,656	64%

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Foothill College
College Curriculum Committee
New Degree or Certificate (Program) Creation Process

STEP ONE – Elevator Pitch

The purpose of this step is early communication and awareness across campus of the faculty author's intention to create a new degree/certificate. Consultation with the people listed below will help ensure that important aspects of the new degree/certificate (e.g., resource availability) are discussed early in the process.

A. Faculty author completes the New Degree or Certificate Proposal form*. This form will ask for:

- Faculty Author(s)
- Division
- Proposed Title of Degree/Certificate
- Type of Award**
- Workforce/CTE Program (Y/N)***
- Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?
- Does De Anza offer a similar degree or certificate?
- What is the educational need for this new degree/certificate?
- How does the degree/certificate align with Foothill's Strategic Vision for Equity?
- Comments and other relevant information for discussion

*Faculty authors should ensure they're consulting with all the appropriate people (all Department faculty, Division Dean(s), AVP of Workforce for Workforce/CTE degrees/certificates***) during the process of completing the Proposal form. *For interdisciplinary degrees/certificates, it is recommended to include deans from all associated divisions in the discussion.*

**Awards include both transcriptable degrees and certificates and non-transcriptable credit certificates (see New Degree or Certificate Proposal form). In the case of a non-transcriptable credit certificate the faculty author completes this process through the end of Step 2. After the Proposal form for a non-transcriptable credit certificate is approved by CCC, the faculty author may add the certificate to the associated curriculum sheet during the next scheduled updating cycle, for publication in the upcoming catalog.

***CTE degrees/certificates must request LMI data and submission to BACCC through AVP of Workforce. Faculty authors should reach out to AVP of Workforce as early as possible, as LMI data can take 4-8 weeks to receive. *Note: Non-transcriptable credit certificates do not require LMI data and are not submitted to BACCC.*

B. Faculty author submits form to the Division CC.

STEP TWO – Curriculum Committee Feedback and Approval of Initial Concept

The purpose of this step is to formally approve the proposal at the Division CC and CCC levels, and to encourage communication between Foothill and De Anza regarding new degrees/certificates.

A. Division CC Discussion, Feedback, Approval

Division CC ensures form is complete, aligns with department/division/college mission & priorities, offers constructive feedback, and approves form before forwarding to CCC.

B. CCC Discussion, Feedback, Approval

Faculty author and/or division reps pitch new degree/certificate to CCC with a goal of interdisciplinary communication, addressing concerns with potential redundancies, ensuring degree/certificate aligns with college mission & priorities.

C. Academic & Professional Matters (APM) Committee (District)

Faculty Co-Chair of CCC asks to agendaize degree/certificate creation proposal at APM as part of a newly-agreed upon process for both colleges to share new curriculum development with the sister school. For the purposes of this process, this step is simply a “heads-up” to De Anza colleagues. Faculty authors can continue onto step three.

STEP THREE – Faculty Author Completes New Degree/Certificate Narrative

The purpose of this step is to fill out and gather the documentation required by the state Chancellor’s Office for all new degrees/certificates. Communication with the people listed below will help ensure that all information is accurate and complete.

A. Faculty author completes the [state-required New Degree/Certificate Narrative](#). (Some degrees, e.g., ADTs, may have separate requirements.)

In filling out this form, faculty author needs to be communicating/coordinating with:

- Department faculty
- Division curriculum representatives
- Division Dean(s)
- AVPI
- Articulation Officer
- AVP of Workforce

B. Once complete, faculty author submits narrative to the Division CC, along with any state-required supporting documentation (noted on narrative template).

STEP FOUR – New Degree/Certificate (“Program”) Approvals

The purpose of this step is to formally approve the new degree/certificate at the Division CC and CCC levels, and to finalize local approval by the FHDA Board (which is required by CA Education Code).

A. Division CC reviews/approves narrative

Division CC reviews for completion of form, ensuring all courses listed are active, double checking units, eliminating redundancies, etc. Once approved, Division CC forwards to CCC.

In the case of a Workforce/CTE degree/certificate, Division CC also forwards narrative to AVP of Workforce, for submission to BACCC.

B. CCC reviews/approves narrative

CCC reviews and approves narrative and any supporting documentation.

C. FHDA Board approval

New degree/certificate submitted to FHDA Board (by Curriculum Coordinator) for final local approval. *Note: Workforce/CTE degrees/certificates must be approved by BACCC prior to submission to FHDA Board. If any substantive changes were made at BACCC following CCC approval, the changes should be re-approved by CCC prior to FHDA Board submission.*

Foothill College
College Curriculum Committee
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**Awards include both transcriptable degrees and certificates and non-transcriptable credit certificates (see New Degree or Certificate Proposal form). In the case of a non-transcriptable credit certificate the faculty author completes this process through the end of Step 2. After the Proposal form for a non-transcriptable credit certificate is approved by CCC, the faculty author may add the certificate to the associated curriculum sheet during the next scheduled updating cycle, for publication in the upcoming catalog.

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Faculty author and/or division reps pitch new **program degree/certificate** to CCC with a goal of interdisciplinary communication, addressing concerns with potential redundancies, ensuring **program degree/certificate** aligns with college mission & priorities.

C. Academic & Professional Matters (APM) Committee (District)

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Foothill College
College Curriculum Committee
New Degree or Certificate Proposal

This form is Step One of the New Degree or Certificate (Program) Creation Process and should be completed by the faculty author as preparation for creating a new degree or certificate. Your division CC rep can assist you in completing it appropriately. Please refer to the New Degree or Certificate (Program) Creation Process for the complete list of steps.

Faculty Author(s):

Division:

Proposed Title of Degree/Certificate:

Type of Award:

- AA/AS Degree (local)
- AA-T/AS-T Degree (ADT)
- Certificate of Achievement (credit)
- Noncredit certificate
- Non-transcriptable credit certificate (Career Certificate, Certificate of Proficiency, Certificate of Specialization, Skills Certificate)*

**CCC recommends faculty develop transcriptable degrees and certificates (Certificates of Achievement), and asks that faculty only propose new non-transcriptable credit certificates if state requirements cannot be met for a Certificate of Achievement but there is a strong rationale to offer the non-transcriptable certificate, and the department faculty commit to issuing the certificate.*

Workforce/CTE Program (Y/N):

Please note that Workforce/CTE status is dependent on the TOP Code assigned to the degree/certificate. Faculty interested in exploring Workforce/CTE degrees/certificates should reach out to AVP of Workforce, early in the process.

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?

Does De Anza offer a similar degree or certificate?

What is the educational need for this new degree/certificate?

How does the degree/certificate align with [Foothill's Strategic Vision for Equity](#)?

Comments and other relevant information for discussion:

Foothill College
College Curriculum Committee
New Degree or Certificate Proposal

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Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?

Does De Anza offer a similar degree or certificate?

What is the educational need for this new degree/certificate?

How does the degree/certificate align with Foothill's Strategic Vision for Equity?

Comments and other relevant information for discussion:



FOOTHILL COLLEGE

STRATEGIC VISION FOR EQUITY

2021-2025



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PART ONE

EQUITY AT Foothill College, Today and Tomorrow



INTRODUCTION

Foothill College has a history of providing transformative educational experiences that meet the goals for its students and produce outcomes that have served to lessen disparities among our most vulnerable populations. Individuals and areas of our campus have long sought to achieve student equity, whether on their own or in response to state-mandated equity plan requirements. While these state-mandated plans helped to fund equity activities on our campus and set goals to help move the work forward, those efforts have been relatively siloed, often intermittent, and sometimes were not interconnected with all areas of the campus to produce systemic impact on equity disparities. This Strategic Vision for Equity is an effort to provide a sustainable, and systemic vision for achieving equity through eliminating demographically-predictable disparities at Foothill College. With a strong foundational vision, the college can then be guided toward action, collaboratively and within individual departments and areas. The Strategic Equity Plan will also serve as a partnering document to Foothill College's Educational Master Plan 2030, Facilities Master Plan, and other planning documents.

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

Equity Philosophy and Values

In conversations with the campus, several things surfaced in regard to what our college community valued about equity. Our campus prides itself on being proactive versus reactive when addressing challenges. We appreciate spaces that embody team, family, and community spirit. We recognize our students are continuously improving and developing. Perhaps most importantly, our college values and acknowledges individuals as whole people and sees their potential.

While our college is strong in its sentiment of our values, it is often difficult to fully enact those values

While our college is strong in its sentiment of our values, working within an institution that was inherently designed to systematically deny the right to education for so many can often make it difficult to fully enact those values.

because it exists within the broader institution of higher education in the United States, that was inherently designed to systemically deny the right to education for so many. 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. However, our college has always found ways to persist and we continuously challenge and aim to change the oppressive structure of education because we still believe in the value of education. The California Community College (CCC) system offers high quality, post-secondary education to all who want it, regardless of personal circumstances. Truly embodying this intent of the CCC's original mission requires constant disruption of systemic oppression.

Discussions of, and intentions to disrupt the way oppression plays itself out in our educational institutions cannot occur without recognizing the importance power plays in upholding this system and efforts to maintain the status quo. One concrete way Foothill can disrupt systemic oppression is by taking stock of how it makes decisions, embracing the notion of transformative educational leadership in the college's effort to improve and refine its processes. Specifically, decision-making in educational institutions tends not to prioritize student input, and particularly students of color. When the effort to reach out and engage students of color happens, it is to help the institution correct a deficit or fix problems in a student's educational experience. This can be taxing on our students, especially without the time and support needed to be fully informed in these leadership roles. Foothill can support student self-advocacy by institutionalizing leadership training and through exposure of community-engagement opportunities in and out of the classroom where students can exercise their voice and power. Our college can deepen its commitment to this disruption

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

On a similar note, Foothill should empower faculty and staff to be engaged in decision-making processes where the avenues for engagement are legitimate ways to influence the direction of the college. It should be clear to the campus community what constitutes shared governance and where those avenues of engagement occur. The campus community should have an informed understanding of how these committees work in concert and how they communicate and share information amongst each other and their representational bodies. Foothill can be mindful that our decision-making councils, senates and committees reflect the diversity of our campus. Furthermore, the work that comes with being involved in shared governance should not overly tax certain members with their involvement (especially our students), and does not precipitate burnout and/or representational disengagement.

...Foothill should empower faculty and staff to be engaged in decision-making processes where the avenues for engagement are legitimate ways to influence the direction of the college.

SCOPE OF EQUITY WORK

One striking observation that surfaced during conversations with campus community was that we did not share a common understanding of equity. This made it challenging to:

1. Discern which students groups were being reached by our equity efforts;
2. Help each member of the Foothill community conceptualize how they contribute to these efforts, and
3. Demonstrate whether our myriad equity actions had local impact within a program and/or systemic impact across many areas of the college.

The process to developing such a definition brought together college feedback, a common industry understanding of equity as described in educational code and scholarship on race and equity. An equity definition was first proposed at College Opening Day 2019, later revised to an equity scope of work by campus leadership at a January 2020 retreat, and ultimately agreed upon as a campus at College Opening Day 2020. It states: Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

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

Why Center Race?

At Foothill, when we talk about equity, we are intentional in our choice to center race. Since its inception, the system of education in the United States was never intended to serve all demographic groups and 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.

2019-20 Course Completion by Ethnicity and Low Income Status

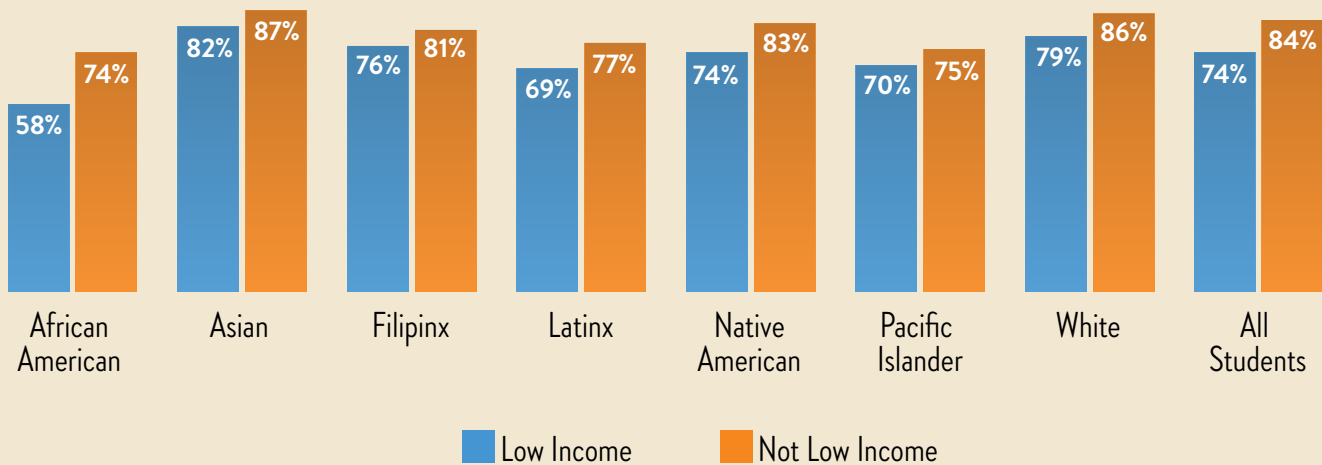


Figure 1 | Source: FH IRP, Credit Enrollment, Low-income students are those whose household income is less than \$25,000.

We are mindful, though, that when we as a college disaggregate our educational outcomes data by demographic group, we see racial disparity within all groups. For example, course completion is one indicator that is used to assess students' progress in the classroom as well as on their educational journey. In 2019-20, our college's course completion rate was 81%, with non-low-income students' course completion at 84% and low-income students' course completion at 74%. Students with less financial means may have fewer resources. These results, disaggregated by ethnicity, demonstrate that across all ethnic groups, students from low-income households complete their courses at a lower rate compared to those who are not from low-income households.

