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Open for Antiracism Program: Findings from Cohort 2

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Executive Summary

This report summarizes findings from research conducted to learn about the experiences of the second cohort of the Open for Antiracism (OFAR) program co-led by the Community College Consortium for Open Education Resources (CCCOER) and College of the Canyons. The OFAR program aims to provide community college faculty with resources and training on Open Educational Resources (OER), open pedagogy, and antiracist teaching practices to create an antiracist learning environment for students. In 2021, the OFAR program design was changed from a cohort of individual faculty from across multiple community colleges to a team cohort model, whereby teams of faculty from across a smaller set of community colleges learned and implemented antiracist strategies over a year. This cohort experience was complemented by a six-week online facilitated course, workshops, webinars, coaching, and facilitated group discussions to support each faculty with the implementation of an action plan they developed at the start of the program for using and implementing antiracist strategies in their classrooms.

To document the experiences, successes, and opportunities for supporting faculty in this new design of the OFAR program, the following activities were completed:

- surveys and interviews with faculty,
- surveys with students enrolled in classes taught by the faculty participants,
- surveys with administrators supporting the faculty at the participating colleges, and
- historical course outcomes information.

Findings from surveys, interviews, and historical course outcomes for faculty participants revealed that:

- Many had experience with the antiracist strategies and practices covered in the OFAR program prior to joining the program.
- Found the team-time within and between teams to be one of the most valuable parts of the program design, and desired more community of practice engagements.
- Indicated that the additional positions and roles created in the program's redesign (e.g., assigning a faculty lead, and identifying administrators to support the project) were all critical support features – but wanted more clarity around what OFAR expected from those serving in these roles.
- Expressed a desire to share their experiences of the OFAR Program within and outside their institutions.

Overall, faculty participants reported high levels of satisfaction with the OFAR Program. The feedback from faculty and administrators at the participating colleges provided valuable insights into future programmatic enhancements and broad communication and dissemination efforts for the OFAR Program.

Introduction

The Open for Antiracism (OFAR) program was designed to respond to a growing awareness of structural racism in our educational systems by using an open education lens to support faculty engaged in adopting antiracist teaching practices. This report summarizes the findings from research conducted to document the experiences of the second cohort of the Open for Antiracism (OFAR) program¹ co-led by the Community College Consortium for Open Educational Resources (CCCOER) and College of the Canyons. The OFAR program aims to provide community college faculty resources and training on two specific strategies. 1) Open Educational Resources (OER) – free and open access educational materials and resources, and 2) open pedagogy - instructional materials that incorporate and include student voices and experiences for explicitly making teaching and learning, antiracist. This program’s working definition of antiracism refers to actions that identify, interrogate, and alter the values, structures, and behaviors that perpetuate systemic racism.²

The second cohort of faculty participants began the OFAR program in the summer of 2022 by completing a six-week facilitated online course that covered antiracist pedagogy, OER, and open pedagogy content. By the end of the six weeks, each faculty member developed an action plan to use OER and/or open pedagogy to implement an antiracist curriculum and practices in one of their courses the following term. Throughout the program, faculty received peer support and expert coaching to assist in the implementation of their action plans. Moreover, to provide participants with a deeper understanding of the structural barriers faced by marginalized populations, the program offered monthly webinars from external experts in antiracist pedagogy, open education, research, and policy. The experience concluded with participants sharing their projects via webinars and providing written final reflections.

Whereas Cohort 1 participants applied individually and came from 16 colleges across the state, Cohort 2 participants applied as teams of faculty and came from eight community colleges; a significant departure from year one of the OFAR program. Additional changes made in the second year included:

- development of team leads,
- involvement of college administrators, and
- collection and reporting of student outcome trends for participating faculty.

¹ See OFAR Cohort 1 Research Report: https://drive.google.com/file/d/183UG_MTOs-db6ZOxhlorzUc7WwCWP6S0/view

² <https://www.cccoer.org/ofar/>

Road Map to This Report

This report organizes the findings from several surveys including, pre- and post-training surveys³ (N = 44) sent to all faculty participants, an online survey of administrators⁴ from colleges participating in the OFAR program (N = 9), and an online survey of students⁵ who enrolled in classes taught by the faculty participants (N = 349). Also included in the findings are data gathered from interviews with a subset of faculty participants⁶ (n = 9) This report will be supplemented with a separate report with course outcomes trends faculty participants. The report concludes with final remarks and areas of opportunities related to future program enhancements and broad dissemination and communication efforts the OFAR program may want to consider based on the experiences of this second cohort. Of note: we use the OFAR program and OFAR interchangeably throughout the report.

Key Findings

What follows are the findings from this mixed-methods study that seeks to understand the impact of the OFAR program on faculty teaching and learning. The results are organized into the five following sections:

1. Pre-Program faculty profiles and experiences
2. Faculty's experiences participating in the program
3. Faculty's perceived impact on faculty teaching
4. Faculty's and students' perceived impact on student learning
5. Administrators' reflections on and experiences with the OFAR program

Section 1: Pre-Program Faculty Profiles and Experiences

The 2021-2022 Open for Antiracist (OFAR) program cohort (Cohort 2) included 45 faculty from eight California community colleges across the state (see Figures 1-3). The OFAR program provided faculty with six weeks of professional development, including access to resources and training related to open educational resources (OER), open pedagogy, and antiracist teaching practices. The faculty also received coaching and cohort facilitation support from a team of experienced faculty and staff. Participants received a stipend for completing the program.

³ See Appendix A for Pre-Training Survey Results for Faculty and Appendix B for Post-Training Survey Results for Faculty

⁴ See Appendix D for Administrator Survey Results

⁵ See Appendix E for Student Survey Results

⁶ See Appendix C for Interview Protocol

About three-quarters of Cohort 2, participants were tenured or tenure track, with the entire cohort indicating an average of 13 years of teaching experience. Table 1 below shows that faculty participants were primarily White (30%) and Hispanic/Latinx (26%). Most participants taught in the social sciences (44%), science, technology, engineering, and mathematics (STEM; 18%), and humanities (16%) fields.

Figure 1. Faculty Participant Profile: Ethnicity

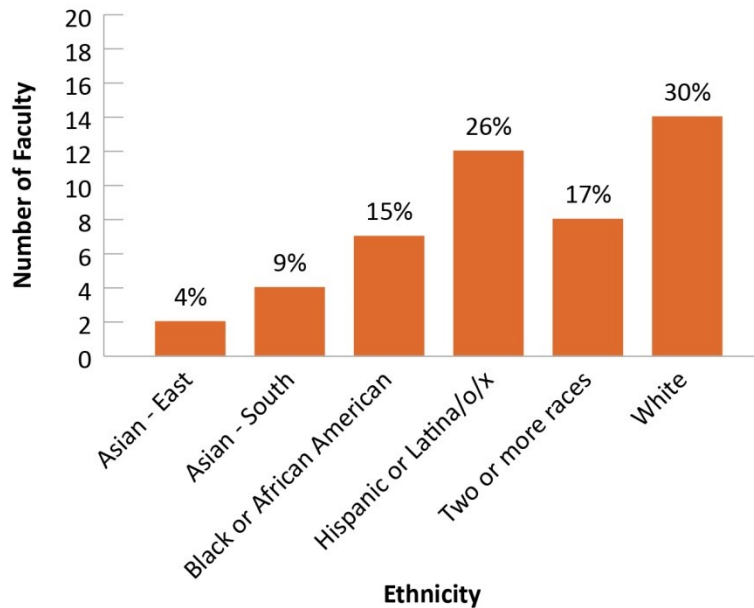


Figure 2. Faculty Participant Profile: CCC Region

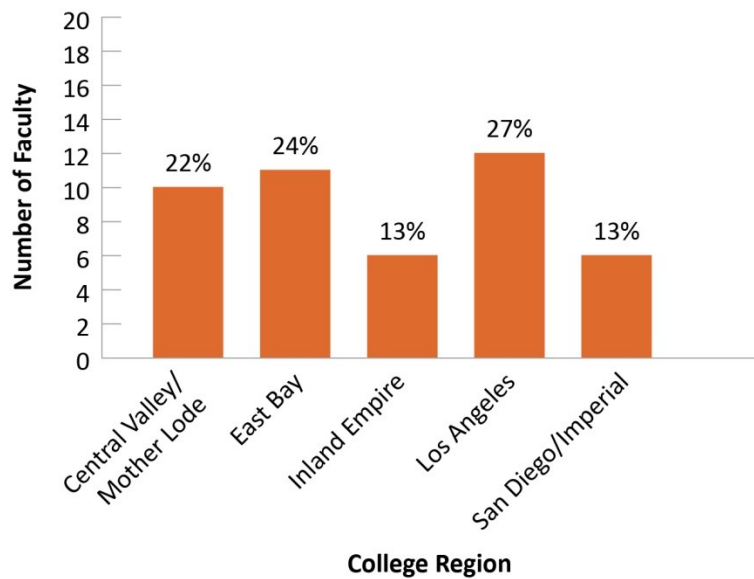
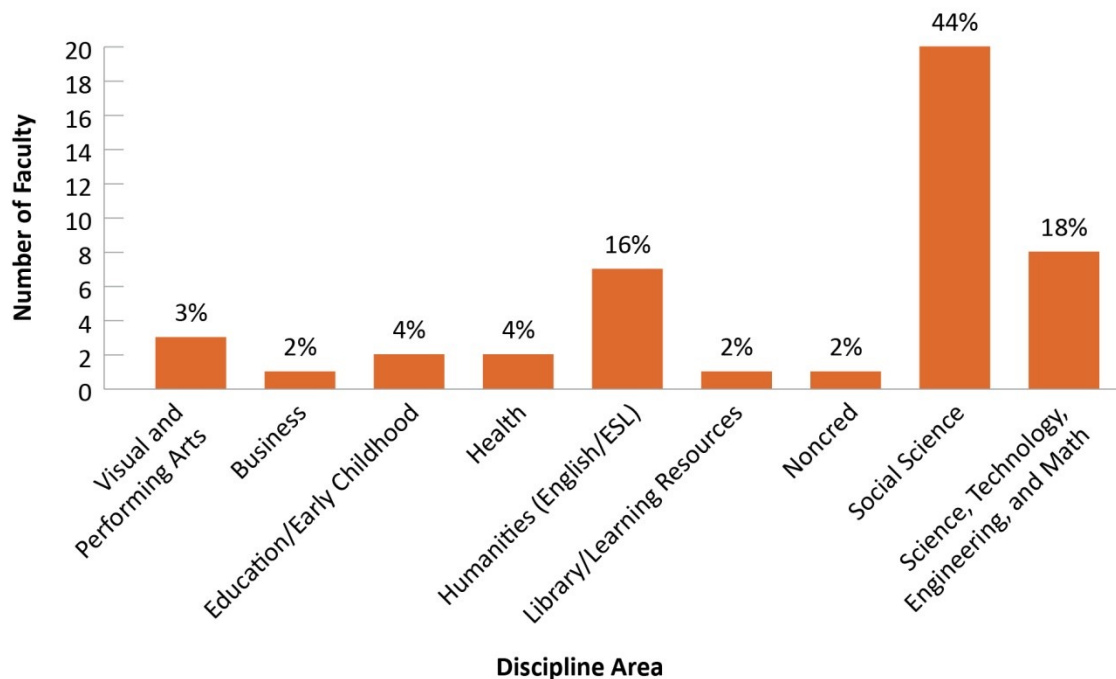


