

training to stay abreast of recent pedagogy, methodology, and best practices. The college needs to treat DE as a PROGRAM and have a full-time Director role to oversee this program.

- A lack of college-level technology plan and design in terms of hardware, connectivity, and training creates challenges to developing innovative approaches to teaching and learning, redesigning teaching materials and delivery of information, and having reliable equipment.
- An online A.A. English Degree would necessitate a reevaluation of how we load/assign instructors with online courses.
- We may want to reconsider contract language to address the .67 load limit that is currently in the contract. This would allow faculty who want to teach online classes to increase their online load, allowing for more course offerings.

## **Closing the Achievement Gap**

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What suggestions do you have that would support the effort to close the achievement gap in your program? What suggestions do you have that would support the effort to close the achievement gap at an institutional level?

- A large gap between FTF and online student achievement and a gap between African American and Latino students and other students' success in online courses exists. Continuing support for courses such as Teaching Men of Color at the Community College and Black Minds Matter might help faculty and the college determine best practices, understand contributing factors to challenges students face. Application of information learned in these courses could be applied to developing supportive tools for students to learn how to be successful online students, possibly as writing center workshops and/or online videos. Ongoing training for faculty in best practices for online teaching would also help instructors determine best ways to reach and work with students who are struggling to succeed in online environments. Given that 19% of DE students in the U.S. are African American, and 37% are First Generation College students, it is imperative that first time DE students be provided Tips for Success in an Introductory Video/Workshop (delivered online).<sup>1</sup>
- The college must continue supporting the highly successful learning communities (Puente, Umoja, FYE). Ways to reaffirm its commitment to these programs includes: renewing the annual MOU with UC Office of the President to have the Puente Project at WVC, provide release time and an adequate budget for these programs.
  - Provide Embedded Tutoring for all Basic Skills courses.
  - Intentional and consistent Equity and diversity training for faculty, staff, and administrators.
  - Additional professional development funding for Basics Skills instructors (the \$200 conference allowance is insufficient)
    - Laptops and laptop carts for each English classroom
    - Additional texts at instructor's discretion (for books on reserve, to have extra classroom copies, for student use under emergencies, for students otherwise unable to purchase texts)
    - Fill the Equity and Student Success Director role so we have a point person
    - Funds to bring in writers of diverse backgrounds for readings and lectures, which would boost visibility of the Creative Writing and Literature courses, the English department, and West Valley College as a whole.