However, while non low-income students may have access to more resources that aid in their course success, what is dishearteningly predictable is that even within this group, students don't experience course success at comparable rates (Figure 2). Furthermore, when course completion is replaced with other metrics like course retention, graduation or transfer, our results do not differ. By "predictable", we are not making a claim about our students' intelligence or ability to attain their education goal. Instead, what is predictable is our college's completion outcomes and how they continue to reflect a persistent pattern

of what we have achieved, and fall short in achieving. If we view course completion as an indicator of our college's collective effort in helping students progress on their educational journey, which ethnic student groups do we do a better job at serving? Conversely, which student groups are we not serving as well? 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 groups' disparities.

We realize the topic of race is sometimes difficult and uncomfortable to discuss. As humans who have been socialized to avoid this topic, we recognize our strong predisposition to shift focus away from race in our dialogues and planning efforts. However, if we are to dismantle systemic barriers¹ at Foothill

By centering race, we do not suggest to ignore disparities for other marginalized groups.

Course Completion Rates of Non-Low Income Students by Ethnicity

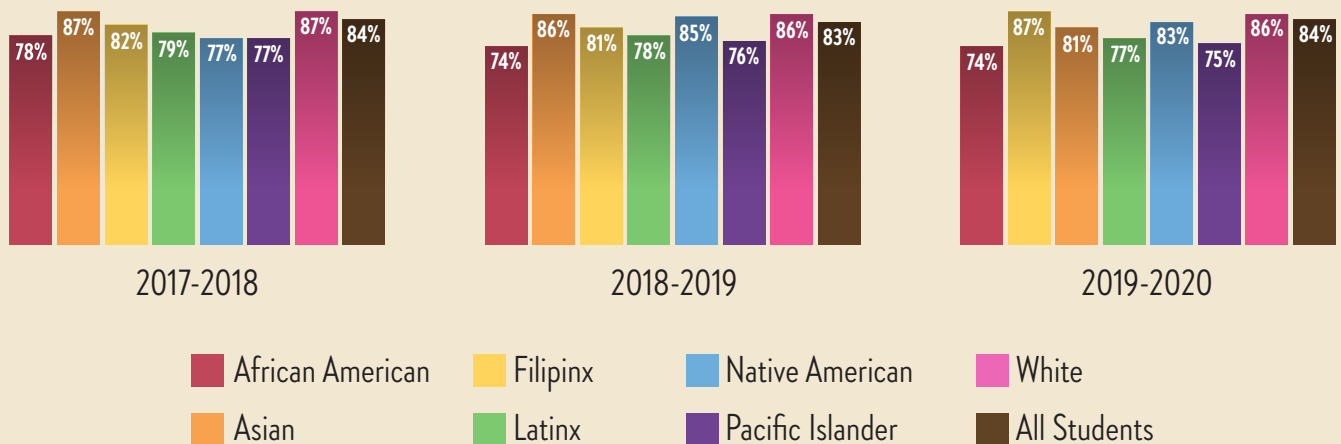


Figure 2 | Source: FH IRP, Credit Enrollment, Low-income students are those whose household income is less than \$25,000.

College, we must talk about race. Centering race is an attempt to focus rather than to exclude. By consistently centering race in our plan, even as we seek to eliminate inequity for all groups, we are holding ourselves unwaveringly accountable to our

most historically underserved of groups. This college's Strategic Vision for Equity plan is one step along the path of that purpose and vision for the Foothill College community.



PROCESS OF PLAN CONSTRUCTION

Historical Context

The work of equity and diversity is not new to the Foothill community. As the elements of the plan come together, there is a recognition of alignment across three areas aimed to inform the vision for equity at Foothill: campus feedback, scholarship on race and equity, and California state initiatives. Organically, these three areas revealed consistency in thought and focus, providing a common foundation from which to build.

The development of this Strategic Vision for Equity began as an evaluation of the 2015-16 Student Equity Plan², charged to the Equity and Education governance council. The activities described in the plan were to be evaluated annually, with the desired goals to be achieved by the 2019-20 academic year. Due to the large and operational undertaking an evaluation requires, Equity and Education tasked the Office of Equity to complete the evaluation and share its assessment with the council.

Through this process, some general observations surfaced. While it was proposed in the 2015-16 plan, our college lacked an entity overseeing the implementation and annual evaluation of the plan and its activities, and did not have a strategy to institutionalize this process. Furthermore, years of conversations in venues such as shared governance committees, program review, and professional development activities demonstrated a need for a shared vision of equity, anchored by a common definition or scope of work. While the metrics in the state-mandated plan meant to indicate progress of student outcomes, they ultimately were not sufficient in addressing the cultural and systemic change our college was asking for. Previous state equity plans led with a particular set of metrics, whereas this plan has

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.

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 should be made with regard to those who are historically and currently underrepresented, and affirms a commitment to academic excellence through quality teaching and programs. It 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."³ This code addresses concepts of fairness and inclusion, offering opportunities for all groups and ensuring social, institutional, and/or personal circumstances do not prevent students from reaching academic goals.

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 feedback⁴ 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.

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.

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 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, through the use of multiple measures placement, including high school GPA or self-guided placement, which research has shown are more effective of predicting course success than traditional assessment tests.

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 bias⁵ 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 bias⁶ and directly challenge

stereotypes are successful strategies and are areas that the campus can explore. As such, our students led an implicit bias workshop at College Opening Day 2020 as a follow up to their open letter⁷ where they had requested college staff and faculty be regularly trained and educated on implicit bias.

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 validate⁸ our students. This includes development of not only people but spaces. Creating spaces that eliminate stereotype threat⁹, 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 focus on racial equity, the Office of Equity engaged Critical Race Theory¹⁰, which uses the examination of race and racism across dominant culture as an approach to understanding structural racism to find justice-based solutions. If Foothill envisions our campus to be an equitable institution for higher education, we must be willing to upend our practices for vigorous examination of

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inequitable policy. In the development of this plan and an equity framework, many of the Critical Race Theory tenets felt especially relevant. In particular, the ubiquity of racism and how it undergirds many of our assumptions of how things operate within the status quo (Permanence of Racism), and the importance of elevating the voices and experiences of those most marginalized in our system (Counter Narratives). The incorporation of scholarly theory aids us in raising questions about things we may not have considered. It can also provide context to system and human behavior in this process, explaining how it can be that Foothill staff and faculty share similar values around the desire for equity, but work in an institution that has equity gaps. All the same, as a college we could not rely solely on state mandates nor scholarly theories in the development of this plan. We understood that actively engaging the Foothill community is critical.

Campus Feedback

One of the vital foundational elements of our plan stemmed from the campus community. The vision, structure, and goals came organically through inquiry and discussion with the college. In the evaluation of the state-mandated 2015-16 Student Equity Plan, the Office of Equity learned many proposed activities were technically implemented, but people did not feel the campus culture changed, nor did their equity work and efforts move the mark. Changes occurred in pockets but the changes were not systemic. As our college moves forward from the evaluation of previous plans, this plan is also an effort to acknowledge where we fell short as a campus in reaching previous goals or addressing concerns, building trust, communication, and collaboration. In crafting an updated plan, the Office of Equity intentionally engaged students, staff, faculty, and

administrators in a variety of spaces.¹¹ The team led Opening Day workshops, conducted inquiry around professional development, held town halls, visited divisions and departments, engaged governance committees, conducted an online survey, held an equity retreat, and most importantly, listened to students.

In its early stages of the plan's development, students identified the need for academic resources and social support in particular. Issues of transportation and housing rose to the top as major student concerns¹², and they spoke at length about their desire for space and community. Communication was also a theme that emerged, forcing the college to think differently about how it reaches out to students while keeping them engaged and connected to campus support and resources.

As the Office of Equity continued to collect input from the campus, the world as we knew it experienced an abrupt change. A global pandemic forced us off campus and into our homes. As we adjusted to a world quickly changed by the COVID-19 virus, the college prioritized issues of access and learning in regards to online education. Transitioning to a virtual campus in March 2020 required quick-thinking, extensive yet urgent training, and 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

If Foothill envisions our campus to be an equitable institution for higher education, we must be willing to upend our practices for vigorous examination of inequitable policy.

or last to suffer this tragic fate, George Floyd¹³ 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 and 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 Trustee, 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 elaborated on student needs including demands relating to: diversifying curriculum and faculty, professional development, outreach to communities of color, and basic needs, to name a few¹⁴.

While a review of relevant literature helped to ground this strategic plan in research and bridge the operational with the theoretical, it is the voice of the campus community that breathes life and purpose into this plan. Not surprisingly, much of what the Office of Equity heard as campus concerns with equity are echoed in the literature as long-standing challenges in higher education, and are part of larger areas of concern being addressed through state initiatives, revealing an organic connection and alignment of

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state initiatives, relevant scholarship, and campus feedback. However, the voice of the students has been the strongest impetus to move the campus toward its goal of racial equity.

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A SYSTEMIC CHANGE FRAMEWORK FOR RACIAL EQUITY

One result of surveying our institution’s equity efforts is that it surfaced the many strategies and interventions already in play at Foothill, and highlighted areas on our campus and within our organizational structure that are not being addressed. For instance, in conversations with faculty, staff and students about equity, people clearly connected Foothill’s ability to offer resources and improve student outcomes as the institution’s means and ways toward eliminating inequity. Yet, attempts to assess and revise structural policies, if needed, were infrequently mentioned. Furthermore, reflections on how the culture of our campus embodies an equity-mindset indicated an area of focus requiring more support and action.

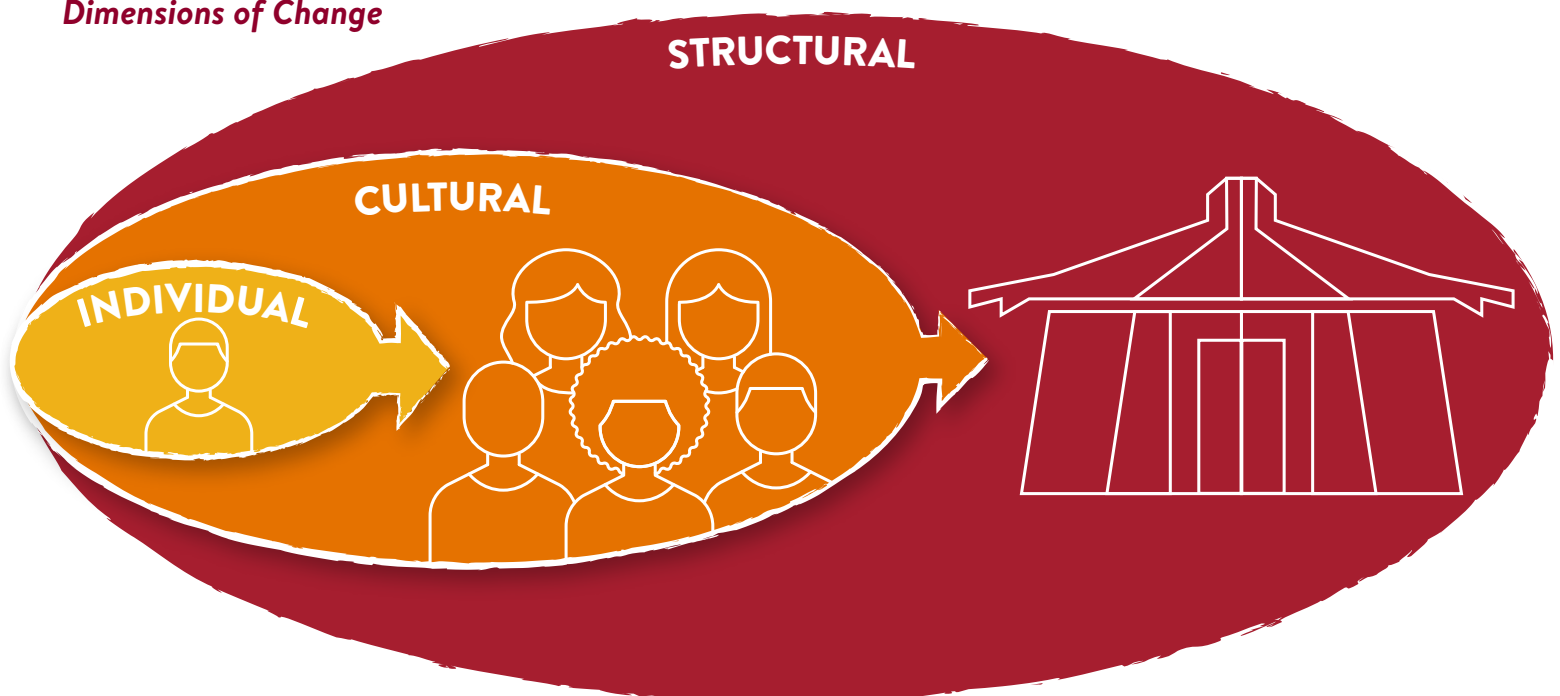
It became clear that there was a need for an overarching framework as part of the plan to provide direction on how and where to move forward with our college’s efforts. A framework could increase collaboration between people and areas on campus doing equity work, resulting in greater reach and impact 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 model¹⁵ developed by California Tomorrow¹⁶, 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.

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.

Dimensions of Change



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.

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. Structure can include examining formalized practices within our divisions/offices, in classrooms and in service areas, governance, and even at the district and state levels. The Equity-Driven Systems Change model explains that the dimension of cultural change uncovers and confronts the reasoning behind the inequities in our institution. The model prompts us to examine the attitudes and beliefs we employ as staff, faculty, and administrators in our interactions with students and with 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. For example, both individual and structural change will influence the culture

of a campus. An individual with decision-making power can enact structural change just as a group of individuals can collectively influence structural change. Both individual and structural change will influence the culture of a campus. Cultural change can inspire individual change. Structural change impacts individual efforts. In addressing all levels, a more transformative change can occur.