Figure 3. Faculty Participant Profile: Discipline Area



Awareness of Antiracist Pedagogical Strategies

From pre-participation survey results, Cohort 2 participants indicated high levels of awareness and utilization of core concepts included in the OFAR program. For example, about 92% of respondents previously incorporated some aspects of culturally responsive teaching in their classrooms. Corroborating the survey results, during an interview, a faculty member noted:

I have always had an antiracist framework in teaching all my classes. I've been revamping my curriculum from a critical perspective [and] decentering whiteness.

Similarly, about 79% had previously used OER in their classes. Several participants also indicated that they had used free or low-cost materials, including materials available through the college library (68%) and open textbooks (55%).

In contrast, there was a gap in their awareness and utilization of open pedagogy practices; about 36% of Cohort 2 respondents had previously incorporated this approach. A similar proportion of participants indicated that their institutions offered resources and training on this topic. Participants noted that their institutions were more likely to offer resources and training

around OER and culturally responsive teaching⁷ than antiracist and open pedagogy practices. For example, while almost 80% of respondents indicated they incorporated at least some antiracist pedagogy in their classroom, only 60% indicated their institutions provided resources and training about this topic.

Purpose for Joining Program

For most Cohort 2 participants, the opportunity to improve their pedagogy and student success were the main drivers for participating in OFAR. As noted in the section above, many faculty expressed that they were already implementing antiracist ideas and culturally relevant pedagogy in their classrooms. For them, participating in the program was more about improving these practices and the opportunity to engage with others doing similar work. As one participant noted in an open-ended survey response:

I want to be the best educator I can be. That means keeping up to date with the latest pedagogical practices and being explicitly antiracist. OFAR presented a perfect opportunity to make myself a better educator for my students but to also stand out CLEARLY as an antiracist educator. I want people to know what I am about and make no mistakes.

During an interview, a faculty member added:

These are things that I'm wanting to do or are already kind of doing, at least in terms of the equity piece [and] antiracist work. [Participating in OFAR] will be a way for me to do it better, bridge things that I'm already doing, learn more, [and] evolve my process. Also, I honestly didn't know much at all about OER. It's something that I did not feel very comfortable with. So, it was a way to push myself out of my comfort zone, while also doing work that was meaningful to me. I just needed a little nudge.

Several faculty interviewed, shared that in their specific field, it was essential to incorporate the content and practices imparted by the OFAR Program. Two interviewees shared:

I knew I would be learning a ton, but I wanted to make sure that I was learning the thing I really wanted, which was how to be an antiracist educator and have culturally responsive classes. You can't teach [in my field] without that.

At my campus, all of the people I work with have the students' best interests in mind, [however, while] well-intentioned, they use very old-school practices in my department. I've never really bought into that [and] I always felt there was a better way --a better approach.

⁷ Culturally responsive teaching (CRT) is a research-based approach to teaching. It connects students' cultures, languages, and life experiences with what they learn in school. These connections help students' access rigorous curriculum and develop higher-level academic skills. <https://www.understood.org>

Some faculty had less awareness of the program's content before joining or were unfamiliar with OFAR in general. These faculty members joined because they were recruited or encouraged to participate by respected peers. Previous program participants or colleagues who were members of Cohort 1 made some of these recommendations. The participants who were encouraged to join expressed satisfaction with the program and were happy to have participated.

Section 2: Faculty Participants' Experiences of the Program

Section 2 covers faculty participants' experiences with the program's onboarding, their OFAR learning and planning experiences, and the implementation of faculty's action plans for creating an antiracist learning environment for their students.

Onboarding

Cohort 2 faculty participants were invited to a "Welcome and Onboarding" webinar at the start of the program. A majority of faculty survey respondents found the webinar helpful (98%) in clarifying expectations about the program. In particular, faculty expressed in open-ended comments that details about the timeline for activities were the most valuable informational pieces provided, with a number of faculty indicating that they would have liked even more granular information, including previewing some of the content, reviewing the previous cohort's sample assignments, and receiving more details about administrative requirements.

OVERALL ONBOARDING EXPERIENCE

The opportunity to engage with others (virtually and in-person) was a major factor in faculty satisfaction with the onboarding experience. In open-ended survey comments, faculty respondents described how helpful it was to meet the coaches and the OFAR team. Faculty respondents indicated that hearing from previous participants of the program helped them understand the expectations for the work. They also expressed satisfaction with getting to meet teams from other colleges, and a few described the opportunity to discuss the project as motivating. When prompted to indicate what was missing from the onboarding experience, some survey respondents expressed a desire for more time to interact with others in the program, including hearing more about coaches' "philosophies and experiences" with antiracism work.

Learning and Planning

The OFAR program utilized the learning management system, Canvas, to facilitate the six-week course for Cohort 2. Most of the faculty interviewed found the Canvas content to be useful. Two faculty members in particular noted:

[OFAR] did curate the material well in terms of the weekly modules last semester. I already, of course, knew the theorists, but it's nice that someone curated the

information for me to look at. [Specifically,] how webinars were being used, YouTubes and the TikToks. That made me feel really up to date. I did appreciate that.

I enjoyed the Canvas work because I didn't realize that even though you can say you're an antiracist, without getting down to the nitty-gritty and reading the literature behind it, you don't entirely know what that entails. It was helpful for me to define terms and have a framework from which to go on. The Canvas portion taught me a lot of tangible, hard things that I think are difficult to understand. It forces us to be accountable and to create something and then put it into practice and actually get the results of how it affects students.

However, a few faculty members who had completed similar professional development opportunities in the past felt they had previously gained a wealth of skills and tools to be antiracist educators. Therefore, many ideas and concepts presented by OFAR were not new, and these particular faculty members wanted to engage with new material. An interviewee commented:

The Canvas course could have been differentiated for people who had more experience with the antiracism content. I've been doing the work for a long time and some of the early activities are things I already knew. I wanna learn something new.

Experience with the Program

The section below contains information related to Cohort 2 faculty participants' engagement opportunities in OFAR, perceptions of andragogy and curriculum, and perceived institutional support for their participation.

ENGAGEMENT OPPORTUNITIES WITHIN THE PROGRAM

In post-survey responses, Cohort 2 faculty indicated high levels of satisfaction with the opportunities to connect with and learn from other members of their teams. Faculty respondents found the peer group support and check-ins particularly helpful in implementing their antiracist classroom practices, particularly for those who indicated they had lower levels of awareness prior to their participation. As such, a majority of faculty respondents (82%), indicated that they considered themselves part of a community of practice.

The cohort experience also provided benefits to faculty they believe they will be able to leverage beyond their participation in the program. Specifically, faculty were very satisfied with being able to interact with colleagues from different disciplines. Most faculty survey respondents (58%) indicated that they probably would not have collaborated with their other team members if not for the program. These connections were key in their development, and most were keen to continue to meet after the program ended, even without any formal OFAR support. In interviews, two faculty members illustrated this point:

Sometimes it's good to interact with people from other disciplines; there's a lot of value in that. I've learned so much from my colleague in science; he's doing amazing stuff.

There's not a lot of opportunity to interact with other colleagues outside of our own department, much less college, much less district, much less regional area. I think we have so much to learn from each other. It's just how do you do that? When do you do it? [OFAR] is a perfect opportunity.

One thing that's cool is that [OFAR] has given our team an opportunity to actually work together. We talk to each other because we're in the same circles, we do a lot of administrative work for the college. But, we would have never had a chance to share a syllabus with each other or to see how we teach or the kind of topics we teach. It was really exciting to get to my know colleagues in that way.

About half of the faculty interviewed found the collaboration with team members more valuable than some of the program's supports and activities (e.g., webinars). Many faculty indicated that they would have appreciated more time interacting with their fellow participants and discussing the material in-depth with peers. While participants appreciated the content of some of the presentations, faculty preferred to have those as a resource either before meetings or to reference later. In particular, faculty who had previous experience with some topics found the presentations less helpful overall. In an interview, one faculty noted:

If you were very new to these ideas and very new to the work, the webinars would have been very helpful, important, and necessary. [To me, it] felt like a waste to have all of us folks from across the state spending an hour and a half on Zoom just sitting there listening to a presenter. I could have watched that presentation on my own time and then spent the time in the live synchronous space talking with colleagues, wrestling with ideas, strengthening connections across the state.