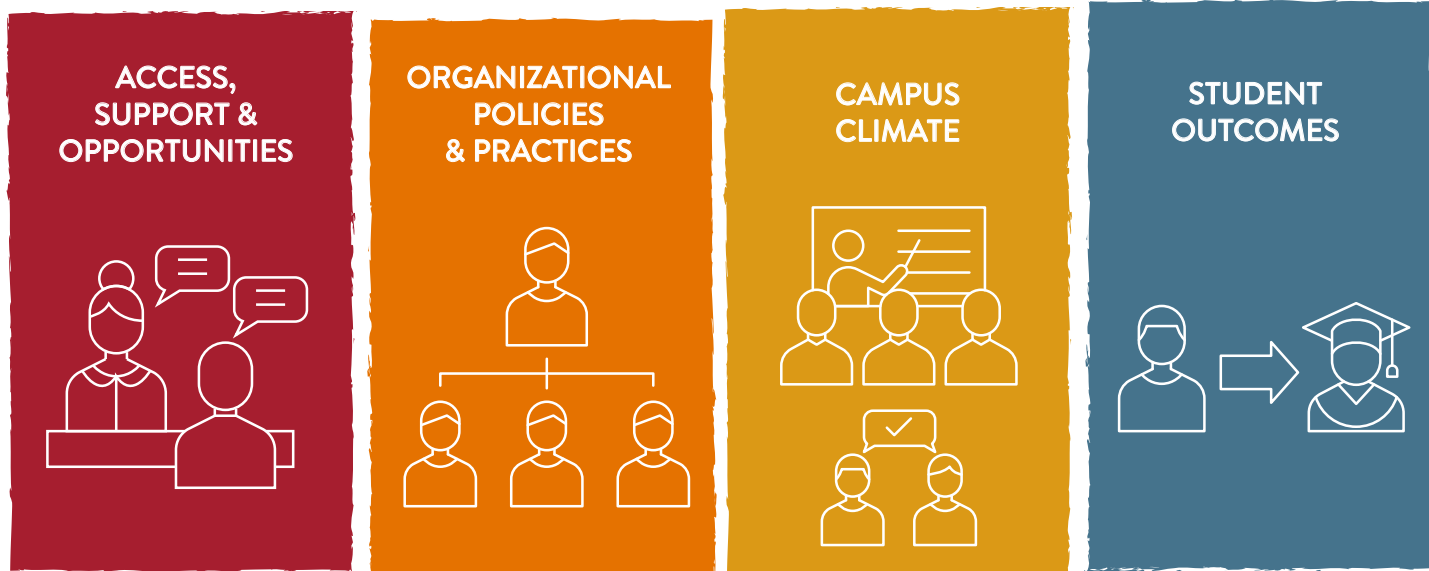
Areas of Impact

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 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

The process will be uncomfortable at times, and is likely to surface many feelings for all of us as we engage in this work.

The Four Areas of Impact



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 Group¹⁷ 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 agreements¹⁸

to use during discussions, and offers six conditions¹⁹ 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 on where our change efforts should be focused and how to pursue them, it will ultimately fail if we cannot engage and sustain difficult conversations and do the affective work that is intertwined with the equity work.

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ACCOUNTABILITY STATEMENT

With the tremendous efforts that must occur to provide more equitable student experiences, accountability becomes an important element in that process toward change. To be accountable is essentially taking initiative and ownership of the work to create equitable outcomes. This can be accomplished individually within one's day-to-day responsibilities, culturally within the practices of one's department and in collaboration with colleagues, and structurally through administrative procedures, policies, and strategic planning.

The Foothill community will establish their role in the plan toward equity by defining what actions they can take to address issues laid out in the plan – individually, culturally, and structurally. The Office of Equity will partner to brainstorm and refine ideas, bring in additional stakeholders who have power to concretize those ideas and ensure the college remains focused on students and continues to center race. The Office of Equity will be responsible for checking-in with the campus community to help them assess their implementation efforts, and provide support with further consultation and advocacy for resources needed. As implementation, assessment, and sharing of lessons learned occurs, so will opportunities for synergy and coordination of efforts.

We as a college commit to the Strategic Equity Plan as a living, ongoing vision. Planning, implementation, and evaluation are ongoing and dynamic, allowing the college to pivot and shift as we learn what works. As the campus moves from planning to action, it will be essential to then create appropriate milestones that will guide the campus in determining the timeline for evaluation of proposed activities. Ideally, all milestones will be assessed and reported on annually. However, some assessments may be more appropriate to conduct with more or less frequency.

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Communication will be key in moving the work forward as folks are all in different points in their efforts. Some, having already implemented a number of interventions over the years, may need less consultation or direction, while others will desire a more substantial partnership from the Office of Equity or other departments to get their activities off the ground. Wherever an individual or area may be in the work, it will be important that the campus community be kept abreast of what is occurring and any results that are being produced. Reporting could occur at events as large as Opening Day, or in more focused spaces such as division meetings or governance. Each division/department/unit, as part of their own action plan development, will establish appropriate venues for providing updates on progress of work, along with timelines for assessment and reporting.

Setting institutional goals for equity also requires keen attention paid to how administrators intend to lead our college in these efforts. This strategic vision for campus equity was sourced directly from the students, staff, faculty and administrators that make up our campus community. Administrators are now provided with an incredible opportunity to continue including the whole campus community in setting the vision of Foothill College. Operationalizing this equity vision positions administrators to champion the equity work occurring in their areas and advocate for the resources necessary to do this work.

With a commitment to inclusivity in vision-setting, administrators can play a critical role in creating the

conditions for meaningful conversations within their areas about racial equity in their work. This requires active engagement in professional development to deepen their own understanding of equity; prioritizing these conversations as an integral part of the work of their teams; and fostering a culture of ongoing reflection and assessment of these efforts. As Foothill embarks on this new process of enacting change on our campus, our community must remain open to feedback about the work. To do so, the administrative team must work together, along with leaders across the campus, to help create collegial and safe environments where students, staff, and faculty are welcomed and encouraged to speak their mind. To foster the integrative, cross-functional work necessary, and to effectively leverage its networks of leadership and influence, attention must also be paid to the dynamics of positionality within the administrative team itself in order to ensure open dialog from diverse perspectives.

This plan will be a significant shift from the siloed work that has historically occurred. However, cross-campus engagement, assessment, and reporting can only improve our understanding of how students are served and help to prevent duplication of efforts. Given that this visionary plan has come together, not as a state mandate but rather a college collaborative effort, constructed by the voice of the campus community, this plan provides a unique opportunity to hold ourselves accountable to our scope of equity work, demonstrated in our commitment and accountability to our values, our personal growth, and to results.

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PART TWO

ISSUES & GOALS

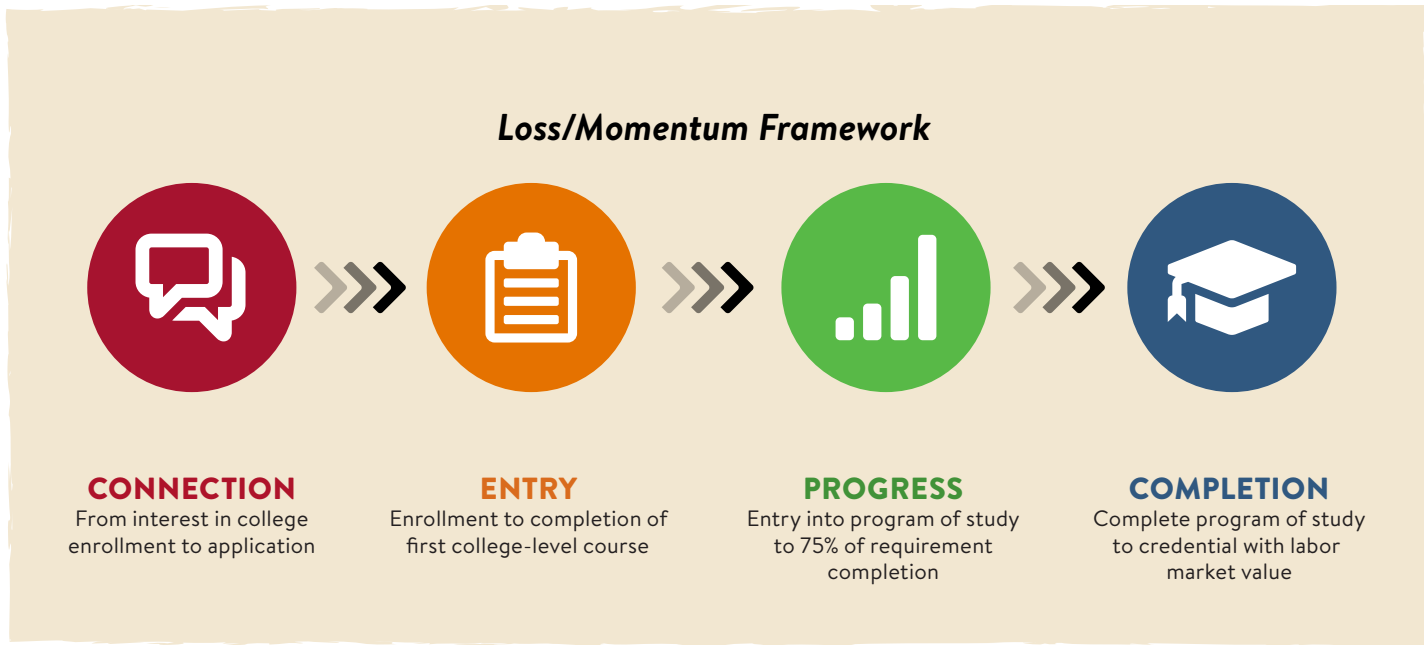


INTRODUCTION

The Office of Equity heard and reviewed campus feedback on the challenges experienced by students and approaches to equity to be considered in the construction of this plan. Additionally, past college equity plans were reviewed to help tell the history of thought and action at Foothill College. Feedback was consolidated with the asks from the various state initiatives and related theories on race and equity to help determine what issues to prioritize moving forward. Many of the suggested issues fell along a continuum of the student educational journey, which follows a similar framework employed by the California Community College Chancellor's Office Guided Pathways Initiative. This framework, referred to as the Loss/Momentum Framework²⁰,

categorizes the student journey from initial interest in attending Foothill College, to enrollment and completion of courses, to progress and completion of their educational goal. Along each step in the pathway, the framework discusses loss points and momentum strategies to guide the college. Moreover, conversations about how the college models its equity values and practices with its own employees elicited ideas that could be categorized similarly.

This section will lay out demonstrated issues and visionary goals, empowering campus community members to determine their own actions that align with that vision, rather than as directives coming from the top down. These issues and goals are organized within this plan along the **Loss/Momentum** pathway of Connection, Entry, Progress, and Completion.





CONNECTION

This first step in the framework refers to a student's initial interest in college enrollment to completion of their application. A substantial number of students who have an interest in college, and even apply, do not make it through the intake process to enroll in classes. The goal in this phase is to encourage new students to apply in a timely manner, secure financial aid if necessary, begin to develop an educational plan and a career goal, and enroll in coursework appropriate to their level of readiness and goals. Understanding what happens to students in this phase can help us as a college improve outreach, onboarding, and placement.

A substantial number of students who have an interest in college, and even apply, do not make it through the intake process to enroll in classes.

Our college enrollment data suggests a pertinent and sustained disproportionate impact on African American, Latinx, Filipinx, Native American and Pacific Islander students during the "Connection" phase of their journey. Compared to their peers, these student applicants are less likely to enroll after applying to Foothill²¹. In our 2019 Student Equity Plan most recently submitted to the state, Latinx and African American students were prioritized as the groups most impacted by challenges with access. If Foothill College wants to position itself as a school of choice for these particular 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 and career attainment.

Below are issues that surfaced in campus conversations around Connection, the time from a student's interest in college enrollment through completion of application, along with potential goals for the college to consider.



The onboarding process disproportionately impacts African American students.

Students and Foothill employees have described the experience of a student looking to attend Foothill College as difficult and complicated. From first interest to enrollment, a student could potentially interact with one or more of the following services at different points in the enrollment process: Outreach, Admissions, Financial Aid, Orientation, Counseling, and Assessment. Within this process, students report encountering barriers and inconsistencies that are described as complex and tedious that could discourage them from enrolling. In addition, there are lapses in time between onboarding steps where students are in a holding pattern waiting for the next steps in the enrollment process. This happens at points between priority registration, orientation, counseling, and when classes begin, leaving students with gaps in time where their circumstances may change. In assessing what happens from the moment of interest and awareness, all the way to application and enrollment, it is clear the onboarding process is not a simple one and can be lengthy and onerous for students. As previously mentioned, African Americans are not enrolling in our courses after applying to our college at a disproportionate rate. This observation is echoed in the [Student Success Metrics²²](#), a public data 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 courses, whereas the enrollment rate was 50% for African American applicants. An overall evaluation of the application to course registration pipeline, as well as support services and their relevance to communities of color, is important to shed light on where challenges are prominent for students and where improvements can be made. Thus, the Office of Equity proposes the following goals as a guide to the actions that will need to take place.

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 to surface the 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.

- ✔ **Goal 1:** The application to registration pipeline is transparent and intuitive to students. Foothill retains students through the onboarding process, particularly those disproportionately impacted in the process (African American students).
- ✔ **Goal 2:** Explore further districtwide FHDA collaboration and the potential for a shared application.
- ✔ **Goal 3:** The onboarding process will be inclusive and take into account new students who seek to enroll in hybrid and exclusively online courses; and therefore, may not yet have an inherent need to physically be on campus.
- ✔ **Goal 4:** Orientation is accessible to all new students prior to their first day of instruction. Orientation content is specific to Foothill's onboarding process, providing guidance on how to navigate instructional and student support services to help students become familiar with the campus and its offerings.
- ✔ **Goal 5:** African American students are consistently supported throughout the Connection phase, perhaps via a case management model shown to be successful at the college.
- ✔ **Goal 6:** There are no barriers in our enrollment and registration processes, regardless of desired modality of class registration, on campus or online.

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.²³ College feedback frequently mentioned the competing demand students have juggling both school and work, often having to make a choice between the two.

Both federal-and state-funded financial programs have helped students in the financing of their education; yet all students are not eligible for assistance due to specific program requirements. *Foothill College Promise Program*, launched in the 2018-19 academic year, provides two years of free tuition, fees, books and course materials to eligible first-time new, in-state/AB540 and full-time students. Therefore, part-time and non-resident students are omitted from consideration and many returning and continuing students are unable to complete their studies in the two-year Promise window. While headcount participation grew from one year to the next, among the 914 grant recipients who started at our college in fall 2019, only 50% of them were retained to spring 2020.²⁴ Enrollment data revealed that many students fell out of eligibility in winter quarter by either going to part-time status or stopping out completely. Students who cannot complete or provide the necessary financial documents required for the program are also shut out, though they may have qualified otherwise. So while *Foothill College Promise* serves a comparable or higher proportion of students of color in relation to the general student population, for example, 2019-20 grant recipients identified as African American (9%) and Latinx (41%), it remains an inaccessible program to many due to its restrictive eligibility requirements.

In addition to tuition fees, students especially noted the stress of financing their education is compounded by the costs of textbooks and printing fees on campus. Financial holds and drops for non-payment affect a student's ability to register for classes, creating an additional obstacle to educational goal attainment. It would be worthwhile to examine these additional incidental costs to determine if the college could alleviate some of the financial burden, and at the same 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.

As financial challenges continue to increase for our students, it will be important to consistently review our policies and procedures, and explore and expand opportunities for financial relief, especially for our low income and students of color.

- ✔ **Goal 1:** There are no tuition costs for all students across the CCC system. Increase administrative advocacy at the state level.
- ✔ **Goal 2:** Students are knowledgeable about the different financial aid programs and services available to them, and successfully apply for that assistance.
- ✔ **Goal 3:** There are few to no incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs.
- ✔ **Goal 4:** There is no demographically predictable disproportionate impact among students with financial holds and/or drops for non-payment.

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.

The 2015-16 Student Equity Plan highlighted the need to tailor marketing and outreach 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, 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 enrollment²⁵ 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 predominantly serving racially disproportionately impacted student groups²⁶. This recommendation aligns with AB288 and CCAP provisions²⁷. Both the college and the student benefit from translating high school work completed for college credit into future enrollment at Foothill, but the college needs to work to develop pipelines within these partnerships that seamlessly connect those students to degree, certificate and transfer opportunities at Foothill.

Current partnerships, not limited to dual enrollment, were created as a result of Foothill staff doing the work of moving beyond the Foothill campus and venturing out into surrounding communities and seeking innovative ways to offer a college education to those that may not be able to access the

opportunity otherwise. Foothill's Family Engagement Institute has long fostered successful partnerships in the community to service some of the most vulnerable populations of students in the community. It is worth exploring their approach to the work and their model of service in providing exceptional support to these populations.

Whether it is through a non-credit course, dual enrollment, adult education, summer academy, or career technical education 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. With that, the Office of Equity proposes the following goals. 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.

- ✔ **Goal 1:** Foothill has a documented strategic enrollment plan that expands access to college programs for underrepresented student populations, outlining touch points from outreach through registration to provide support for potential and incoming students.
- ✔ **Goal 2:** Foothill's CCAP dual enrollment partnerships have established pipelines from high school to Foothill College programs. Dual enrollment partnerships focus on expanding college access in the high schools for underrepresented student populations.
- ✔ **Goal 3:** Foothill College has community-based partnerships in low-income and historically underrepresented communities, reflective of diverse and culturally relevant outreach models.
- ✔ **Goal 4:** Foothill College implement and operationalize credit for prior learning practices including but not limited to competency-based education, challenge exams, third-party evaluators, industry certification, etc.



ENTRY

This phase represents the period from student enrollment to completion of their first college-level course. The objective here is to help students choose and enter a program of study as early as possible. Many students seeking degrees drop out after only one or two terms as evidenced by our most recent data. Similar to access data referenced above in the Connection phase, our course retention data also indicates African American, Latinx, Native American and Pacific Islander students are less likely than their peers to remain in their class(es)²⁸. Between 11% to 14% of these students withdraw from our courses, representing nearly 4,000 enrollments our college loses each year. In fall 2019, among students whose educational goal is a degree or transfer, 66% were still enrolled at our college in winter 2020.²⁹

...Our course retention data also indicates African American, Latinx, Native American and Pacific Islander students are less likely than their peers to remain in their classes.

Foothill, therefore, needs to understand how our students get from their initial enrollment at our college to the point of passing their first college-level courses in their chosen program of study. What are their experiences? What are some policies or processes we have put into practice that created hurdles in their educational journey? These reflection points help us better understand our students' lived experiences as well as shed 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.



The current 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 2018³⁰ 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 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 (19%) and have to decide between using money for gas or public transportation to get to work or to class (16%). When disaggregated by ethnicity, Pacific Islander and African American students reported the highest rates of food insecurity, housing insecurity, and homelessness across the board.³¹ It will be important to center race as the college explores solutions.

Research and efforts around food and housing insecurity have become more prominent in recent years, most notably through national organizations such as the Hope Center for College, Community, and Justice³² and their #RealCollege movement. In line with this trend, more recent on-campus activities at our college are responding to meet the basic needs of our students. Foothill's food pantry was initially created by the African American Network (AAN) with non-perishable food items, eventually transitioning as a broader service to include fresh food items through the Office of Student Affairs and Activities. Support

for housing insecurity is not as far along institutionally, but Foothill has tried to address these challenges by incorporating leadership efforts into the revised EOPS Director position, with oversight of EOPS, CARE, Foster Youth, and Housing Student Programs. Additionally, a feasibility study for student housing was proposed in the Facilities Master Plan 2019-20.

Another element of a basic needs infrastructure includes mental health services. Student feedback indicates maintaining mental health to be a challenge, especially during the pandemic. A concerted effort made to address basic needs insecurities is one way the college can help mitigate the challenges some of our students experience where they are often forced to choose between paying for tuition and/or textbooks or paying for rent, childcare, or groceries. Or where students are compelled to take on additional hours at work, at expense to time that could be invested in coursework. As the college proceeds to think about the best way to organize and coordinate these efforts, the Office of Equity proposes the following goals to assist in that alignment.

- ✔ **Goal 1:** Foothill students seeking basic needs resources experience a streamlined referral process, providing coordinated assistance for all aid they are eligible for.
- ✔ **Goal 2:** Students' housing needs are met. Long-and short-term housing solutions will be explored, including (but not limited to) homelessness initiatives in the county, transitional housing programs and student housing. Students most impacted by housing concerns are empowered to lead conversations around potential solutions.
- ✔ **Goal 3:** Students' transportation needs are met. 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:** Students' psychological needs are met. Creative solutions on how to expand racial trauma-informed psychological services for students will be investigated and employed.

Lack of a sense of belonging, safety, and space allocation for students of color.

This plan is being written at a time when our nation is in upheaval over police brutality tipped by the murder of George Floyd in Minneapolis, Minnesota. As a country, we are openly talking about our criminal justice systems and how they continue to disproportionately disadvantage people of color. Over time, Foothill students and employees have reported feeling threatened or profiled by campus police officers, propelling students to request additional resources for mental health and trauma support around police interactions. As our nation examines its policies and procedures for law enforcement officer training and relationship-building between law enforcement officers and their local communities, it's imperative for us to engage in this work on our campus as well. This includes a review of student conduct reporting and protocols, especially those that require involving campus police.

As the campus revisits and revises its Facilities Master Plan and looks to understand how space and environment influences the student experience, it will be vitally important to learn from and include students in 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 students to gather are ways to build community and connection to campus. Foothill learning community students emphasized the need for a multicultural center distinct from The Village (a student space that is managed by Puente and Umoja students), but one that is similar in the aim of creating community.

With new California legislation in place in the form of AB1645, 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 initial legislation did not provide funding for this new requirement, with the passing of SB74, there will soon be local assistance funds available to campuses for Dream Resource Liaisons to support immigrant and Undocumented students. While funds cannot fully support all of the

campus' intended efforts, it is a timely opportunity to explore ways to meet the spirit and intent of the law. The creation of a Dream Resource Center will be important to consider as part of the Facilities Master Plan and in connection with Foothill's recent selection by the state 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. As we move toward a better visualization of students' space needs, it will be critical to understand how our current 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, to foster learning and growth. And it is with those aspirations that the Office of Equity proposes the following goals.

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

- ✔ **Goal 1:** Police interact with members and guests of the Foothill community students in a racially and culturally affirming manner.
- ✔ **Goal 2:** .There is no disproportionate impact in student conduct data such as reporting or sanctions.
- ✔ **Goal 3:** Students of color have broad access to diverse mental health professionals, especially around trauma related to police interactions.
- ✔ **Goal 4:** Existing classroom and campus (physical) spaces encourage student engagement and reflect an appreciation of multicultural and multi-ethnic backgrounds.
- ✔ **Goal 5:** Students have access to multicultural, LGBTQ, and Dream centers.
- ✔ **Goal 6:** Space allocation processes ensure that design and usage of space is student informed.
- ✔ **Goal 7:** Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.



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. Pathways to complete program requirements are clear to students as well as the college community.

As this stage includes the bulk of the student's journey at the college, there are more issues and goals to explore, as well as a much larger focus around the classroom environment, curriculum, and pedagogy.

Foothill needs to ensure that programs are focused, streamlined, and that options for more flexibility and accelerated programs are available for students as well.



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

Racism exists in every field, career path, and industry, and all our students are and will be immersed in these racialized environments when they leave us. A survey of the curriculum at Foothill suggests that many disciplines are taught as if they are race-neutral, and they fail to identify the explicitly racist historical and societal context underlying the epistemology of their discipline, as well as ongoing implicit biases in their fields. While Foothill students recently called out the need to address topics of systemic racism inherent in STEM in their open letter to the college, the myth of objectivity can manifest in every discipline. Students typically only have siloed academic opportunities to openly explore and understand systemic racism, and typically only within particular disciplines that focus on social and human behavior. Choosing not to address issues of race in disciplines thought to be “objective” leaves students ill-prepared to understand how systemic racism is upheld in each discipline and be leaders in disrupting it, and could lead to cognitive dissonance and increased stress when students do experience racism in fields that they were taught are not affected by race.

In their most recent letter to the campus, students asked that diverse authors, curriculum and pedagogy be integrated into all courses, emphasizing that instructors must also address topics such as systemic racism, social activism, financial literacy, and service leadership in classrooms, regardless of the discipline. Students asserted that these discussions should be addressed not only in classes with a more obvious association to racial injustice but also in disciplines such as STEM, as students in these courses may eventually go into health and STEM careers and thus need to be prepared to uphold equity in their fields.

Departments in every division need to be consistent in their commitment to educate students in the history and ongoing racism implicit and explicit in their disciplines, and departments need to be supported consistently by the institution to carry out this commitment. Resistance to interrogating the myth of race-neutrality and discipline objectivity at an individual or departmental level is problematic. Systems (curriculum development and review policies, contractual agreements and practices for faculty

evaluation, etc.) that fail to prioritize equity in the classroom, and/or individual faculty or administrator resistance to prioritizing the work of diversity, equity and inclusion can further work to discourage faculty, especially untenured and/or part-time faculty, from explicitly or implicitly discussing and addressing racism in their fields.

Given that we exist in a system of education that contemporarily gives access to all who want it, but that was not foundationally created to serve minoritized students, faculty will need to reexamine and reimagine what a quality, equity-minded education looks like. If we desire to serve students of color well in our classrooms, we need to write the curriculum and design pedagogy with this in mind from the start. We also recognize that curriculum redesign and the effective implementation at an institutional level of culturally responsive pedagogy will require a reprioritization of resources and a review of institutional policy, such as classroom size, to support instructional faculty with the added workload these efforts require.

With the above reflection in mind, we have identified the following goals:

- ✔ **Goal 1:** Curriculum is explicitly race conscious.
 - D. Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
 - E. Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
- ✔ **Goal 2:** Pedagogy is race conscious.
 - A. Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
 - B. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
 - C. Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
 - D. Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
- ✔ **Goal 3:** Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.
- ✔ **Goal 4:** Administration collaborates with Academic Senate and the Faculty Association to support instructional efforts to achieve goals 1 and 2, by removing structural barriers to pedagogical success which are embedded in tenure, reemployment preference and evaluation processes.
 - A. Tenure processes support tenure-track faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.
 - B. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, and are viewed as an opportunity to recognize outstanding performance, improve satisfactory performance, and provide useful feedback to encourage the growth and improvement of faculty both contractually and in actual practice.
 - C. The processes by which part-time faculty attain and retain reemployment preference insure these faculty receive the institutional support, resources and mentoring they need to succeed and insure their students' success.
- ✔ **Goal 5:** The Administration, Academic Senate and the Faculty Association collaborate to support practitioner efforts to achieve Goal 2 by ensuring faculty workload, including class size policies, realistically position faculty to implement culturally responsive pedagogy effectively.

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 success³³, diversity increases student and employee retention, the likelihood of implicit bias is reduced, and increasing faculty diversity helps all faculty better integrate multicultural and culturally responsive pedagogy.³⁴

As important as who is teaching a course is how and what is taught. Gloria Ladson-Billings, a renowned scholar and pedagogical theorist, has done extensive work in the areas of 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 asserts that this is the key to 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.³⁵ 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.³⁶ 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, the Office of Equity offers the following goals.

Representation, diversity, and cultural relevancy in education matters. For students of color, having diverse faculty teaching and centering their stories allows for a reflection of themselves not only in the learning, but in the leadership, and to highlight how

their communities have historically contributed to all fields of study.

- ✔ **Goal 1:** Foothill College faculty, staff, and administrators are racially diverse.
 - A. Racially diverse employees are retained
 - B. Policies or procedures around course assignments do not disproportionately impact faculty of color.
- ✔ **Goal 2:** Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
- ✔ **Goal 3:** Content and pedagogy are inclusive of and created with communities of color in mind.
- ✔ **Goal 4:** The college creates an Ethnic Studies division, and hires demographically diverse faculty.



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.³⁷ 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 slights and shaming, we as educators must also be mindful to not dismiss or ignore cultural behaviors in any campus space. 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.³⁸ With that in mind the Office of Equity offers the following goals.