Roughly three-fourths of interviewees cited having a coach assigned to their team as something they enjoyed most about the OFAR program. One interviewee detailed the advantages of having a reliable and enthusiastic coach:

I thought [our coach] was great. She helped us get everything organized and scheduled. After the webinars, she would always send out a recap with highlights, things that she found interesting, screenshots of stuff that she thought we would definitely wanna zero in on and other helpful resources or references that connected to the material that we had seen during that specific session. During [our] earlier meetings, [we] focused on our different action plans. She gave us feedback [and] was good about providing examples, like the liquid syllabus. We talked about different ways to make our syllabi more accessible, and relevant. [Our coach] was very enthusiastic and served as a good example of someone who knows about the OFAR concepts and tries to apply them in her own classes. It was really beneficial to have someone with that experience to lean on if we needed more information, examples, or feedback.

Most faculty survey respondents (77%) found the program's coaching to be effective in supporting the implementation of OFAR practices in the classroom. However, in open-ended comments and interviews, some faculty members expressed that there was a lack of clarity as

to the role of the coach, and just how much support they should expect to receive. A survey respondent noted:

I didn't understand the role of the coach. The meetings were not helpful whatsoever. It seemed like no one knew what was the point and what needed to be done.

A faculty interviewee corroborated this sentiment and added:

When I applied, the idea of having a coach was very exciting; there's someone who's been through the program, is a subject-matter expert and can share their knowledge and provide mentorship. I feel like [coaching] wasn't used maximally [and] it's a pretty cool asset to have. In the fall, our coach did a lot of reviewing and grading of our work. I felt like the feedback was all over the place; a lot of different ideas, which were all great, but I wasn't sure what to do with them or how to use them towards a final action plan. This semester, our coach checked in through email a few times and attended two of our meetings. Being able to ask questions in real time and get answers that was more helpful. More structured time than we're getting from our coaches would be a way to improve.

FACULTY PERCEPTIONS: REINFORCING OR MODELING THE WAY

The impetus for the OFAR program was to support faculty in adopting antiracist teaching practices to respond to the growing awareness of the structural racism pervasive in our educational system. Similarly, to program participants working to counter an established system by changing what and how they teach, the program is also working to increase its ability to model its ideals rather than practicing and reinforcing the existing problem. What follows are the perspectives of two faculty members that reiterated the need for OFAR to continue working towards modeling the way for faculty engaged in adopting antiracist teaching practices. While only two faculty of the nine interviewed raised this issue, we felt it necessary to share their voices because they provide some insights around the andragogy and curriculum that OFAR should consider as the program continues to evolve and become more robust. In their own words, these two OFAR participants shared their thoughts on the program's structure and curricular content:

This is coming from a place of the deepest humility because I am a White person. We were following the rules of Whiteness even as we were trying to talk about antiracism. It's a tension that I'm constantly grappling with, because White people, we need to be doing this work. We don't need to be owning the work and controlling the work and deciding on the rules of the work. The burden can't be on people of color to then be like, "Let's fix racism." When I see a program like Open for Antiracism, I'm expecting, if it's truly a program lives its ideals of antiracism, [that] it would look [and] feel very different than what OFAR looks and feels like. Because what we're saying is that as a system, we want to be different for our students, better, antiracist, and yet we're replicating the same structures of Zoom in and sit there passively listening to someone else talk."

If we want to talk about race, decenter, we have to understand Whiteness. I think if people understand that, it would explain White identity formation, and then why the other formation happens. Right now, there is so much angst about marginality, but then there has to be a theoretical understanding of how Whiteness came about and that [it] was used as a mechanism to marginalize others. Even the terms poor White, White trash, peckerwood, redneck, all of that? That was all coined by upper class, rich White people. There is a racial benefit and economic privileging when you do that. Then, you have this group of White people who are poor, with more fingers than teeth, who feel good about themselves because they're white. At least they're not Black or Mexican. So, you have this artificial privilege. The theory of Whiteness should be introduced.

INSTITUTIONAL SUPPORT FOR FACULTY PARTICIPANTS

In the post-participation survey at the end of the spring term, faculty expressed lukewarm feelings around the support they received from their institutions. While only three survey respondents (9%) expressed that their institutions did not support them well overall, the most common response was neutral; “neither well or not well” (36%).

Faculty expressed a desire for more engagement from their institution and specifically their college’s leadership. Only about a quarter of faculty respondents indicated that they received any recognition from college leadership or were granted any professional development credit for the time they invested in OFAR.

Half of the survey respondents indicated that their colleges offered them opportunities to share their experience in the program with division/department faculty and/or college-wide audiences. In open-ended comments, a few faculty respondents shared that they had wished their college leadership would have shared more information about the program and the faculty’s work to a wider campus audience.

Looking forward, over a third of faculty respondents anticipated that their college would infuse antiracist training into professional development based on their participation in OFAR.

Lead Faculty Experiences

Each participating college had an assigned faculty lead who helped coordinate meetings and communications between the team and OFAR. Most of the faculty leads (88%) indicated that they were prepared to lead the program and were supported by the OFAR program. In open-ended comments, a few survey respondents did indicate that they were unsure about the expectations for their role. In particular, one survey respondent reflected on his/her lack of understanding the job of faculty lead:

I think I did not know what exactly was expected and what my role would be. I'm extremely busy on campus because I work within a special program, so I do not think I was the best lead I could have been. But I did not know what special jobs or duties I had as a lead.

As such, there were some suggestions for the program about supporting faculty leads in the future such as, providing clearer expectations about duties, regular check-ins with other faculty leads, and additional onboarding training.

Action Plan Implementation

About 38% of faculty fully implemented their action plan activities during the term, while the other 62% were only able to implement them partially. In open-ended survey comments, faculty indicated that time was a major challenge to full implementation of their action plan activities. Others noted that their institutions, in response to increasing COVID-19 case counts at the beginning of the term, transitioned their courses into the online modality,⁸ which created some additional challenges. Despite the above-mentioned challenges, faculty were able to implement activities that brought students' experiences and antiracist topics into the curriculum.

Section 3: Perceived Impact on Teaching

Section 3 highlights findings related to faculty participants' prior experience with antiracist teaching and practices, and their perceptions and reflections around the impact of the program on the teaching practices.

Increased Knowledge of Antiracist Practices

Pre-participation survey results indicated that many faculty participants had prior experience with antiracist and culturally responsive teaching, as well as OER. Despite the prior experience, participation in the program seemed to improve faculty's understanding and usage. Over 86% of respondents in the post-survey results indicated that their understanding of these practices increased (see Appendix B for Post-survey results). All faculty respondents indicated that they used antiracist and culturally responsive teaching in their classes post-participation. In regards to OER, 94% of respondents indicated usage in their classroom, an increase of 15% from pre-participation results. Importantly, over 85% of faculty respondents indicated that as a result of participating in the program, the use of each of these three strategies (i.e., open pedagogy, OER, and antiracist practices) improved their teaching practices.

As noted previously, a little over 50% of faculty were aware of open pedagogical practices before joining the program. In post-participation survey results, about 86% were aware of open pedagogical practices, and a similar percentage (91%) incorporated some of it in their classrooms. Faculty respondents indicated that their understanding of this strategy increased more than all the other practices covered in the program. As a result, about 91% of respondents indicated that this strategy improved their teaching practices.

⁸ Challenges with instructional mode changes due to the pandemic were present in Cohort 1 as well, as the program was implemented during the COVID-19 pandemic. The entire program took place during the pandemic, in a time when faculty and students were all adapting to academic changes college-wide and system-wide.

Implementation Activities

When asked to share specific practices or resources they implemented and identify which ones they found most valuable, faculty respondents reported (a) embedding antiracist and social justice content into student assignments, and (b) moving away from traditional disposable assignments⁹ as the two most valuable activities for enhancing the learning environment for their students (see Tables 2.1-2.3). That said, at least two-thirds of faculty indicated that they would continue to implement each of the activities in the future (see Table B9 in Appendix B).

Table 2.1. Top Three Implementation Strategies Reported by Faculty: Most Implemented (n=34)

Rank	Activity Implemented
1	Incorporating student voices – brought in non-mainstream perspectives and points of view (79%)
2	Expanded/created existing curriculum to include issues of diversity/lack of diversity, social justice, and antiracist practices in particular areas of study (79%)
3	Embedded antiracist and social justice content into student assignments (79%)

Table 2.2. Top Three Implementation Strategies Reported by Faculty: Most Valuable (n=33)

Rank	Found Most Valuable
1	Embedded antiracist and social justice content into student assignments (49%)
2	Moved away from traditional disposable assignments to developing legacy non-disposable assignments ¹⁰ (46%)
3	Expanded/created existing curriculum to include issues of diversity/lack of diversity, social justice, and antiracist practices in particular areas of study (42%)

Table 2.3. Top Three Implementation Strategies Reported by Faculty: Plan to Continue after the Program (n=33)

Rank	Plan to Continue after the Program
1	Embedded antiracist and social justice content into student assignments (88%)
2	Expanded/created existing curriculum to include issues of diversity/lack of diversity, social justice, and antiracist practices in particular areas of study (82%)
3	Moved away from traditional disposable assignments to developing legacy non-disposable assignments (82%)

⁹ “Disposable assignments add no value to the world – after a student spends three hours creating it, a teacher spends 30 minutes grading it, and then the student throws it away.” Wiley, D. (2013). Killing the Disposable Assignment. *improving learning*. Retrieved from: <https://opencontent.org/blog/archives/2975>

¹⁰ “A non-disposable or reusable assignment is one that may be published as an open resource, giving back to the greater community of knowledge. When students create an artifact that is shared publicly, they see the process as having greater worth and put extra effort into it. Wiley, D. (2015, Aug. 3). An obstacle to the ubiquitous adoption of OER in U.S. higher education.” [Blog post] *Iterating Toward Openness*. Retrieved from <http://opencontent.org/blog/archives/3941>

Faculty's Transformational Journey

Interviews offered Cohort 2 faculty participants the space to have in-depth and thoughtful conversations about their approach to teaching. Across these conversations, faculty reflected on their transformational journey from maintaining the status quo to innovative teaching and learning. Faculty acknowledged their past as “traditional” and “rigid.” The excerpts below emphasize three participants' shift toward creating out-of-the-box classrooms.

I didn't really think about the needs of my students and how to make them feel comfortable and feel like things were equitable... I went with the status quo. I was using things that were definitely not antiracist materials; I was using things that were from White males. I eased up considerably on being so rigid. In the past, I wouldn't accept late work. You had to participate because participation was part of your grade. All of that is out the window. Now, people maybe can't participate to the level that I would like, that doesn't mean that they're not learning, that doesn't mean that they're not doing what they're supposed to do and that's okay. I became more fluid and more flexible.

I always thought I was teaching from the perspective that OFAR is presenting. OFAR did a good thing of showing me what I was doing wrong. I can give you an easy example, I'm still actively working on trying to fix my syllabus. Even though I felt like, "I'm being equitable, and I'm here for the students," my syllabus read like a legal contract. I'm still moving towards making a more liquid syllabus. Taking out filler words, breaking it up so it's more digestible to students.

Insofar as teaching, I've started to lecture less, I'm still lecture heavy of course; it's hard in history not to be. But I've really started opening up and seeing the advantages of students take a minute to talk amongst themselves and then share what they've learned with me. Or if they've watched a video, now we need to discuss it. Just giving [students] more time to teach me. My idea of a professor was, "Like, I need to get all this, they need all this information and I have to be the one to give it to them. If I don't, oh my God, I'm going to get bad reviews because I didn't finish the textbook." I think OFAR for me coincided at a time where I am starting to relax more and be more confident in my teaching. But there's a lot yet to do. Still growing, very much so.

About a third of interviewees who already considered themselves antiracist cited that OFAR was valuable in validating their approach to teaching and the materials they were using in the classroom. As one participant described:

I felt like my teaching practices were already aligned. Not to sound arrogant, I was open and receptive, but I just read about race all the time, and gender and sexuality, and oppression. Most recently, I started paying attention to more about legislation and American government, and the mistreatment of the gay community. Only because so many students are coming and telling me, or sharing in their writing assignments, that they're gay. I'm like, "Okay, I got to pay attention more, I got to change the subject

matter to reflect them and make the curriculum more relevant.” I would say OFAR gave me the validation that I needed that my approach was correct.

Section 4: Perceived Impact on Student Learning

Findings in Section 4 highlight faculty participants’ perceptions and reflections around the impact of the program on the learning environment for students in their classrooms.

Faculty Perceptions of Student Learning

Some faculty expressed that challenges around the pandemic made engagement difficult to measure. However, most survey respondents (70%) indicated that, despite their classes being remote, their current students appeared to be more engaged in their classrooms than their past students. Faculty wrote in open-ended comments that students were more likely to reach out to them if they had issues and were more active in discussions. One common reason faculty gave for increased engagement was the connection students made between their personal lives and the content of the course. In the open-ended comments, one respondent offered an illustration of understanding students more holistically:

Having students create the materials for the course and reflect on both the process and the product has been magical. I am reaching students...in ways I never had before. Getting to know them as "whole people" has allowed me to fine tune what we do and what I assign every week to correspond to their interests and needs. I always worked hard at building community in my classroom, and I thought I did a pretty good job at it, but I've never had such strong classroom community as I've had this semester in all of my classes.

Another major factor in the increased engagement was the implementation of open pedagogy concepts, and in particular the use of non-disposable assignments. Faculty indicated that these concepts had the greatest impact on their students’ learning. Students engaged with the material in “different” ways and viewed learning more as a “process,” requiring engagement. The non-disposable assignments forced students to move away from “rote memorization” to thinking more deeply about the course content. In the words of one interviewee:

I can see that my students are starting to question and reconsider traditional assignments in school because of my use of open pedagogy. While some of my students struggle with this concept...other students are genuinely engaged with what it means to learn and produce something authentic. I can see that some students are trying to reconsider traditional standards of education through the projects I have introduced in my class - projects which are a direct reflection of my participation in the OFAR course.

Similarly, some faculty respondents identified antiracist and culturally relevant pedagogy as drivers of engagement. They noted that students seemed more “passionate” and “invested” in these themes, and discussions around these topics allowed students to connect their personal lives and journeys with course content. One faculty respondent noted:

It might be a little too early. What I can say is that with this particular class that I'm teaching right now, [students] have definitely connected earlier material to later in the course, which I haven't seen as much of before. A lot of students will say, "Oh, remember in week one, when we did la, la, la?" And I'm thinking, "You remember that?" It was really cool to see them tying things back to the beginning. I'm really pleased with it.

Students' Perceptions of the Learning Environment in Classes Taught by OFAR Faculty

Students in courses taught by OFAR Cohort 2 faculty were sent an online survey to identify how their course compared to others they have completed. Students generally indicated high levels of positive engagement with the course content and materials, other students, and their instructor. Full survey results can be found in Appendix E.

CONTENT AND MATERIALS

About 70% of student survey respondents indicated that they spent about \$200 or less on textbooks each semester. About 80% of respondents indicated that they did not spend any money on textbooks and required materials for their course taught by an OFAR faculty. Of those who did spend money on their OFAR course, two-thirds indicated that they spent less than \$100. Despite cost differences, 98% of respondents rated the textbooks and materials as of equal or better quality than those in other courses.

In open-ended comments, students shared that diverse materials and tools supported their learning in the classroom. An analysis of these responses found that students were exposed to a wide variety of such resources. Aside from the free textbooks, students recounted their experiences with videos, handouts, interactive lessons, discussions, podcasts, and guest speakers. The common theme throughout those comments was that the assortment of options available made it easier to engage with the course content and provided students with the opportunity to use the mediums that best fit with their preferred learning styles.

Students also stated that the content of the OFAR course compared positively to that of other courses. Students indicated that the OFAR course provided them opportunities to deliver their own perspectives and experiences. In open-ended comments, students described what made their assignments more engaging. Two representative comments are:

The class engages me in a fun way and is actually enjoyable to attend, and the coursework I complete feels productive and allows me to be creative and express myself, rather than just completing textbook...busywork.

I think the little assignments and brainstorms we do in class support my learning. We take small surveys sometimes and share things about ourselves that relate to our topic of the week. To me, it's another way I am personally involved and I feel more inclined to learn.

Respondents indicated that they were encouraged to explore and discuss complex race-related issues. A majority of student respondents (87%) said that they were frequently required to examine the history of the discipline and 83% were required to identify and challenge biases they may have held. Two representative comments are:

I feel a particular connection to this material because of the social and political environment we are living in right now. It helps interpret how we got to where we are politically, and I can see the direct connections to policies affecting me and my community. In addition, I feel my background is represented in this class and I never saw that in my educational background.

The topics that we cover apply to real-life current events so I was more interested in the material. I got to apply concepts from our readings to my life and this made me feel connected to the class and its work.

SOCIAL PRESENCE AND INTERACTIONS

Even though OFAR-taught courses covered sensitive issues around social justice and antiracism, students indicated positive feelings around their engagement with their classmates. For example, a majority of students indicated that they felt there were opportunities for all students to speak out, felt comfortable disagreeing with others, felt comfortable in course discussions, felt that their point of view was acknowledged by others, and that the class discussions were valuable (Table 3 below).

Table 3. Classroom Engagement

	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Not Applicable
There were opportunities for all students to express opinions in this class.	95.8%	2.6%	1.6%
I felt comfortable participating in the course discussions	93.1%	4.9%	1.6%
I felt comfortable disagreeing with others	89.2%	8.2%	2.0%
I felt that my point of view was acknowledged by other course participants	90.9%	6.2%	2.6%
Overall, class discussions were valuable in helping me appreciate different perspectives	94.4%	3.3%	2.9%

In open-ended comments, students indicated how engagement with other students was encouraged and facilitated. Peer-to-peer interaction made the course material more meaningful. Three representative comments are:

This class feels like a safe place where you can freely express and talk about difficult topics without being judged.

The warm-up questions at the beginning of every Zoom class really get the job done! It gets students comfortable with answering questions and getting a feel for what the material of the day will look like. This is a time when we have the opportunity to chat with one another.

I really loved to hear how everyone works outside of the classroom setting. It has been a relief knowing I am not alone. The breakout discussions we do really does bring our community together.

In open-ended comments, students in online courses explained their perspective of meaningful drivers of engagement. These vehicles included active discussion boards and opportunities to discuss special topics in breakout rooms in the Zoom platform.

FACULTY PRESENCE

Student survey respondents indicated that their faculty played a major role in creating an engaging course environment. Almost all respondents (95%) indicated that their instructor had maintained student engagement and encouraged students to explore new concepts in the course. Most students (92%) also agreed that their instructor facilitated a productive dialogue and encouraged a community among students in the class.

Student respondents indicated that their OFAR instructor regularly treated them equally in the classroom. Specifically, 95% of respondents reported they received the same opportunities to contribute to class discussions, and 93% reported they received the same opportunities to ask questions in class as other students (see Table E9 in Appendix E). Similar rates of respondents felt valued and encouraged in the classroom.

In open-ended comments, students explained the reasons for their high marks. Three students described how their instructors were active, responsive, and encouraging:

[The instructor] really makes the class fun and makes me want to...not only attend but participate and even raise me hand to volunteer... no judgment, no wrong answers, and she is also super accepting.

Level of engagement was excellent. Prof[essor] was so easy going and was there to answer every question.

[The instructor] was encouraging and motivating throughout the whole semester. She would provide feedback on all the assignments, making the learning part fun. I also liked how she is open to making any changes I suggested.

Section 5: Administrator's Experiences and Perceived Impact of OFAR

Section 5 provides the perspectives and experiences with the program from administrators, (e.g., vice presidents, deans, directors, department chairs) from the participating colleges.