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.

- ✔ **Goal 1:** Foothill will reduce or decrease the climate of racial microaggressions. welcome candid conversations about them.
- ✔ **Goal 2:** Campus culture supports explicit checking³⁹ of unconscious bias.
- ✔ **Goal 3:** Professional development opportunities informed by or in partnership with students will be available to employees.

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. Interrogating both of those things encompasses a wider scope of the story and provides a deeper understanding of our students' lived realities, which can only improve our efforts as we propose interventions and implement campus-wide retention strategies.

The 2019-2022 Foothill College Student Equity Plan identified a disproportionate gap in college retention for African-American and Latinx female students.⁴⁰ The CCCCO identifies retention as continued enrollment from fall to winter quarter. While Foothill's 2015-16 Student Equity Plan did not have a metric that directly identified college retention as an overarching issue, there were many activities such as development of mentoring, early alert and expansion of and support to learning communities, which suggested a desired focus on successfully retaining students through the end of a term. Furthermore, the same plan suggested the need for a Student Success and Retention Team to oversee the implementation and progress of the 36 activities listed within that plan. While the retention team was never formed due to competing demands and scheduling conflicts, the idea still holds value and should be revisited.

While the college currently has state funded retention programs for students (EOPS/CARE), resource centers (Disability Support Programs and Services/ Veterans Resource Center) and learning communities to help students successfully complete courses and remain enrolled, these programs are often limited by capacity, funding, and qualifications students must meet to access those services. There are still a significant number of students outside these programs who are not being served where the need still exists.

In an effort to coordinate and broaden our retention efforts, the Office of Equity suggests the following goals.

As we focus on outreach and access in order to diversify our student population, prioritizing

retention of these diverse communities must occur in conjunction with those efforts so that the work of diversity does not fall to merely a performative effort.

- ✔ **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 but are not limited to privacy for confidential conversations, dedicated studying spaces with easy access to academic materials, resources and employee support, and connection to a college community that counteracts student isolation in higher education.

Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.).

When discussing resources, conversations tend to center around the absence of resources available to students, often attributed either to budget concerns and 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.⁴¹ 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, the Office of Equity offers the following goals.

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.

- ✔ **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.
- ✔ **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.

Students accessing our classes and services online are not receiving comparablespace, resources, and services as students who access them on campus.

Prior to COVID-19 forcing the college to become a virtual campus in March 2020, online share of enrollments grew from 35% in 2015-16 to nearly 50% in 2019-20⁴². Furthermore, while nearly half of all students continued to enroll in face-to-face and/or hybrid sections, the share of students who enroll exclusively online grew from about 25% to 36% over the same time period. As a college, we still have a long way to go in understanding the needs of students who do not come onto campus for instructional learning. As Foothill prepares to eventually return to campus, we cannot continue to define online students as if it is a student characteristic that does not change. Instead, online enrollment characterizes the learning modality at a given term. We need to learn more about the demographics and enrollment patterns of students who take online courses, and what resources they may need to successfully fulfill their educational goals. It will be important to look at the number of courses taken, and the purpose that online enrollment serves for students. Are they a concurrent four-year student taking only one course at our campus? Would students prefer to take some face-to-face classes but our scheduling does not permit? Are they a student who may not even reside 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 support services? Our college has an opportunity to explore the racial breakdown of different online-identified groups, whether they be fully online or hybrid, to reveal any nuanced experiences, trends, or gaps experienced in the online realm.

What became abundantly clear in our college's move toward becoming fully virtual in late winter 2020, is that many of the equity issues present on campus also surfaced in a fully virtual/online environment. Paramount to creating an equitable learning experience for our students are some core tenets around providing an ethic of care to our students; centering our actions from the perspective of our most vulnerable students—which necessitates that our students not only provide input on how they envision our campus functioning, but they are empowered to see their feedback to fruition; and with this, an acknowledgement of the variation of faculty, staff and student needs in a virtual environment. Our

ability to provide an ethic of care is not limited to the face-to-face interactions we have with our students. An ethic of care can be as simple as clear and direct communication with our students. That is, a commitment to follow up and follow through with our students to make sure they have their questions answered and they are getting what they need. It also means empathy from the institution for our students as they seek out answers to questions that, unbeknownst to us, could mean the difference between them remaining enrolled and withdrawing; particularly in a crisis in which we saw many of our 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 through to close the loop with our students demonstrates that ethic of care for our students.⁴³ As we focus on the challenges experienced by students when we moved to virtual campus, we also need to address the challenges experienced by faculty and staff. They must be supported if our college is to be student-ready and online teaching and learning-ready.

Having to transition fully online exposed several ways that our students were mitigating challenges inherent to their educational journey, and even some of the ways that our institution has helped alleviate those challenges, as well as exacerbated them. Technological knowledge and access to that resource became a profound issue for students, faculty, and staff alike. However, issues related to technology were not the only problems to surface during this time, as our college began to learn more about how place and space impacted our students' ability to remain present and engaged in their learning.

Our move to a fully online environment also highlighted how easy it is to slip back into a pattern of doing what is easiest or most efficient, or most comfortable in moments of instability and unease. Defaulting to what we know to help manage that stability may only serve to protect our status quo way of operating. This includes focusing our efforts and attention on how to best serve our most vulnerable students and making sure that ideas on how to do this are generated from the students, themselves.

Processes developed to assist our students changed from their initial iteration as our student workers provided insight that countered some of the college's assumptions about the best way to serve them. For example, the assumption that Zoom would be the best platform to engage students in the virtual hub⁴⁴, and the reality that the space could be intimidating for those new to the online realm, and how a chat function could serve the needs of students better. Bringing students in on the ground floor to help create and design some of our processes is another way of engaging equity. As a college we were able to offer services we never thought could be online.

What was specifically uncovered is that many of our students struggled with some major necessities for online learning including strong and reliable internet connection. Additionally, our college did not have a way to assist our students with their more complex needs around updating operating systems, installing software, and other technology related troubleshooting. The formation of the Student Technology Support Hub was a step in the correct direction, but the fact that it did not exist prior to our campus being fully online says something about the college's assumptions about its online students. Similarly, trying to meet the technology needs of our students without a clear understanding of what those needs are can present some equity challenges. One of those most basic needs is training on how to use some of these tools, including things like laptops. For example, our operating assumption that students understand how to turn on these tools and navigate them meant we were not fully prepared to adequately answer questions or provide assistance to our students.

All the while, there were a number of challenges to the fully online environment that were not related to technology. Concerns of students having an adequate learning environment arose as students navigated things like 24-7 caregiving for dependents, not having a desk/table for workspace so they sat on floors, not having access to quiet or distraction-free spaces so they 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. With that in mind, the Office of Equity proposes the following goals.

- ✔ **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.⁴⁵
- ✔ **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.



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. Additionally, as a college, Foothill is committed to reviewing completion for disproportionate impact in order to address disparities among student populations, especially along racial lines.

...[It] is critical to ensure that our college's programs are aligned with the requirements for success in further education and careers.



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 produce 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 Student Service areas do not always have the reporting functionality necessary to allow them to assess for disproportionate impact. Data may be localized, coming from multiple systems, or not synced to Banner, thus making it a difficult and time-consuming process.

- ✔ **Goal 1:** Equity is central to the program review process. Practitioners are well supported with quantitative and qualitative information (data) and resources to analyze their equity trends and efforts.
- ✔ **Goal 2:** The college identifies equity trends in programs and service areas and seeks to meaningfully engage others in college-wide discussions about what to do.

Across the California Community College system, all students are not succeeding in comparable rates at reaching their educational goals.

Very recently, the CCCCCO 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 Vision for Success site, the Chancellor's Office is guided by the core belief that colleges should simplify paths to educational goals and help students stay on those paths until completion. As such, in 2019, the statewide Chancellor's office required that all colleges set local Vision Goals in an attempt to improve student outcomes. Although the Vision for Success goals are formulated differently than the goals in this document, the Office of Equity felt it was

important to highlight and incorporate them as part of our overall equity plan, to align college efforts with statewide mandates. Below are the Vision for Success goals that Foothill College set to reach for all students by 2021-2022, with subset equity goals in areas that identified disproportionate impact.

The Chancellor's Vision for Success goals are no doubt ambitious. Setting metrics locally gave the Foothill an opportunity to think about how individual colleges can enact change that will have statewide impact. Similarly, setting evidence-based, achievable, and tangible individual and department goals can help us collectively achieve equity as a college.

✔ Goal 1: Completion

- A. Increase all students who earned an associate degree (including ADTs) by 25%
- B. Increase all students who earned a Chancellor's Office approved certificate by 50%
- C. Increase all students who attained one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, by 25%

✔ Goal 2: Transfer

- A. Increase all students who earned an associate degree for transfer by 25%
- B. Increase all students who transferred to a CSU or UC institution by 25%
 - 1. Increase transfer of African American students to a CSU or UC by 25%
 - 2. Increase transfer of Latinx students to a CSU or UC by 35%
 - 3. Increase transfer of LGBT to CSU or UC by 75%
 - 4. Increase transfer of Veterans to CSU or UC by 75%

✔ 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 +5 percentage points
 - 1. Reduce the living wage gap for females by -3 percentage points
 - 2. Reduce the living wage gap for African Americans by -5 percentage points
 - 3. Reduce the living wage gap for Latinx by -5 percentage points
 - 4. Reduce the living wage gap for Pacific Islanders by -5 percentage points
- C. Increase the number of students employed in their field of study by +2 percentage

GLOSSARY

- **Centering Race:** keeping a focus on race in equity discussions, and bringing race into conversations where it is not being addressed. This is not to the detriment of other marginalized communities or groups. For example, if we are discussing the transfer rates of low-income students, we want to make sure we also disaggregate those rates further by race to determine disparities among an already marginalized group.
- **Critical Race Theory:** Critical race theory (CRT) is an intellectual movement that seeks to understand how white supremacy as a legal, cultural, and political condition is reproduced and maintained, primarily in the US context. While CRT is part of a much longer research tradition investigating race and racism, CRT distinguishes itself as an approach that originated within legal studies (in part building from and responding to critical legal studies) but aims to be a vehicle for social and political change. It has been adopted interdisciplinary across many fields, including perhaps most notably education; and, in certain contexts, has come to be the umbrella term for studies of race and racism generally. It has been connected to such key figures as W. E. B. DuBois, Frantz Fanon, Angela Davis, Audre Lorde, Gloria Anzaldúa, Cherríe Moraga, and many more. De La Garza, Antonio & Ono, Kent. (2016). Critical Race Theory. 10.1002/9781118766804.wbiect260.
- **Deficit Lens:** Viewing a student as lacking skills, abilities, capacity, or labeling them unprepared for college. This is in contrast to the asset-based view that centers what the student brings to the experience, what capital they possess, and how the campus needs to meet the students where they are. It flips the idea of a student being college-ready, to one that makes the college responsible for being student-ready.
- **Disproportionate Impact:** practices that adversely affect one group of people of a protected characteristic more than another
- **Equity Gap:** Equity gap means any disparity in a metric, like graduation rate or retention, along racial, socioeconomic, gender, or other major demographic groupings.
- **Implicit Bias:** refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students.
- **Intersectionality:** the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
- **Marginalized:** (of a person, group, or concept) treated as insignificant or peripheral.
- **Racial Disparities:** Refers to a difference in results or data among different racial groups, for example, a gap in success rates between two different racial groups.
- **Scope of Equity:** Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.
- **Stereotype Threat:** a situation or action that puts students at risk of conforming to stereotypes about their culture or social group,
- **Systemic Barriers:** policies, practices or procedures that result in some people receiving unequal access or being excluded.
- **Systemic Oppression:** the intentional disadvantaging of groups of people based on their identity while advantaging members of the dominant group (gender, race, class, sexual orientation, language, etc.)
- **Validation Theory:** 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.”

ENDNOTES

- 1 Systemic barriers are policies, practices or procedures that result in some people receiving unequal access or being excluded.
- 2 2015-16 Student Equity Plan: https://foothill.edu/president/Foothill_Student_Equity_Plan_Final.pdf
- 3 California Education Code: <https://codes.findlaw.com/ca/education-code/edc-sect-66010-2.html>
- 4 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.
- 5 Implicit bias refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students.
- 6 Eight tactics to identify and reduce your implicit biases. https://www.aafp.org/journals/fpm/blogs/inpractice/entry/implicit_bias.html
- 7 Open Letter to Foothill College's Academic Senate. June 12, 2020. <https://foothill.edu/gov/academic-senate/2019-20/jun15/OpenLetterToFoothillCollegeAcademicSenate.pdf>. Open Letter to Foothill College's Governance Councils and Senates. October 8, 2020. <https://foothill.edu/gov/equity-and-education/2020-21/oct16/Open-Student-Letter-to-FC-Governance-Oct2020.pdf>.
- 8 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>
- 9 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.
- 10 Critical race theory (CRT) is an intellectual movement that seeks to understand how white supremacy as a legal, cultural, and political condition is reproduced and maintained, primarily in the US context. While CRT is part of a much longer research tradition investigating race and racism, which includes such key figures as W. E. B. DuBois, Frantz Fanon, Angela Davis, Audre Lorde, Gloria Anzaldúa, Cherríe Moraga, and many more, CRT distinguishes itself as an approach that originated within legal studies (in part building from and responding to critical legal studies); aims to be a vehicle for social and political change; has been adopted interdisciplinary across many fields, including perhaps most notably education; and, in certain contexts, has come to be the umbrella term for studies of race and racism generally." De La Garza, Antonio & Ono, Kent. (2016). Critical Race Theory. 10.1002/9781118766804.wbiect260.
- 11 Engagement began in January 2019 and has continued through all iterations of the plan.
- 12 Based on student focus groups, Homelessness Summit, student-led public town halls, Board meeting presentations. Hope Center Report: https://foothill.edu/housing-insecurity/pdf/RealCollege_Survey2018.pdf
- 13 What We Know About the Death of George Floyd in Minneapolis. <https://www.nytimes.com/article/george-floyd.html>
- 14 Open Letter to Foothill College's Academic Senate. June 12, 2020. <https://foothill.edu/gov/academic-senate/2019-20/jun15/OpenLetterToFoothillCollegeAcademicSenate.pdf>. Open Letter to Foothill College's Governance Councils and Senates. October 8, 2020. <https://foothill.edu/gov/equity-and-education/2020-21/oct16/Open-Student-Letter-to-FC-Governance-Oct2020.pdf>.