At the end of the academic year, administrators were surveyed about their experience with OFAR. Nine administrators representing seven of the eight participating colleges responded to the end-of-year OFAR survey. Recognizing the small sample size, results should be interpreted with some caution because they may not reflect the experiences or perceptions of all participants. Complete survey responses and a description of the limitations of survey findings are available in Appendix D.

At each college, respondents indicated that faculty were the ones who initially introduced administrators to OFAR. Eight of the nine survey respondents had some direct interaction with the program and/or faculty participants. At least one respondent from each college attended an OFAR training/webinar, attended a local OFAR meeting, or met individually with faculty about their participation. Two administrators actively recruited faculty to join the program. Based on the responses, administrator engagement varied greatly, and this variation may explain why about two thirds marked “No” to the survey item asking “Have you learned about or observed any changes in the faculty participants’ classroom teaching practices as a result of their participation in OFAR?”

At least one respondent at each college indicated that their institution provided opportunities for faculty to describe their program participation, either with department faculty or college-wide audiences. One respondent indicated they would like OFAR and the cohorts to take a more active approach in sharing what they learned more broadly across the state and in recruiting faculty, while another suggested videos and/or websites detailing what each team has accomplished.

Respondents from five out of seven institutions indicated that there is support at their college for participation in the future. The majority (n = 7) indicated that OFAR aligned with their institutional activities around antiracism and social justice. In open-ended comments, one respondent noted that their institution plans to begin work on a cultural curriculum audit. Three respondents noted that their institutions are currently participating in antiracist professional development programs led by other third-party programs.

Conclusion and Areas of Opportunities

The survey and interview data gathered from faculty and students indicated that the OFAR program provides faculty with a professional development experience that meets a need for antiracist teaching practices and curriculum development using open pedagogy and open educational resources. Moreover, most Cohort 2 participants (87%) shared that they would recommend the program to other faculty.

Faculty were generally satisfied with their participation in the program, including the content and support they received from OFAR. Faculty survey respondents indicated that the support from their peers was vital in helping them through the program. These social connections are essential for the program's future, given indications that many joined on the recommendations of previous participants, with 88% of Cohort 2 participants indicating that they would recommend the program to their colleagues.

In addition, survey results from faculty and students indicated that the program developed a stimulating and engaging classroom-learning environment during the term. Cohort 2 faculty noted that their students seemed more engaged and communicative with each other. Students confirmed these assumptions, noting that they felt comfortable discussing various topics with their classmates and that they were part of a community of learners.

Opportunities for Consideration

Based on the information gleaned from Cohort 2, The RP Group describes five opportunities for the OFAR program team to consider going forward in the areas of programmatic enhancements, and broad dissemination and communication about the program.

Programmatic Enhancements

Opportunity 1: Identify potential strategies and opportunities to support an ongoing community of practice for OFAR participants and alumni to promote peer-to-peer learning and continued engagement with OER, open pedagogy, and antiracist teaching practices.

Across surveys and interviews with faculty, many consistently reported high levels of satisfaction with the opportunities to connect and learn from other members of their teams and members of other groups in their cohort. Most faculty respondents (82%) indicated feeling part of a community of practice fostered by the cohort experience. As a result, the faculty expressed an interest and desire for a more formal community of practice to continue learning about Open Education Resources (OER), open pedagogy, and antiracist teaching practices. A formal OFAR community of practice would create an ongoing space and opportunity to share experiences, resources, and teaching practices.

Opportunity 2: Identify and develop ways the OFAR program can model open and antiracist pedagogical practices including additional curricular content.

Based on faculty participants' feedback, OFAR may want to consider additional curriculum topics and programmatic enhancements that include, but are not limited to:

- Including theories of Whiteness and White privilege as part of the curriculum to enable participants to have a framework from which to understand how Whiteness began to be used to marginalize others
- Identifying opportunities for learning that do not replicate the "traditional" lecture style approach where there is more interactive and bidirectional engagement between presenters and attendees

Opportunity 3: Differentiate the curriculum to meet the needs of faculty with different levels of knowledge of OER, open pedagogy, and antiracist teaching practices.

Survey results showed that a number of faculty participants had attended other antiracist professional development and felt versed (to varying degrees) in practices highlighted in the

program. Therefore, OFAR may want to consider offering some curricular pieces asynchronously or as additional resources to allow participants to dive more deeply into the program's content and materials and/or to customize their experiences with the resources based on their knowledge of the various subject matters. This change would help address the variation in experience with antiracist teaching practices among program participants.

Broad Dissemination and Communication

Opportunity 4: Expand opportunities to raise awareness and dissemination of the OFAR programming and the experiences of past and current OFAR participants within participants' institutions and statewide.

Only about a third of faculty respondents shared that their institutions provided opportunities to recognize and share their experiences in the OFAR Program on campus. A number of faculty expressed a desire for more acknowledgement and recognition of their efforts to infuse antiracist practices into their classrooms. To support greater awareness and recognition about the program and the impact on teaching and learning experienced by past and current participants, OFAR may consider:

- Requesting faculty and administrators participating in the OFAR program to identify at least one event on campus to broadly communicate and share lessons learned from their participation to the rest of the college
- Leveraging statewide partnerships with organizations such as the Chief Instructional Officers of the California Community Colleges (CIOCCC) and the Academic Senate for California Community Colleges (ASCCC) to raise awareness of and expand outreach opportunities for future program offerings

Opportunity 5: Ensure that what is expected of participants, coaches, team leads, and administrators is clearly articulated.

Responses across respondents mentioned a lack of clarity around the roles of team leads, participants, coaches, and administrators. Participants noted how helpful it would be if the program more explicitly communicated what is expected from those serving in these roles; especially the role of the administrator(s) and team leads. College team leads were added in the second cohort to strengthen institutional awareness, support, and impact. The team lead role grew from its original inception of the submitter of the team application to encompass more leadership and communications duties as the year progressed. The program can use the feedback provided by participants to refine the expectations for all the positions involved.

Appendix A: Faculty Pre-Survey Results

Method

The pre-survey was administered to all 47 faculty participants at the start of the OFAR program in late summer/early fall 2021 to understand faculty participants' experiences of the onboarding process and prior experience with the antiracist practices and strategies.

Table A1: Before this term, what types of course materials have you typically required for your classes? Check all that apply. (Items listed as required in the syllabus)

Course Materials	Percent (N = 47)
Printed textbooks	63.8%
Digital textbooks	55.3%
Digital materials other than textbooks	57.4%
Other - Write In	23.4%

Table A2: What is your role in selecting the required materials for your class? Check all that apply.

Role	Percent (N = 47)
I am solely responsible for the selection	91.5%
I lead a group that makes the selection	4.3%
I am a member of a group that makes the selection	14.9%
I influence the selection, but do not have a decision-making role	2.1%
Others make the selection, I have no role	2.1%
Other - Write In	2.1%

Table A3: Which of the following materials have you used in your classes: (check all that apply)

Course Materials	Percent (N = 47)
Open educational resources	78.7%
Open textbooks (textbooks with open licenses)	55.3%
Materials available through the college library	68.1%
No cost-materials for students such as homework or lab solutions	51.1%
Low cost materials for students (less than \$50)	48.9%
Commercial textbooks	68.1%
Commercial homework or lab solutions	17.0%
Other - Write In	12.8%

Table A4: Indicate your level of awareness of the following pedagogical approaches

Choices: A = I am very aware of it and know how it can be used in the classroom, B = I am aware of it and some of its use cases, C = I am somewhat aware of it but I am not sure how it can be used, D = I have heard of it, but don't know much about it, E = I am not aware of it

Approach	A	B	C	D	E
Open educational resources (N = 46)	50.0%	30.4%	15.2%	4.3%	0%
Antiracist teaching practices (N = 45)	20.0%	46.7%	20.0%	11.1%	2.2%
Culturally responsive teaching (N = 45)	28.9%	48.9%	17.8%	2.2%	2.2%
Open pedagogy (N = 45)	4.4%	15.6%	33.3%	35.6%	11.1%

Table A5: Indicate your usage of the following pedagogical approaches in your classes PRIOR to this program

Approach	I had incorporated it in all of my classes	I had incorporated some of it, but not consistently in my classes	I had NOT incorporated it in any of my classes
Open educational resources (N = 46)	43.5%	41.3%	15.2%
Antiracist teaching practices (N = 47)	25.5%	53.2%	21.3%
Culturally responsive teaching (N = 47)	36.2%	55.3%	8.5%
Open pedagogy (N = 47)	6.4%	29.8%	63.8%

Table A6: Indicate your access to the following available to you by YOUR INSTITUTION

Approach	Provides regular and ongoing resources and trainings	Provides some resources and trainings	Does not provide at all	Not sure
Open educational resources (N = 47)	48.9%	36.2%	6.4%	8.5%
Antiracist teaching practices (N = 47)	14.9%	44.7%	23.4%	17.0%
Culturally responsive teaching (N = 47)	19.1%	55.3%	8.5%	17.0%
Open pedagogy (N = 46)	0%	34.8%	26.1%	39.1%

Table A7: Indicate your access to the following available to you by a THIRD PARTY (outsourced)

Approach	Provides regular and ongoing resources and trainings	Provides some resources and trainings	Does not provide at all	Not sure
Open educational resources (N = 47)	25.5%	36.2%	2.1%	36.2%
Antiracist teaching practices (N = 47)	25.5%	31.9%	8.5%	34.0%
Culturally responsive teaching (N = 47)	29.8%	31.9%	8.5%	29.8%
Open pedagogy (N = 45)	6.7%	22.2%	13.3%	57.8%

Table A8: How helpful was the "Welcome and Onboarding" webinar in clarifying your expectations of the program?

Helpfulness	Percent (N = 47)
Very helpful	66.0%
Somewhat helpful	31.9%
Not helpful	2.1%

Table A9: How is your college team planning to support one another in the OFAR program (check all the apply)?