- 15 Gazmuri, S., Petty, S., Porter, E. (2010, December). The Equity-Driven Systems Change (ESC) Model: A Toolkit for Improving Institutional Practice and Student Outcomes. Retrieved from <https://skylinecollege.edu/seed/assets/resources/ESC-Toolkit.pdf>
- 16 <https://cainclusion.org/camap>
- 17 Pacific Educational Group (PEG): <https://courageousconversation.com/>
- 18 Stay engaged, speak your truth, experience discomfort, and expect/accept non-closure
- 19 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
- 20 Loss/Momentum Framework: <https://www.completionbydesign.org/s/cbd-lmf>
- 21 Source: FH IRP. 2017-18 to 2019-20 all applicants tracked to each term in which they applied to, excluding summer term. Enrollments are end of term and include credit and non-credit. Percentage point gap with margin of error was used to determine disproportionate impact. Three-year applicant counts and enrollment rates: African American = 5,438 (47%); Filipinx = 5,237 (50%); Native American = 550 (49%); Pacific Islander = 1,218 (48%); All Students = 101,851 (52%).
- 22 <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
- 23 Metropolitan Transportation Commission: Vital Signs. "Home Prices". <https://www.vitalsigns.mtc.ca.gov/home-prices>. Accessed November 13, 2020.
- 24 Foothill IRP. "FH College Promise; Virtual Hub; Psychological Services; Learning Communities (Cabinet)," August 24, 2020, <https://foothill.edu/irp/2021/FH-2021-Q1-Presentation-CPHubPsychServLCCabinet.pdf>. PowerPoint Presentation.
- 25 Foothill-De Anza Community College District IRP. "Fall End-of-Term Headcount by Ethnicity." http://research.fhda.edu/_downloads/Ethnicity_FH.pdf.
- 26 Draft Memo from E&E to President re: Dual Enrollment. <https://foothill.edu/gov/equity-and-education/2019-20/jun12/DualEnrollment%20Recommendation.pdf>
- 27 https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/-/media/CCCCO-Website/Files/General-Counsel/x_legal-opinion-1602-dual-enrollment-and-ab-288-ccapada.ashx
- 28 Foothill IRP. 2017-18 to 2019-20 end-of-term credit enrollments. Retention reflect grades A, B, C, D, F, FW, I, P, NP and RD. Enrollments reflect all letter grades, including EW, MW and W. Percentage point gap with margin of error was used to determine disproportionate impact. Three-year enrollment counts and course retention rates: African American = 15,444 (86%); Latinx = 82,062 (89%); Native American = 1,504 (88%); Pacific Islander = 3,707 (87%); All Students = 320,305 (91%).
- 29 CCCCO Student Success Metrics Data Dashboard. Fall to winter retention reflect degree/transfer students who enrolled in a credit course in 2018-19 and did not earn a degree nor transfer to a four-year institution. <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>.
- 30 Foothill IRP Memo to Dean of Student Services & Activities, "Food, Housing and Transportation Security Survey, Spring 2018," August 29, 2018.
- 31 #RealCollege Survey Foothill College Report, 2019. https://foothill.edu/housing-insecurity/pdf/RealCollege_Survey2018.pdf. Page 8.
- 32 <https://hope4college.com/>
- 33 Fairlie, R.W., Hoffmann, F., & Oreopoulos, P. (2011). A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. NBER Working Paper No. 17381. National Bureau of Economic Research.
- 34 Vision for Success Diversity, Equity and Inclusion Task Force 2020 Report: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccoco-dei-report.pdf>
- 35 Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. Harvard Educational Review, 84(1), 74-84.).
- 36 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

- 37 <https://www.kickboardforschools.com/blog/post/diversity-equity/what-are-racial-microaggressions-in-schools/>
- 38 Open Letter to Foothill College's Academic Senate, student presented June 12, 2020.
- 39 Feeling supported in identifying when bias occurs and willingness to have the difficult conversation that may result.
- 40 2019-22 State Equity Plan: https://foothill.edu/equity/documents/FH%20Equity%20Plan%20and%20Executive%20Summary%202019_publish.pdf
- 41 Pass the Torch Program: <https://foothill.edu/torch/>
- 42 Foothill IRP. 2015-16 to 2019-20 credit enrollments. Omits spring 2020. Non-credit enrollments, prior to spring 2020, were 100% face-to-face.
- 43 Ethic of care: Umoja Practices are used in an effort to support our students of color in a way that is authentic and respects their culture. Learn more here: <https://umojacommunity.org/umoja-practices>. Angela Valenzuela is known for her concept of carino, or authentic care, and the subtractive schooling process. <https://rethinkingschools.org/articles/subtractive-schooling/>
- 44 Student Technology Support Hub provides and assist students in finding support for technology questions related to online learning. <https://foothill.edu/virtualcampus/tech-hub>
- 45 Online Equity Affirmation: <https://foothill.edu/onlinelearning>

Academic Senate Equity Action Plan 2021-2022 in Support of the [Strategic Vision for Equity](#) (Consolidated Plan: Executive Committee, CCC and COOL)

Issues/Goals that fall squarely within spheres of influence which are part of academic senate “primary reliance” and/or are referenced in this plan:

1. **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.**
 - a. Goal 3: There are few to no incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs.
2. **Issue 4: The current 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. Goal 4: Students’ psychological needs are met. Creative solutions on how to expand racial trauma-informed psychological services for students will be investigated and employed.
3. **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
 - a. Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
4. **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
 - a. Goal 1: Curriculum is explicitly race conscious.
 - i. Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline’s historical and contemporary racial equity issues.
 - ii. Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
 - b. Goal 2: Pedagogy is race conscious.
 - i. Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
 - ii. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.

- iii. Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
 - iv. Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
 - c. Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.
 - d. Goal 4: Administration collaborates with Academic Senate and the Faculty Association to support instructional efforts to achieve goals 1 and 2, by removing structural barriers to pedagogical success which are embedded in tenure, reemployment preference and evaluation processes.
 - i. Tenure processes support tenure-track faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.
 - ii. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, and are viewed as an opportunity to recognize outstanding performance, improve satisfactory performance, and provide useful feedback to encourage the growth and improvement of faculty both contractually and in actual practice.
 - iii. The processes by which part-time faculty attain and retain reemployment preference insure these faculty receive the institutional support, resources and mentoring they need to succeed and insure their students' success.
 - e. Goal 5: The Administration, Academic Senate and the Faculty Association collaborate to support practitioner efforts to achieve Goal 2 by ensuring faculty workload, including class size policies, realistically position faculty to implement culturally responsive pedagogy effectively.
- 5. **Issue 7: Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**
 - a. Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
 - b. Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
 - c. Goal 4: The college creates an Ethnic Studies division, and hires demographically diverse faculty.

- 6. **Issue 8: Microaggressions and unconscious bias negatively affect experience and learning for students of color.**
 - a. Goal 3: Professional development opportunities informed by or in partnership with students will be available to employees.
- 7. **Issue 10: Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.).**
 - a. 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.
- 8. **Issue 11: Students accessing our classes and services online are not receiving comparable spaces, resources, and services as students who access them on campus.**
 - a. Goal 3: All online classes are using the Online Equity Affirmation as a foundational lens for online course design.
 - b. Goal 4: Technology and resources offered at minimum provide a comparable student experience as fact-to-face.
 - c. Goal 5: Faculty are fully equipped and prepared to teach effectively in the online/ virtual environment.

#	Issue	Goal	Proposed Action	By When?	Lead	Measure of Success	
	2	3	Draft OER Resolutions to support faculty in exploration & adoption of OER	December 2021	Exec (Kathryn & Carolyn)	AS Resolutions	Complete
	2	3	Create a pilot OER faculty award (stipend) program to incentivize faculty to explore and adopt OER	Summer 2021	Exec (Carolyn)	Pilot created, funded and successfully run	Complete
	2	3	Establish a permanent OER faculty award (stipend) program to incentivize faculty to explore and adopt OER, responding to workload demands	Winter 2022	Exec (Kathryn & Carolyn)	Program created, funded and available to all faculty	Proposal nearly complete; moving towards funding
	2	3	Add a section to the COR in CourseLeaf where faculty can acknowledge OER during new	Fall 2022	CCC (Eric)	CourseLeaf COR has OER component	Not started (CourseLeaf implementation is

			course development & Title 5 update				currently behind schedule)
4	4		Draft and pass an equity-minded mental health resolution	Winter 2021	Exec (Kathryn)	AS Resolution	Complete
4	4		Ensure faculty are provided with resources and are offered professional development opportunities that promote the role of faculty in supporting mental health	Winter 2021 and Ongoing	Exec (Kathryn & Carolyn)	AS Resolution PD offering(s) available to faculty on a regular schedule	Complete ?
5 & 6	multiple		Produce a vision of inclusive classrooms and anti-racism curriculum and pedagogy	TBD	CCC (Eric)	AS & CCC Resolution introducing paper (vision) and resources	Not started
5 & 6	multiple		Create a forum for faculty (& students?) to talk about effective pedagogy, learning outcomes & equity-minded practices	End of Winter 2022	Exec (Paul)	Effective Pedagogy/Teaching & Learning Committee (name TBD) charter approved by Exec	Proposal shared with Exec at 1/10 meeting
6	5		Partner with FA in a Class Size Task Force	June 2022	Exec (Kathryn)	Updated policies & practices on class size and load in new Contract	Task Force was formed in fall 2021 but has not yet met – waiting on FA for leadership
7	2		COOL designates a portion of each meeting to discuss equitable practices	Ongoing	COOL (Kerri)		Instituted in Spring 21
7	2		Integrating equity into PO CR process and developing long-term PO CR programs	Ongoing	COOL (Kerri)	PO CR program integrates culturally responsive teaching	

	7	2	Re-doing Online Teacher Training to incorporate more explicit focus on equity	Not started	COOL (Kerri)	Updated Online Teacher Training Canvas Course	Currently Canvas focused – in discussions about how to include equity, pedagogy
	7	4	Create an Ethnic Studies Department with 5 new Ethnic Studies Courses	Fall 2021	CCC (Eric)	New Courses created, in the catalogue and available to students in schedule	Complete
	7	4	Support prioritization of hiring Ethnic Studies diverse faculty	Fall 2021 & Ongoing	Exec (Kathryn)	Successful hire of diverse Ethnic Studies Faculty	One FT position approved and successfully hired; AS reps to Prioritization Committee supported prioritization of two more positions, subject to student demand for courses
	8	3	Partner with Student Affairs Office and LGBTQIA+ student leaders in developing & identifying PD for faculty in support of Trans students	May 2022	Exec (Carolyn)	PD offering(s) available to faculty on a regular schedule	Waiting for Dean of Student Affairs to return to senate with proposed next steps
	8	3	Ensure annual PD opportunities for faculty include trainings in the topics of implicit bias, systemic racism, White supremacy, White privilege and social activism	Ongoing	Exec (Carolyn)	PD offering(s) available to faculty on a regular schedule	Complete

	8	3	Work with FA and Admin to ensure faculty are supported (i.e. compensated) to attend above trainings	Ongoing	Exec (Carolyn)	Funding, policies & procedures for PGA and/or stipends clearly communicated to faculty	In progress?
	8	3	Create a forum (e.g. Professional Development Committee) for campus community to contribute to PD programming and evaluation	End of Winter 2022	Exec (Kathryn and Carolyn)	Committee charter approved by Exec	Proposal shared with Exec at 1/10 meeting
	10	4	Support the voluntary adoption of Simple Syllabus Tool	End of Winter 2022	COOL (Kerri)	AS Resolution Widespread (define by %?) adoption among faculty	Pilot ran; 2 nd round of pilot adoptions in progress
	11	3	Support the adoption of the Equity Affirmation	End of Winter 2022	COOL (Kerri)	AS Resolution in support of the adoption of the Equity Affirmation, & integration into POOR	Equity Affirmation draft conversation started at COOL 21/22, COOL first formal read set for 1/21
	11	4	Create data collection regarding use of Lottery funds by modality, track use of funds to ensure equitable allocation	End of Spring 2023	COOL (Kerri)	Annual review of lottery distribution by modality	Presentation at COOL Spring 22-convo moved to R&R. COOL looking to partner with R&R to continue work
	11	5	Technology tools are adopted in an equitable process	End of Winter 2022	COOL (Kerri)	Technology tools adoption rubric & procedure adopted by the College.	Rubric was adopted winter 21, COOL working to propose process.

DRAFT

WELCOME TO C&I'S GUIDE FOR CREATING EQUITABLE CURRICULUM

WE'RE SO GLAD YOU'RE HERE.



This guide is a result of the national dialogue about systemic racism in America and our recognition that implicit and explicit racism exists in our curriculum at GCC. As student groups at GCC, such as the Black Student Union (BSU), have demonstrated, many students feel alienated in the classroom. This guide is part of an ongoing effort to ensure students feel welcome, seen, heard, and respected in the classroom and that we create an antiracist* campus culture.

*WHAT IS ANTIRACISM?

No one is born racist or antiracist; these result from the choices we make. Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you *are*; it is about what you *do*.

-Ibram X. Kendi

Learn more:

<https://www.bu.edu/antiracism-center/>

<https://www.ibramxkendi.com/>

WHAT IS DIVERSITY/EQUITY/INCLUSION/ACCESSIBILITY (DEIA)?

DEIA is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage.