Response Options	Percent (N = 47)
Meet as a team regularly (besides meeting with our OFAR coach)	76.1%
Communicate as a team regularly (besides communicating with our OFAR facilitators and coach)	87.0%
Craft joint messages for our college community	43.5%
Facilitate jointly professional development for our college	63.0%
Advocate jointly for policy and procedure changes at our college	52.2%
Other - Write In (Required)	19.6%

Appendix B: Faculty Post-Survey Results

The post-survey was administered to all 47 faculty participants at the end of the spring 2022 term to understand faculty participants' experiences of the OFAR program and the perceived effects on their teaching practices and students' learning.

Table B1: Which of the following materials are you currently using in your classes? Check all that apply.

Materials	Percent (N = 35)
Open educational resources	94.3%
Open textbooks (textbooks with open licenses)	37.1%
Materials available through the college library	42.9%
No cost-materials for students such as homework or lab solutions	48.6%
Low cost materials for students (less than \$50)	11.4%
Commercial textbooks	25.7%
Commercial homework or lab solutions	0.0%
Other (Please describe)	28.6%

Table B2: As a result of your participation in the program, indicate your level of awareness with the following:

Choices: A= I am very aware of it and know how it can be used in the classroom, B= I am aware of it and some of its use cases, C = I am somewhat aware of it but I am not sure how it can be used, D = I have heard of it, but don't know much about it, E = I am not aware of it

Approach	A	B	C	D	E
Open educational resources (N = 35)	85.7%	11.4%	2.9%	0.0%	0.0%
Antiracist teaching practices (N = 35)	71.4%	25.7%	0.0%	0.0%	2.9%
Culturally responsive teaching (N = 35)	74.3%	22.9%	0.0%	0.0%	2.9%
Open pedagogy (N = 35)	48.6%	37.1%	8.6%	0.0%	5.7%

Table B3: As a result of your participation in this program, indicate your usage of the following pedagogical approaches in your classes:

Response Options	I have incorporated it throughout my classes	I have incorporated some of it, but could still use help with accessing and implementing more of it	I have not incorporated it in my classes
Open educational resources (N = 35)	77.1%	17.1%	5.7%
Antiracist teaching practices (N = 35)	80.0%	20.0%	0.0%
Culturally responsive teaching (N = 35)	82.9%	17.1%	0.0%
Open pedagogy (N = 35)	41.2%	50.0%	8.8%

Table B4: Indicate how your understanding of each strategy has changed as a result of your participation in the program.

Choices: A = Increased significantly, B = Increased slightly, C = Stayed the same, D = Decreased slightly, E = Decreased significantly

Response Options	A	B	C	D	E
Open educational resources (N = 35)	48.6%	37.1%	14.3%	0.0%	0.0%
Antiracist teaching practices (N = 35)	51.4%	34.3%	14.3%	0.0%	0.0%
Culturally responsive teaching (N = 35)	51.4%	34.3%	14.3%	0.0%	0.0%
Open pedagogy (N = 35)	61.8%	32.4%	5.9%	0.0%	0.0%

Table B5: As a result of your participation in the program, indicate how has each strategy affected your teaching practice(s):

Choices A = Increased significantly, B = Increased slightly, C = Stayed the same, D = Decreased slightly, E = Decreased significantly

Response Options	A	B	C	D	E
Open educational resources (N = 35)	42.9%	42.9%	14.3%	0.0%	0.0%
Antiracist teaching practices (N = 35)	71.4%	17.1%	11.4%	0.0%	0.0%
Culturally responsive teaching (N = 35)	62.9%	28.6%	8.6%	0.0%	0.0%
Open pedagogy (N = 35)	52.9%	35.3%	8.8%	0.0%	0.0%

Table B6: Which of the following have you received from your college to support your participation in the program? Check all that apply.

Supports	Percent (N = 33)
Release time	0.0%
Credit for required professional development hours	21.2%
Additional training or professional development on similar topics covered OFAR	27.3%
Use of college facilities or equipment	18.2%
Opportunities to share experience with division/department faculty	48.5%
Opportunities to share experience with college-wide audience	30.3%
Recognition by college leadership	24.2%
Other (please explain)	24.2%

Table B7: Overall, how well has your college supported you through the program?

Response Options	Percent (N = 34)
Very well	29.4%
Somewhat well	26.5%
Neither well or not well	35.3%
Somewhat not well	5.9%
Not very well	2.9%

Table B8: Do you anticipate that your college will infuse antiracist training into professional development based on your OFAR participation.

Response Options	Percent (N = 34)
Yes	38.2%
No	11.8%
The topic is under discussion	14.7%
I do not know	35.3%

Table B9: How aligned was your implementation of the action plan activities to your action plan?

Alignment	Percent (N = 34)
Fully aligned - I implemented all of the activities described	38.2%
Partially aligned - I implemented most of the activities described	61.8%
Not at all aligned - I did not carry out the activities described	0.0%

Table B9a: Overall experience with activities.

Activities/Resources	Percent implemented (N =34)	Percent found most valuable (N = 33)	Percent planning to continue (N = 33)
Contextualizing current inequitable policies, actions, and events for a particular subject area	61.8%	33.3%	66.7%
Engaging students in the co-creation of antiracist materials course	50.0%	24.2%	69.7%
Incorporating student voices --brings in non-mainstream perspectives and points of view	79.4%	30.3%	78.8%
Expanding/creating existing curriculum to include issues of diversity/lack of diversity, social justice, and antiracist practices in particular areas of study.	79.4%	42.4%	81.8%
Embedding antiracism/social justice content into student assignments	79.4%	48.5%	87.9%
Licensing newly developed/revised text book and or curriculum modules with Creative Commons	14.7%	12.1%	45.5%
Implementing inclusive images, data, videos, and podcasts	79.4%	27.3%	78.8%
Incorporating explicit conversations surrounding racism, oppression, privilege, and healing	55.9%	24.2%	63.6%
Providing the skills to enable students to identify and incorporate non-traditional curated materials that speak to their lived experiences into the classroom	38.2%	30.3%	57.6%
Revising course theme(s) to explicitly focus on social inequities and racism	58.8%	27.3%	69.7%
Incorporating use of self-reflective writing/projects where students can explore the ways in which their personal stories and experiences connect with broader cultural, social, and political issues	55.9%	42.4%	66.7%
Increasing use of/moving away from publisher-based course materials to OER-based course materials	52.9%	21.2%	69.7%
Developing antiracist and equitable grading practices	64.7%	27.3%	78.8%
Moving away from traditional disposable assignments to developing legacy non-disposable assignments	67.7%	45.5%	81.8%
Creating an antiracist syllabus or liquid syllabus	52.9%	18.2%	66.7%
Moving away from traditional pedagogical approaches to open pedagogical approaches	61.8%	33.3%	69.7%

Table B9b: Experience with implemented activities.

Activities/Resources	Count Implemented	Percent found most valuable	Percent planning to continue
Contextualizing current inequitable policies, actions, and events for a particular subject area	21	95.2%	52.4%
Engaging students in the co-creation of antiracist materials course	17	100%	47.1%
Incorporating student voices --brings in non-mainstream perspectives and points of view	27	92.6%	37.0%
Expanding/creating existing curriculum to include issues of diversity/lack of diversity, social justice, and antiracist practices in particular areas of study.	27	96.3	51.9%
Embedding antiracism/social justice content into student assignments	27	100%	59.3%
Licensing newly developed/revised text book and or curriculum modules with Creative Commons	5	100%	60.0%
Implementing inclusive images, data, videos, and podcasts	27	88.9%	33.3%
Incorporating explicit conversations surrounding racism, oppression, privilege, and healing	19	100%	36.8%
Providing the skills to enable students to identify and incorporate non-traditional curated materials that speak to their lived experiences into the classroom	13	100%	61.5%
Revising course theme(s) to explicitly focus on social inequities and racism	20	95.0%	35.0%
Incorporating use of self-reflective writing/projects where students can explore the ways in which their personal stories and experiences connect with broader cultural, social, and political issues	19	89.5%	64.7%
Increasing use of/moving away from publisher-based course materials to OER-based course materials	18	83.3%	38.9%
Developing antiracist and equitable grading practices	22	90.9%	36.4%
Moving away from traditional disposable assignments to developing legacy non-disposable assignments	23	95.7%	56.5%
Creating an antiracist syllabus or liquid syllabus	18	88.9%	33.3%
Moving away from traditional pedagogical approaches to open pedagogical approaches	21	95.2%	38.1%

Table B10: As a result of your participation in the program, share how often the following occurred in your classroom.

Choices: A = Strongly agree, B = Agree, C = Disagree, D = Strongly disagree, E = Not applicable

Occurred in Classroom	A	B	C	D	E
Students have ample opportunities to contribute their own perspectives and share their own experiences in class and through assignments. (N = 34)	52.9%	41.2%	0.0%	0.0%	5.9%
Students' reflections and experiences are welcomed and supported in the classroom. (N = 34)	70.6%	29.4%	0.0%	0.0%	0.0%
Students were receptive and open to the antiracist approaches implemented in the classroom. (N = 34)	58.8%	38.2%	0.0%	0.0%	2.9%

Table B11: What differences, if any, have you observed in your students' engagement in your current classes compared to past classes?