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity*, age, religious commitment, or political perspective. (Source: [eXtension](#))

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others and providing access to resources for success. (Source: [Ulowa](#))

Inclusion is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and to where diverse individuals are able to participate fully in the decision-making and development opportunities within an organization or group. (Source: [eXtension](#))

Accessibility is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success and designs syllabi, activities, and assignments that acknowledge neurodiversity* and integrate support for students and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or [UDL](#)). (Sources: [DSPS](#) and [CAST](#))

Learn more:

*Coined in the early 1990s by journalist Harvey Blume and Australian autism activist Judy Singer, the term *neurodiversity* can be defined as an understanding that neurological differences are to be honored and respected just like any other human variation, including diversity in race, ethnicity, gender identity, religion, sexual orientation, and so on.

[ASCD.org: Neurodiversity: The Future of Special Education](#) by Thomas Armstrong, April 2017

[Neurodiversity: The Next Frontier in Social Justice](#) by Nikki Elliot, May 17, 2018

[ACPA: Disabilities in Higher Education](#)

WHY DOES GLENDALE COMMUNITY COLLEGE (GCC) CARE ABOUT DEIA? WHY SHOULD I?

Diversity, equity, Inclusion, and Accessibility (DEIA) are powerful pedagogical frameworks that have empirically shown to **improve student success rates**. Providing diverse points of view allows marginalized students to see themselves in course content and allows all students to integrate new perspectives as they gain a much deeper understanding of the material. This equity-minded approach recognizes that knowledge in our disciplines has been created by all types of people, not just those who have traditionally had the power to promote themselves. As our disciplines evolve with new discoveries and the recognition of marginalized voices, incorporating DEIA allows us to remain at the forefront of our fields, create a welcoming environment for our diverse GCC student body, and support student success. One way of doing this is ensuring that our curriculum is antiracist.

These concepts support the GCC Mission statement and the values of the Academic Senate

As reflected in the [GCC Mission Statement](#), our College Values include a *primary focus* in meeting our student's needs through a commitment to diversity, inclusion and equity. Our work in revising our CORs and Programs, to include DEIA, reflects those Values directly and helps advance the College's Mission of student success.

Learn More:

[San Diego Mesa College Equity Page](#)

[Beloit College: Decolonizing Pedagogies](#)

[Rachel Cargle: Decolonizing Authority](#)

[Reneeka Massey-Jones: Why Decolonizing Education is Important](#)

HOW DO DECOLONIZATION AND CULTURALLY RESPONSIVE TEACHING (CRT) CONTRIBUTE TO DEIA?

Decolonization encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and doesn't privilege one point of view. Decolonization isn't just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student [validation, engagement, and a sense of belonging](#) in our classrooms and across our campus.

Learn More:

[Keele University Manifesto](#)

[Elizabeth Charles: Decolonizing the Curricula](#)

Culturally Responsive Teaching (CRT) recognizes and celebrates that our students come from a variety of backgrounds and experiences and traditions, including (dis)ability cultures such as Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities.

Learn More:

[Education Leadership: A Framework for Culturally Responsive Teaching](#)

[Teach for America: How to Practice Culturally Relevant Pedagogy](#)

[Cultural Competence in the Biology Classroom](#)

[Gallaudet University: Laurent Clerc Nation Deaf Education Center](#)



HOW CAN WE AT GCC CREATE MORE EQUITABLE CURRICULUM?

Course Outlines of Record (CORs) and Programs

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

Start with the Catalog Statement

- Does it demonstrate a welcoming approach?
- Does it have inclusive language [e.g. use “the student” as much as possible, rather than he/she, or his/her; use active versus passive voice, minimize jargon (or define discipline-specific terminology)]?
- And/or does it include DEIA content that will be covered in the course?

Example:

Before (2012): HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course meets the California State requirements in United States history

After (2020): HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. In this course, students are invited to explore the English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction. We will examine these events from the perspectives of Native Americans, enslaved people, and women, and connect these events to current social and political issues.

Math/Science (Maria C.)

Examples from your division?



Let's Look at the Course Content

- Is it timely?
- Is it relevant to the lived experience of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs & Exit Standards?
- Does it acknowledge the reality of racism and/or include topics related to DEIA? Is the language inclusive (i.e. use "the student" as much as possible, rather than he/she, or his/her or humankind rather than mankind etc.)?
- Does it explore a broad range of diverse contributions to the discipline?
- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?

Example from HIST 117 (United States History 1550-1877):

Before (2015): The American Revolution, 1750-1780

- Defining the Revolution
- Causes
 - Long term
 - Short term
 - Immediate events
- The war itself
 - Advantages and disadvantages of the British and colonists
 - Military actions
 - Results – immediate and general

After (2020): The American Revolution, 1750-1780

- Defining the Revolution
- The Great Awakening
- Resistance, Stono Rebellion and the influence of slavery
- Causes
 - Long term
 - Short term
 - Immediate events
- The war itself
 - Advantages and disadvantages of the British and colonists
 - Participation of Black people and women
 - Military actions
 - Result
 - Impact on Native Americans
 - Immediate results of independence
 - The shortcomings of "liberty"

What about our Out of Class Assignments and Methods of Evaluation?

- Are course activities aligned with core principles of universal learning design--i.e., are there multiple means of representation, action and expression, and/or engagement?
- Does assessment/evaluation take into account the multiple ways that student learn and use authentic assessment principles?
- Do class assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the socio-cultural backgrounds and experiences of others?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback.

Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.

Examples from your division?

Do SLOs/Exit Standards Reflect Equitable Outcomes?

- Do SLOs/Exit standards reflect universal learning design?
- Do SLOs/Exit standards specifically relate to DEIA topics included in the course content?
- Do SLOs/Exit standards demonstrate a commitment to help students succeed in their connection to course content?
- Is the language inclusive by communicating openness to diverse perspectives and abilities?
- Is the language biased in any way (regarding race, ethnicity, gender, class, ability, or experience)?
- Do SLOs/Exit standards acknowledge other ways of knowing and create space for a variety of ways for students to demonstrate their knowledge?
- Does the course use authentic assessment strategies to evaluate student performance?

Example: Demonstrate communication skills that enable intercultural communication, including effective listening skills (ILO Communication), recognize and critically reflect upon one's own cultural biases (ILO Personal Responsibility), evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives (ILO Critical Thinking), interact respectfully and appropriately in a variety of cultural contexts (ILO Global Awareness and Appreciation)

Examples from your division?

Have You Considered ALL Textbook Options?

- Do the reading materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors represented?
- Are the texts current – do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their sociocultural backgrounds and/or the sociocultural backgrounds of others?
- Do the textbooks engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
- Are the texts appropriate for the prerequisites and course level?
- Are there free texts available? Check with the OER librarian. (Accessibility and affordability issues in education disproportionately affect marginalized groups)

Example: [EDUCAUSE](#)

How Can We Create More Equitable Programs?

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

Start with the Program Description

- Does it demonstrate a welcoming approach?
- Does it have inclusive language (e.g. use “the student” as much as possible, rather than he/she, or his/her)? Are the verbs inclusive (e.g. “This program explores” rather than “This program requires”)? Are you using active versus passive voice?
- Does it include DEIA content that will be covered in the program?

Example: Mass Communications AA Degree Program Description

Before: This program prepares students to recognize and replicate the methods by which the Mass Media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Students are prepared to transfer to baccalaureate degree programs in mass communications and communications, including public relations. Students must complete all required core courses and choose other courses from the additional courses listed to total 18 units.

After: This program prepares students to recognize, replicate, and critique the methods by which the mass media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Additionally, students are encouraged to incorporate their own sociocultural background and experiences to explain and analyze the influence of mass media on diverse communities. By completing this program, students will be prepared to transfer to baccalaureate degree programs in mass communications and other types of communication. Students will complete a total of 18 units.

Examples from your division?

Let's Look at the Program Outline

- Is it current? Have you consulted with industry advisors, faculty at transfer universities, attended conferences or professional development that informs you of current terminology, trends and topics in your field?
 - **Enhancing the Employability of Marginalized and Disenfranchised Populations:**
 - Integration of transferable skills within the program's course content.
 - Leveraging campus resources for work-based learning opportunities.
 - Maximizing Industry Advisory Committee partnerships.
 - **Maintaining Currency with Industry Trends Which Can Disproportionality Impact Marginalized Groups.**
 - [Center for a Competitive Workforce \(CCW\)](#)
 - [Centers of Excellence \(COE\)](#)
 - [Verdugo Workforce Development Board \(VWDB\)](#)
 - [Joint Special Populations Advisory Committee \(JSPAC\)](#)
 - [National Alliance for Partnerships in Equity \(NAPE\)](#)
 - [Employer Assistance & Resource Network on Disability Inclusion \(EARN\)](#)
- Does it include a variety of electives for students to choose from, or does it include courses specifically covering DEIA topics or themes?
- Are there contextualized versions of general education courses that students may benefit from selecting (e.g. ENGL 101 contextualized to nursing). Is the pathway to completing this program clear and easy to complete in 1-2 years, or 3-4 years for a part-time student?
- Are there hidden prerequisites that need to be outlined more clearly?
- Are courses offered (semesters, days/times) that provides opportunities for students with different schedules (full-time, part-time, non-traditional) to complete the program?
- Are there opportunities to reach non-traditional student populations with specific courses, course offerings, stackable programs, or education-industry partnerships?
- How can you leverage Division funding, special grants or Career Education funding [for CE and Short Term Vocational (STV) programs] to increase diversity, equity and inclusion in this program?
- Are you promoting your programs to a diverse array of students?

Are You Being Transparent with the Program Requirements?

Many course requirements have prerequisites or other restrictions that students may not be aware of. It's good practice to make these requirements/restrictions as transparent as possible so students have a realistic idea of how long it might take them to complete a program. You might also want to consider adding a contact email or phone number for the department chair or expert faculty member as a reference for students who might have questions about the program.

Example: Mass Communications AA Degree Program Requirements:

Required Core:

ENGL 101—Introduction to College Composition and Reading (has a prerequisite of ENGL 100 or ESL 151) *many ENGL 101 courses have a focus, theme, or context, that relates to this area of study. Check course notes in the schedule of classes.*

JOURN 102—Reporting the News (has a recommended prep of ENGL 101)

JOURN 103—Student Publications Staff (has a recommended prep of JOURN 102 and ENGL 100)

JOURN 104—Student Publications Editor (has a prerequisite of JOURN 103)
MCOMM 101—Introduction to Mass Communications (has a prerequisite of ENGL 101)

A minimum of three units from the following:

JOURN 106—Introduction to Broadcast Journalism I (no prerequisite)

JOURN 107—Magazine Writing (has a recommended prep of ENGL 100)

MCOMM 49*—Independent Study (requires concurrent registration in six or more units) *this is a chance for you to pursue a topic that is of interest to you and create a project with an instructor as your mentor.*

JOURN 49*—Independent Study (requires concurrent registration in six or more units) *this is a chance for you to pursue a topic that is of interest to you and create a project with an instructor as your mentor.*

MCOMM 120—Introduction to Public Relations (has a recommended prep of ENGL 100 or ESL 151)

*A maximum of six units from MCOMM/JOURN 49 may be counted toward the 18 required units

Program Learning Outcomes

- Do PLOs reflect universal learning design?
- Do PLOs specifically relate to DEIA topics included in the course content?
- Do PLOs demonstrate a commitment to help students succeed in their connection to course content?
- Is the language inclusive (e.g. are you using “the student” as much as possible, rather than he/she, or his/her, or using active voice and inclusive verbs? Are you defining jargon?)?

Examples:

Sports Coaching Certificate/AS Degree

-Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.

-Develop and examine the value of effective communication with administration, parents, officials and student athletes to facilitate positive social growth.

-Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.

Marketing and Outreach Strategies:

- Does this program attract a diverse group of students including (dis)ability, and is diversity represented in program marketing (print, media, etc.)? Does the program marketing imagery represent the community?
- Are genders and (disabilities equitably represented based on industry trends?
 - Resources from Career Education
 - [Make a Difference for Special Population Students](#)
 - Find out if your program's industry sector is over/underrepresented in terms of the workforce's gender:
 - [2020 Nontraditional Occupations Crosswalk](#)
 - [Make a Difference for Nontraditional Students](#)
 - [How to Attract Women to STEM Careers](#)
 - Support for students with disabilities: [Transition Guide](#)

ABOUT US & CONTACT US

Final Thoughts

Thank you for your interest in GCC's Equity Guide! We hope you will continue to find it helpful in reimagining your curriculum. Please share this guide with your colleagues and students. Check back often for updated content and ideas.

Acknowledgments

This Equity Guide was created through collaboration by GCC's Equity Guide Taskforce in summer and fall 2020 with contributions from many individuals across the campus. It is a living document that will be updated as we continue to learn and grow in our efforts to create a true antiracist inclusive curriculum.

Share Your Feedback

Please reach out to Francien Rohrbacher, GCC's Curriculum Coordinator, at froh@glendale.edu with any Equity Guide feedback, suggestions, comments, or content additions. Thank you for your commitment to making GCC an equitable and inclusive campus community!



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Curriculum Committee Chairs

FROM: Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, Academic Senate for California Community Colleges
Angelica Campos, President, Student Senate for California Community Colleges
Don Miller, President, California Community Colleges Chief Instructional Officers

RE: Diversity, Equity, and Inclusion in Curriculum: Model Principles and Practices

Effective implementation of diversity, equity and inclusion (DEI) into curriculum supports the systemwide goals of closing equity gaps and increasing student outcomes. As we continue to work towards the fulfillment of the *Vision for Success* and the *DEI Call to Action*, cultural awareness and support for every student in the California Community Colleges is essential. It is important that colleges continue to develop and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps. Ensuring that our disproportionately impacted students see themselves reflected in curriculum increases their sense of belonging and positively impacts their ability to complete their degree, credential, or certificate.

The purpose of this memorandum is to provide background information and guidance to the California Community Colleges about how to implement diversity, equity, and inclusion into curriculum, teaching, and learning practices. The *DEI in Curriculum: Model Principles and Practices* framework enclosed provides detailed descriptions about how to effectively interpret and apply DEI principles at both systemwide and local levels. The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. This memo also includes a timeline to show the anticipated process of professional learning and support for local colleges.