Differences	Percent (N = 34)
My current students appear to be more actively engaged than past students.	35.3%
My current students appear to be slightly more engaged than past students.	35.3%
I've observed little to no difference in engagement between my current and past students.	23.5%
My current students appear less engaged than past students.	5.9%
My current students appear to be resistant to my new approach and materials.	0.0%

Table B12: Please select your level of agreement with the following statements:

Choices: A = Strongly agree, B = Agree, C = Disagree, D = Strongly disagree, E = Not applicable

Faculty Lead Experiences	A	B	C	D	E
I felt prepared to be a faculty lead for this program. (N = 6)	50.0%	33.3%	16.7%	0.0%	0.0%
I felt supported by the OFAR program as a faculty lead (N = 6)	50.0%	16.7%	0.0%	0.0%	33.3%
I was able to successfully complete what was expected of me as a faculty lead (N = 6)	50.0%	16.7%	16.7%	0.0%	16.7%
I felt supported by my college to be a faculty lead for this program (N = 6)	16.7%	33.3%	33.3%	0.0%	16.7%

Table B13: Rate your level of satisfaction with these aspects of your cohort experience:

Choices: A = Very satisfied, B = Satisfied. C = Dissatisfied, D = Very dissatisfied, E = Not applicable

Cohort Experiences	A	B	C	D	E
Opportunities to interact with faculty participants from different disciplines (N = 34)	61.8%	23.5%	14.7%	0.0%	0.0%
Opportunities to work directly with other faculty participants on projects related to the program (N = 34)	61.8%	26.5%	8.8%	0.0%	2.9%
Opportunities to engage socially with other faculty participants (N = 34)	58.8%	26.5%	11.8%	0.0%	2.9%
The learning I am doing from other cohort faculty participants (N = 34)	67.7%	26.5%	5.9%	0.0%	0.0%

Table B14: How likely would it have been for you to collaborate with the other cohort faculty at your college if you had not joined the program?

Likelihood of Collaboration	Percent (N = 34)
We definitely would have collaborated	23.5%
We might have collaborated	17.7%
We probably would not have collaborated	32.4%
We would not have collaborated	26.5%

Table B15: Please select your level of agreement with the following statements:

Choices: A = Strongly agree, B = Agree, C = Disagree, D = Strongly disagree, E = Not applicable

Statements	A	B	C	D	E
Interactions outside of team meetings and trainings was encouraged (N = 34)	44.1%	44.1%	8.8%	0.0%	2.9%
Participation in the program allowed me to work closely with a colleague from a different discipline (N = 34)	47.1%	17.7%	23.5%	2.9%	8.8%
Participation in the program allowed me to interact or make connections with my colleagues (N = 34)	55.9%	35.3%	8.8%	0.0%	0.0%
The connections I made in the program were influential on my own development (N = 34)	58.8%	26.5%	8.8%	2.9%	2.9%
As a participant in the program, I felt like a part of a community of practice (N = 34)	64.7%	17.7%	17.7%	0.0%	0.0%

Table B16: Would you like to continue to meet with colleagues in this cohort?

Meet with Colleagues	Percent (N = 34)
Yes, and I would prefer OFAR facilitate these gatherings	26.5%
Yes, and I would prefer faculty facilitate these gatherings on our own	52.9%
No	2.9%
Unsure	17.7%

Table B17: Rate your level of satisfaction with these aspects of your cohort experience:

Choices: A = Very satisfied, B = Satisfied. C = Dissatisfied, D = Very dissatisfied, E = Not applicable

Cohort Experience	A	B	C	D	E
Opportunities to interact with faculty participants from different disciplines (N = 34)	26.5%	41.2%	14.7%	5.9%	11.8%
Opportunities to work directly with other faculty participants on projects related to the program (N = 34)	32.4%	26.5%	23.5%	5.9%	11.8%
Opportunities to engage socially with other faculty participants (N = 34)	32.4%	26.5%	26.5%	5.9%	8.8%
The learning I am doing from other cohort faculty participants (N = 34)	41.2%	38.2%	8.8%	5.9%	5.9%

Table B18: How effective have the following program supports been for the implementation of your antiracist classroom practices?

Choices: A = Very effective, B = Somewhat effective, C = Somewhat ineffective, D = Not at all effective

Supports	A	B	C	D
Coaches (N = 30)	53.3%	23.3%	23.3%	0.0%
Peer group support and check-ins (N = 34)	64.7%	20.6%	11.8%	2.9%
Monthly webinars (N = 34)	58.8%	20.6%	11.8%	8.8%
Office hours on OER support (N = 33)	33.3%	39.4%	18.2%	9.1%
Hearing about the experiences of other participants(N = 34)	55.9%	35.3%	5.9%	2.9%
Continued access to the online course (N = 34)	61.8%	26.5%	8.8%	2.9%

Table B19: If the program were offered again, how likely would you recommend this program to your colleagues?

Recommend Program	Percent (N = 34)
Very likely	76.5%
Somewhat likely	11.8%
Not Sure	8.8%
Somewhat not likely	2.9%
Not likely at all	0.0%

Appendix C: Faculty Interview Methodology and Protocol

Method

Nine interviews were completed in the late spring term of 2022 with a sample of faculty participants who volunteered to participate in the interviews. The purpose of the survey was delve deeper into faculty participants' experiences of the OFAR program and learn about the specific ways the OFAR program supported their classroom learning environment and what suggestions, if any, faculty had more improving the OFAR program for future participants.

Interview Protocol

Thank you for agreeing to speak with me. As I noted in my email to you, this conversation will provide you with an opportunity to share your experiences participating in the OFAR program, and for us to delve more deeply into topics we asked you about in the faculty survey. For reporting purposes, we will summarize your comments along with those of other faculty members that participated in OFAR to maintain your confidentiality. If you feel comfortable, I'd like to audio-record our conversation to ensure I accurately capture what you say. Is this okay? Do you have any questions before we begin?

Guiding Questions

What are the overall experiences of faculty in the program?

What are faculty's perceptions of the content presented in the OFAR course? Their ability to apply these to their teaching practices? Effect on the learning experiences of their students.

What lessons (successes and opportunities) emerged that can be used to improve the program and better support faculty with implementing an antiracist learning environment for their students?

Let me start by asking...

1. What is your discipline, and how long have you been at your College?
2. Can you share why you chose to be part of your college's team that is participating in the OFAR program?
3. What was your overall experience with the program? What did you enjoy the most? The least?
4. OFAR offered some optional support activities around OER; [synchronous workshops that covered licensing, remixing, and attribution, and appointments could be made with the OER team at COC for additional support. Participants could also receive 1:1

- coaching if needed]. Did you take advantage of those supports? If yes, which were most useful? If not, please share why?
5. How did your participation in the program change your teaching practices? [Specific examples will be elicited] Can you describe your approach to teaching before the program, and how you are teaching now?
 6. Of the activities you implemented, which ones appeared to excite and engage students the most? For example, seeing external experts from a marginalized group they could identify themselves with found in the openly licensed content in the courses.
 7. Based on a review of the OFAR action plans a large majority of faculty indicated they would revise their course syllabus and their grading practices to make them antiracist. If you were one of these faculty, what specifically did you do to make your syllabus and or grading practices antiracist?
 8. Within open pedagogy, there are a number of ways to include student voices. Learners can construct knowledge (adapt or create new materials), contribute knowledge to the commons, shape and direct their learning (course, assessment and or syllabus designers) and or be active participants (connecting with community). If you tried any of these practices, what specifically did you do to engage students in the creation of learning materials? Of the things you tried, what worked? What didn't?
 9. What benefits/impacts to student learning did you observe that you could attribute to your curriculum redesign? For example, was there improvement in how students connected/engaged with the course content? With their peers?
 10. Did your students connect with you at a deeper level because of the changes you made in your teaching practices? If so, please share how and or what specific activities/resources appeared to influence that connection
 11. Of the various activities/resources, you incorporated into your teaching practices, which ones will you continue doing/using? Why?
 12. Of the various activities/resources you incorporated into your teaching practices, are there any you will stop doing/using? Why?
 13. If you were to go through the program again, are there different activities you would implement or resources you would use? Would you approach implementing the activities/resources differently?
 14. What advice would you give the program coordinators that would help them improve the OFAR program?

15. Is there anything else you would like to add that didn't emerge through the questions I asked?

Questions for Team Leads

This is the first year OFAR has had team leads for each participating college team. I would like to ask you a few questions to help us understand what worked well for you as a team lead and what the program could do to better support and improve the experience of future team leads.

1. What was your overall experience being a team lead? What worked well? What could be improved?
2. What responsibilities did the program expect you to take on in your role as a team lead? How were these communicated to you?
3. Was the role of team lead for your college's OFAR team what you expected it to be? Please share why or why not?
4. What advice would you give the program coordinators that would help make the experience for team leads better if anything?

Appendix D: Administrator Survey Results

Method: Online surveys were sent to administrators at the participating colleges by the corresponding faculty lead in late spring 2022 to understand how administrators engaged with and supported faculty participants in the OFAR program.

Table D1: College

	Percent (N = 9)
Bakersfield College	11.1%
Diablo Valley College	11.1%
Imperial Valley College	33.3%
Merritt College	0.0%
Norco College	11.1%
Pasadena City College	11.1%
Sacramento City College	11.1%
West Los Angeles College	11.1%

Table D2: Position

	Percent (N = 9)
Chair	0.0%
Dean	55.6%
Director	11.1%
Vice President	33.3%
Other (please specify)	0.0%

Table C3: How did you initially hear about the OFAR program?

Source	Percent (N = 9)
From faculty interested in participating	55.6%
Professional development lead	0.0%
Peer from another college	0.0%
Email communication	33.3%
Saw a presentation about the program	0.0%
Other (please specify)	11.1%

Table D4: Which of the following activities did you engage in? Select all that apply.

Activity	Percent (N = 9)
Recruited faculty to join the OFAR program	33.3%
Attended OFAR trainings and webinars	22.2%
Attended OFAR faculty team meetings	11.1%
Met with individual faculty about their participation in the program	33.3%
Presented about OFAR to a campus audience	0.0%
Heard/watched presentations about your college's OFAR participation	44.4%
Other (please specify)	0.0%

Table D5: At which type of meeting did you present or see presentations about OFAR? Select all that apply.

Meeting Type	Percent (N = 4)
Division/department meeting	0.0%
Academic Senate meeting	75.0%
Curriculum meeting	0.0%
Professional Development/Flex Day event	0.0%
Board meeting	0.0%
Other (please specify)	50.0%

Table D6: Select your level of agreement with the following statements

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable/ Don't know
I was actively engaged with my college's OFAR cohort (N = 9)	0.0%	55.6%	11.1%	11.1%	22.2%
I provided support to the OFAR cohort when needed (N = 9)	0.0%	88.9%	0.0%	0.0%	11.1%
There was support for the OFAR program among college leadership (N = 9)	33.3%	44.4%	0.0%	0.0%	22.2%
OFAR trainings are in alignment with my college's current professional development activities (N = 9)	66.7%	11.1%	11.1%	0.0%	11.1%
There are discussions about participating in the program in the future (N = 9)	44.4%	33.3%	0.0%	0.0%	22.2%
Overall, the OFAR program aligns with institutional goals and planning (N = 9)	55.6%	33.3%	0.0%	0.0%	11.1%

Table D7: Have you learned about or observed any changes in the faculty participants' classroom teaching practices as a result of their participation in OFAR?

Learned/Observed Changes	Percent (N = 9)
Yes	33.3%
No	66.7%

Table D8: Which of the following has your college provided to your faculty participating in the OFAR program? Select all that apply.

Provided to Faculty	Percent (N = 9)
Release time	28.6%
Credit for required professional development hours (e.g., FLEX)	28.6%
Additional training or professional development on similar topics covered OFAR	0.0%
Use of college facilities or equipment	42.9%
Administrative support	28.6%
Opportunities to share the experience with division/department faculty	57.1%
Opportunities to share the experience with a college-wide audience	71.4%
Recognition by college leadership (announcement/communication to campus, etc.)	28.6%
Other (please specify)	0.0%

Table D9: Are there plans to support college faculty with antiracist professional development and learning efforts?

Support for Antiracist Professional Development	Percent (N = 9)
Yes	75.0%
No	0.0%
Unsure	25.0%

Limitation of Survey findings

This survey provides feedback from college administrators regarding their perspectives and experiences with the OFAR program. Considering the perspectives of administrators from colleges participating in OFAR is essential to understanding how colleges support faculty engaged in adopting antiracist teaching practices.

However, this sample size is small compared to the total number of administrators at each participating college. In addition, administrators who took the survey are often motivated, interested, and/or driven to provide feedback about their experiences. The small sample limits the degree to which findings can be generalized. Therefore, it is essential to consider the findings from this survey while simultaneously keeping in mind that they provide limited perspectives.

Appendix E: Student Survey Results

Method: Online student surveys were administered to students enrolled in classes taught by the OFAR faculty in spring 2022 to understand their learning experiences in those classrooms. A total of 391 students completed the survey. Survey results were disaggregated by student ethnicity to identify if any gaps existed in responses. Asian students and students with unknown ethnicities indicated slightly less agreement than other groups in some instances; however, the counts for these responses were small and no consistent trends were identified.

Table E1: College

	Percent (N = 349)
Bakersfield College	10.3%
Diablo Valley College	11.8%
El Camino College	4.0%
Imperial Valley College	8.6%
Merritt College	14.0%
Norco College	8.9%
Pasadena City College	8.9%
Sacramento City College	24.1%
West Los Angeles College	9.5%

Table E2. In general, how often do you buy the required textbook(s) for your classes?

Buy Textbooks	Percent (N = 332)
Always	23.5%
Often	22.9%
About half the time	18.7%
Rarely	16.6%
Never	18.4%

Table E3: How much do you typically spend on textbooks and required course materials each semester?

Amount	Percent (N = 334)
Less than \$100	35.6%
\$101 - \$200	34.1%
\$201 - \$300	18.0%
\$301 - \$400	7.8%
\$401 - \$500	3.3%
More than \$500	1.2%

Table E4: How much do you typically spend on textbooks and required course materials each semester?

Spent Money	Percent (N = 337)
Yes	20.5%
No	79.5%

Table E5: How much did you spend on textbooks and required course materials for this course?

Amount	Percent (N = 339)
Less than \$100	67.6%
\$101 - \$200	19.7%
\$201 - \$300	8.5%
\$301 - \$400	2.8%
\$401 - \$500	0.0%
More than \$500	1.4%

Table E6: Indicate the reason(s) you did NOT spend any money on textbook(s) and/or required course materials for this course?

Reasons	Percent (N = 263)
The instructor directed us to textbooks that were online and free	56.3%
I borrowed someone else's textbooks	1.9%
I used library copies	7.6%
I couldn't afford to purchase the textbooks	3.0%
The textbooks were sold out	0.4%
No textbooks or course materials were required	38.8%
Other - Please Specify	15.2%

Table E7: How often did you use the textbook(s) and/or required course materials for this course during the term?

Usage Rate	Percent (N = 323)
Daily	13.0%
2-3 Times a Week	47.4%
2-3 Times a Month	10.8%
2-3 Times a Term	6.5%
Never	22.3%

Table E8: How would you rate the quality of the textbook(s) and/or required course materials used for this course?

Textbook Quality	Percent (N = 318)
BETTER than the quality of the textbooks in my other courses	42.5%
ABOUT THE SAME as the quality of the textbooks in my other courses	55.4%
WORSE than the quality of the textbooks in my other courses	2.2%

Table E9: Compare this class to other classes you have taken with respect to the following:

Choices: A = Almost always, B = Often, C = Sometimes, D = Rarely, E = Never

Comparisons	A	B	C	D	E
The instructor gives as much attention to my questions as to other students. (N = 308)	77.0%	16.2%	5.5%	0.0%	1.3%
I get the same amount of help from the instructor as other students. (N = 308)	75.7%	15.9%	6.5%	1.0%	1.0%
My thoughts and ideas are valued the same as other students in this class (N = 308)	80.2%	12.3%	6.2%	0.3%	1.0%
I am treated the same as other students in this class. (N = 308)	81.5%	12.7%	4.9%	0.3%	0.7%
I receive the same encouragement from the instructor as other students. (N = 306)	80.1%	12.4%	6.5%	0.0%	1.0%
I get the same opportunity to contribute to class discussions as other students. (N = 308)	81.2%	13.6%	3.9%	0.3%	1.0%
My work receives as much praise as other students' work. (N = 307)	74.9%	16.0%	7.8%	0.3%	1.0%
I get the same opportunity to answer questions as other students. (N = 307)	79.8%	13.0%	5.9%	0.3%	1.0%

Table E10: Compare this class to other classes you have taken with respect to the following:

Choices: A = Almost always, B = Often, C = Sometimes, D = Rarely, E = Never

Comparisons	A	B	C	D	E
Provided opportunities for me to provide my own perspectives and experiences to the coursework. (N = 308)	74.0%	15.6%	7.8%	0.3%	2.3%
Examined the history of the discipline - how knowledge for the discipline was defined and accepted and whose voices the discipline represents. (N = 305)	65.6%	21.6%	9.5%	1.0%	2.3%
Encouraged me to explore and discuss my racial identity and its social positioning. (N = 306)	63.7%	15.7%	11.1%	3.9%	5.6%
Used classroom content to identify and challenge biases on an individual and societal level. (N = 307)	65.2%	18.2%	10.1%	2.6%	3.9%
Tapped into my cultural and racial identity to make the learning more meaningful. (N = 307)	56.0%	16.6%	14.7%	5.9%	6.8%

Table E11: Indicate your level of agreement with the following statements about your class:

Choices. A = Strongly agree, B = Agree, C = Disagree, D = Strongly disagree, E = Not applicable

Statements	A	B	C	D	E
There were opportunities for all students to express opinions in this class. (N = 307)	78.8%	16.9%	2.0%	0.7%	1.6%
I felt comfortable participating in the course discussions (N = 306)	75.8%	17.3%	3.6%	1.3%	2.0%
I feel comfortable Disagreeing with others (N = 306)	60.5%	28.8%	6.2%	2.0%	2.6%
I felt that my point of view was acknowledged by other course participants (N = 307)	66.8%	24.1%	4.9%	1.3%	2.9%
Overall, class discussions were valuable in helping me appreciate different perspectives. (N = 306)	73.2%	21.2%	2.3%	1.0%	2.3%

Table E12: What differences, if any, have you observed in your level of engagement in your learning compared to other classes?

Engagement Level	Percent (N = 298)
I feel more actively engaged in this class than in other classes.	59.1%
I feel slightly more engaged in this class than in other classes.	23.8%
I feel little to no difference in engagement between this class and other classes.	14.4%
I feel less engaged in this class than in other classes.	2.7%

Table E13: Indicate your level of agreement with the following questions about your instructor:

Choices. A = Strongly agree, B = Agree, C = Disagree, D = Strongly disagree, E = Not applicable

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
The instructor encouraged course participants to explore new concepts in this course.	75.2%	21.1%	2.7%	0.7%	0.3%
The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn	70.8%	22.8%	3.7%	1.0%	1.7%
The instructor helped to keep course participants engaged and participating in productive dialogue	72.5%	22.5%	3.7%	1.0%	0.3%
The instructor helped to focus discussion on relevant issues in a way that helped me to learn.	71.7%	23.2%	3.0%	0.7%	1.4%
Overall, the instructor helped develop of a sense of community among students in the class	71.0%	22.2%	3.4%	1.4%	2.0%

Table E14: Gender

	Percent (N = 295)
Female	61.4%
Male	31.9%
Nonbinary	1.0%
Decline to state	4.1%
Other - Write In	1.7%

Table E15: Sexual Orientation

	Percent (N = 295)
Straight/heterosexual	81.0%
Gay or Lesbian/homosexual	3.7%
Bisexual	8.8%
Decline to state	5.1%
Other - Write In	1.4%

Table E16: Transgender Identity

	Percent (N = 295)
Yes	2.0%
No	93.6%
Decline to state	4.4%

Table E17: Race/Ethnicity

	Percent (N = 296)
African American/Black	18.2%
Native American/Alaskan Native	4.4%
Asian - South	3.7%
Asian - Southeast	8.5%
Asian - East	7.8%
Hispanic or Latina/o/x	41.2%
Middle Eastern or North African	4.1%
Native Hawaiian or Other Pacific Islander	1.7%
White	25.0%
Decline to state	4.4%
Other - Write In:	4.4%

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