California Community Colleges Curriculum Committee DEI Framework

The California Community Colleges Curriculum Committee (5C) in 2020 created a set of recommended priorities that focused on championing equity-minded curriculum and practices for credit and noncredit instruction. In fall 2021, the committee created a workgroup charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI in Curriculum, created a framework (see attachment) with principles and promising practices for both discipline/teaching faculty, curriculum committees, and local academic senates. The intention of the *DEI in Curriculum: Model Principles and Practices* framework is to focus on

DEI in Curriculum: Model Principles and Practices

June 6, 2022

acknowledging the inequities of historically marginalized racial and ethnic groups (Black, Indigenous, Latinx/a/o, and Asian Pacific Islander).

As colleges design curricula to meet the needs of our diverse student populations, it is recommended that colleges address innovative ways to approach curricular design and the curricular impacts on student success as an opportunity to eliminate equity gaps. The California Community Colleges Curriculum Committee recommends framing dialogue and decision-making for reimagining curriculum through an equity lens using the following three principles:

- Principle 1: Commitment to curricular diversity, culturally responsive content, and anti-racism.
- Principle 2: Commitment to change policies to remove systemic barriers to student success and equity.
- Principle 3: Commitment to building system resiliency.

College faculty, administrators, and staff supporting curriculum development and processes can use the *DEI in Curriculum: Model Principles and Practices* framework to further demonstrate their commitment to DEI by:

- Reviewing local processes involving curriculum to ensure consideration of these DEI principles frame local practices.
- Preparing leaders to facilitate conversations in curriculum committees and local academic senates on implementing DEI practices.
- Providing professional learning opportunities to faculty, staff, administrators, and students on terminology and scholarship noted in the *DEI in Curriculum: Model Principles and Practices* chart and beyond.
- Discussing the intentionality of DEI work as a journey and recursive process.

Implementation Timeline

In fall 2021, the 5C workgroup dedicated to DEI in Curriculum was commissioned to make recommendations for model equity principles in curriculum practices and processes for state and local levels. We would like to thank Michelle Bean, 5C DEI in Curriculum Workgroup Chair, and Stephanie Curry and Kelly Fowler, 5C Co-Chairs, for their work on and support of this framework.

The timeline below delineates the workgroup's progress and anticipated plans for DEI in curriculum work for the upcoming academic year.

Fall 2021	5C DEI in Curriculum workgroup established with cross-constituency group representation (chief instructional officers, faculty, articulation officer, and Chancellor's Office representatives) and created the <i>DEI in Curriculum: Model Principles and Practices</i> framework.
Spring 2022	The following organizations approved the DEI in Curriculum: Model Principles and Practices: <ul style="list-style-type: none">- Academic Senate for California Community Colleges (ASCCC) Executive Board

DEI in Curriculum: Model Principles and Practices

June 6, 2022

	<ul style="list-style-type: none">- ASCCC faculty body at spring 2022 plenary- California Community Colleges Chief Instructional Officers (CCCCIO) Executive Board- Student Senate for California Community Colleges Executive Board- California Community Colleges Chancellor's Office (CCCCO) <p>The chart was presented at the ASCCC spring Curriculum Regionals and spring plenary general session, as well as at the CCCCIO pre-conference professional learning day.</p> <p>The framework with this memo was disseminated to systemwide listservs.</p>
Summer 2022	The chart will be presented at the ASCCC Curriculum Institute.
Fall 2022	<p>The CCCCCO will offer systemwide webinars and professional learning sessions.</p> <p>All stakeholder groups are asked to incorporate the framework into their communications, webinars, trainings and convenings.</p>

Future Considerations

The CCC Curriculum Committee is currently working on updates to title 5 §55002 to provide direction on how to integrate DEI into curriculum through the course outline of record (COR). The Chancellor's Office looks forward to supporting the community college system in implementing DEI principles and practices throughout curriculum and classrooms.

If you have any questions, please contact Dean Dr. Candice E. Brooks via email at cbrooks@CCCCO.edu.

Attachment

1. DEI in Curriculum: Model Practices and Principles Framework

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor, Educational Services and Support
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support
Candice Brooks, Dean, Educational Services and Support
CCCCO Staff

June 2022

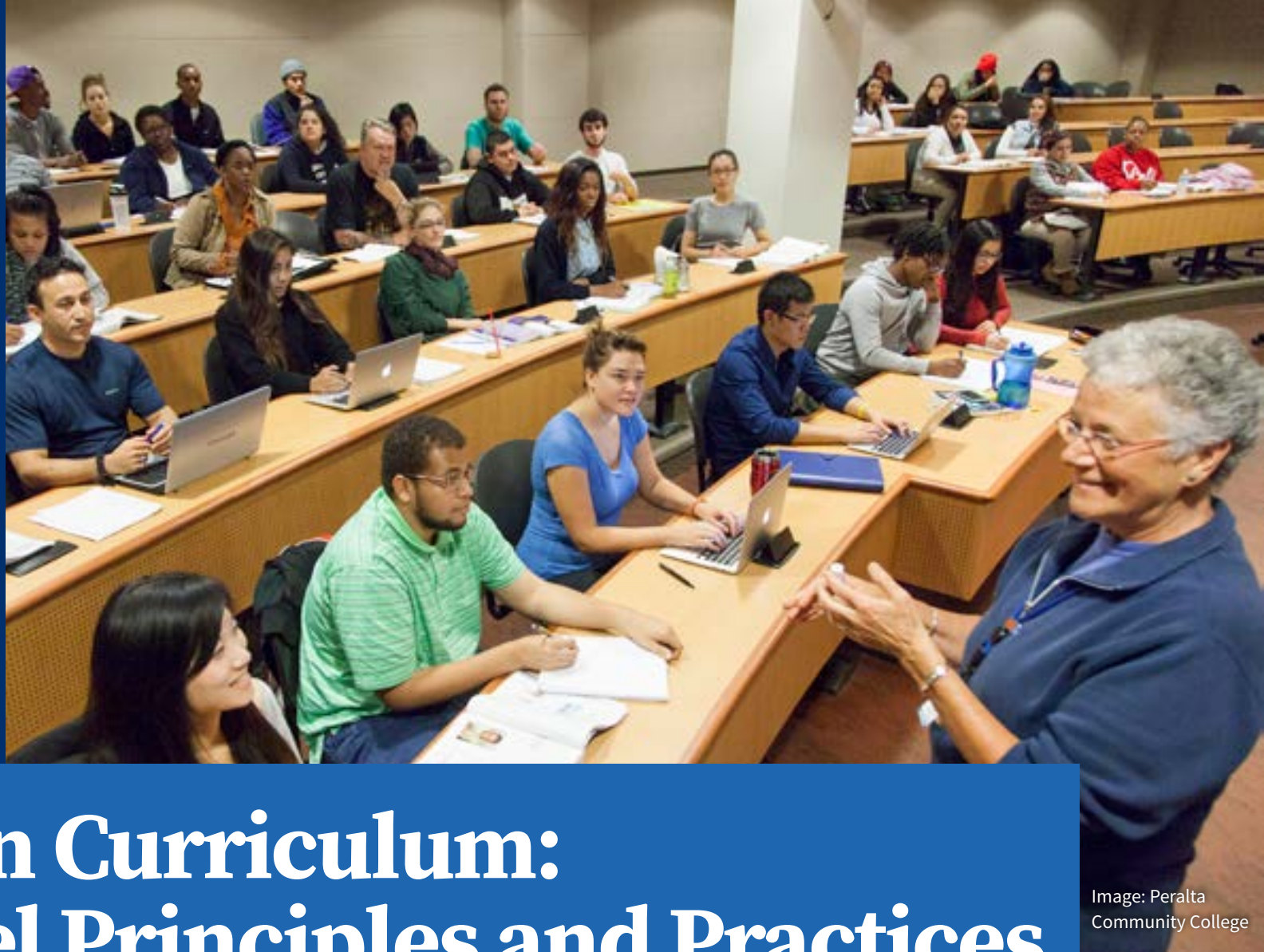


Image: Peralta Community College

DEI in Curriculum: Model Principles and Practices



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DEI in Curriculum: Model Principles and Practices

Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. The committee created a workgroup in fall of 2021, charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates.

The traditional educational practices listed below, and juxtaposed with the equity principles and culturally responsive practices provided, include traditional western/Eurocentric ideologies and practices upon which North American educational systems and institutions were built. This DEI framework recognizes and acknowledges the historic omission and hindrance of students of color from education by law throughout U.S. history. Even after many forms of overt racial discrimination were outlawed, the legacy of that history is still present in seemingly race-neutral, “universal” values and practices. This framework acknowledges and challenges the structures, policies, and practices inherent in systems of higher education that maintain inequality and hinder the education and progress of marginalized students. A focus on equity principles and culturally responsive policy and practices directly counters institutionalized racism, inviting CCC educators to actively engage in dismantling that harmful legacy. This framework was created to help you actualize that work.

DEI IN CURRICULUM: MODEL PRINCIPLES AND PRACTICES

Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

How Do I Use This Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level. The fourth column shows ways in which local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document concludes with a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> • One dominant culture represented in textbooks and course materials. • High cost of course textbooks and materials. 	<ul style="list-style-type: none"> • Represent multiple cultures in textbooks and course materials. • Use low-cost and zero-cost textbooks/materials. • Use open educational resources. 	<ul style="list-style-type: none"> • Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives. • Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are accessible. • Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. • For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework. 	<ul style="list-style-type: none"> • Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance. • Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. • Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
<ul style="list-style-type: none"> • Student-facing documents and descriptions focused on deficit-minded language. 	<ul style="list-style-type: none"> • Use asset-minded and decolonized language. 	<ul style="list-style-type: none"> • Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. • Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves). • Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student. 	<ul style="list-style-type: none"> • Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies. • Review documents for language and descriptions that may be impersonal and shift descriptions to be warm and culturally responsive. • Recommend and model rewording language from a colonized mindset to equity mindset.

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> • Institutional culture of deference to discipline faculty as the only experts on curriculum. 	<ul style="list-style-type: none"> • Interrogate systemic and institutional barriers. • Dismantle institutional deference to hierarchies that perpetuate barriers. • Move as a faculty collective toward antiracist critical consciousness. 	<ul style="list-style-type: none"> • Complete training and professional development on cultural curriculum audits. • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Take care not to “weaponize” academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students. 	<ul style="list-style-type: none"> • Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs). • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR. • Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. • For more information on embedding DEI into the COR—see Rostrum article “Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record”.

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> • Course syllabus is approached from a compliance and/or teacher-centered perspective. 	<ul style="list-style-type: none"> • Reframe practices and policies to serve as a co-learner and engage in a partnership. • Actively care for the whole human being in syllabi/classroom policies. • Democratize the student/teacher relationship and empower students' agency over their own learning. 	<ul style="list-style-type: none"> • Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers. • Understand and be sensitive to students' lived experiences. • Use flexible due dates and make room for students' needs. • Coach and “water up” - meaning to create learning environments where students become active agents in their own learning (see Hammond’s definition in the Glossary of Terms below). • Communicate in the syllabus: <ul style="list-style-type: none"> • intention to create a classroom where students are cared for and valued as learners, • desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success, • belief that all students are expected to succeed, • actively promote awareness and critical examination dominant norms and broader social inequalities , • the value of students’ racial/ethnic backgrounds as sources of learning and knowledge, and, • actively promote awareness and critical examination of students’ assumptions, beliefs, and privilege. (Source: Equity-Minded Inquiry Series Syllabus Review.) • For additional resources and models of effective culturally responsive practices—see Center for Urban Education’s Equity-minded Inquiry Series Syllabus. • For resources on creating social belonging and supporting the whole student — see the College Transition Collaborative. 	<ul style="list-style-type: none"> • Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews. • Provide professional development to support culturally responsive practices.

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> Classroom experiences, assignments, and assessments are built from an individualist perspective. 	<ul style="list-style-type: none"> Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms. 	<ul style="list-style-type: none"> Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities. Be a warm demander and co-learner with students. Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.) 	<ul style="list-style-type: none"> Encourage assignments, practices, and assessments that are formative in addition to summative. Review for a variety of methods of evaluations, assignments, and assessments. Encourage and provide professional development for the creation of authentic assessments.
<ul style="list-style-type: none"> Assumption that only certain disciplines can address antiracism, diversity, and equity. Not recognizing ethnic studies as a well-established discipline. 	<ul style="list-style-type: none"> Weave DEI and culturally responsive practice into every course. Intentionally design ethnic studies courses with discipline experts. 	<ul style="list-style-type: none"> Use culturally responsive practices and a social justice lens in all disciplines. Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines. Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies. 	<ul style="list-style-type: none"> Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices. Maintain the fidelity of ethnic studies as a well-established discipline.
<ul style="list-style-type: none"> Siloed programs and service 	<ul style="list-style-type: none"> Use Guided Pathways frameworks. 	<ul style="list-style-type: none"> Rethink mapping and milestones within a student-centered focus. Utilize the resources available to do the work: Student Equity and Achievement (SEA), Flex, division/deans, & Guided Pathways funds; and Academic Senate for CA Community Colleges (ASCCC) local senate visits. 	<ul style="list-style-type: none"> Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs. Involve students in the Guided Pathways decision-making process.

Glossary

Collectivism — an individual’s sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995).

Critical race theory — a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).

Culturally responsive teaching — an educator’s ability to 1) recognize students’ cultural displays of learning and meaning making, 2) respond positively and constructively with teaching actions, 3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing, and 4) to create a safe space for learning (Hammond, 2015).

Equity-minded — a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race-conscious, (2) institutionally-focused, (3) evidence-based, (4) systemically-aware, and (5) action-oriented (California Community Colleges Chancellor’s Office Diversity, Equity, and Inclusion Glossary of Terms).

Euro-centric — privileging European or Westernized values and ways of knowing as the norm or “default” while marginalizing alternative perspectives, histories, and knowledge.

Individualism — the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).

Student-centered — refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Warm demander — a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, 2015).

Warm handoffs — directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.

Watering up — instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, 2021).

References

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