



TheRPGroup

Research, Planning & Professional Development  
for California Community Colleges

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# Open for Antiracism Program: Findings From Cohort 5

Ileri Valenzuela

Daniel Berumen

Alyssa Nguyen

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[www.rpgroup.org](http://www.rpgroup.org)

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# Executive Summary

The evaluation of the fifth cohort of the **Open for Antiracism (OFAR)** program, a year-long initiative for community college faculty, shows it continues to foster transformative teaching, creating a rippling effect across participating colleges. Led by the Community College Consortium for Open Educational Resources (CCCOER), OFAR equips faculty with the tools to create antiracist learning environments through open educational resources (OER), open pedagogy, and culturally responsive teaching.

Conducted by the Research and Planning Group for California Community Colleges (The RP Group), the evaluation used surveys, interviews, and course data to capture the program's impact. Key findings reveal significant successes:

- **Faculty Leadership:** The program empowers faculty to become leaders in applying antiracist and equity-minded practices, fostering a sense of ownership over their teaching.
- **Student-Centered Teaching:** Faculty redesign courses with flexible, responsive approaches, such as revised grading policies, leading to more authentic assessments.
- **Deeper Student Engagement:** Students report feeling more engaged in OFAR courses relative to other classes in which they are currently enrolled.
- **Expanded Influence:** The program's impact extended beyond individual classrooms, as faculty shared their new practices through campus events, training, and curriculum redesign.
- **Institutional Alignment:** Administrators confirmed that the OFAR program complements and strengthens their college's existing professional development and equity goals.

# Opportunities for Growth

To build on these successes, the evaluation identified five key opportunities:

1. **Enhancing webinar interactivity** to move beyond content delivery and foster deeper dialogue.
2. **Expanding open pedagogy topics and examples** to strengthen faculty understanding and application.
3. **Offering differentiated learning resources** for faculty with varying levels of antiracist experience.
4. **Strengthening team structures** to ensure all participants benefit equally from collaboration, accountability, and interdisciplinary learning.
5. **Formalizing a hybrid coaching model** that combines individual and group support.
6. **Integrating intersectional thinking more explicitly** into program content, helping faculty recognize and respond to the layered realities students navigate at the intersections of race, gender, class, age, and ability.

## Conclusion

The insights from this evaluation provide a clear path for the OFAR program to continue growing its impact and solidifying its role as a leading model for equity-centered professional learning. By acting on these recommendations, particularly those repeated across multiple cohorts, the program can strengthen its design, deepen its influence, and ensure faculty are equipped to transform teaching and learning in ways that advance racial equity across California's community colleges.

# Introduction

The Open for Antiracism (OFAR) program was designed to respond to structural racism in our educational systems by using an open education lens to support faculty engaged in adopting antiracist teaching practices. Faculty apply to the OFAR program in college-based teams, which are accepted as cohorts into the year-long program. In Cohort 5, eight colleges participated, each with teams of up to six members. Team composition varied by campus but typically included faculty from different disciplines, creating opportunities for cross-disciplinary collaboration within each college team. Once in the program, faculty engaged in a combination of webinars, coaching, and team-based activities that encouraged reflection, accountability, and practical application of antiracist practices.

This report summarizes findings from research conducted by the Research and Planning Group for California Community Colleges (The RP Group) to document the experiences of the fifth cohort of the OFAR program co-led by the Community College Consortium for Open Educational Resources (CCCOER). The OFAR program provides community college faculty resources and training on open educational resources (OER), open pedagogy,<sup>1</sup> and antiracist teaching practices to create an antiracist learning environment for students.

Like the past four OFAR cohorts, faculty participants in the fifth cohort began the OFAR program 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 participant developed an action plan to use a combination of OER and open pedagogy to implement an antiracist curriculum and practices in one of their courses in the term following the online course.

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 student populations, the program offered monthly webinars from external experts

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<sup>1</sup> For a definition of open pedagogy, see <https://oeoproadmap.psu.edu/introduction-and-glossary/>

and past participants to share their expertise and experience in antiracist pedagogies, open education, and research. The experience concluded with participants sharing their projects at the Open for Antiracism End-of-Year Team Showcase and providing written final reflections.

## Road Map to This Report

This report organizes the findings based on the following activities:

- Pre-training (n = 43) and post-training (n = 35) surveys<sup>2</sup> sent to all faculty participants
- Interviews with a subset of faculty participants<sup>3</sup> (n = 8)
- An online survey of administrators<sup>4</sup> from colleges participating in OFAR (n = 8)
- An online survey of students<sup>5</sup> who enrolled in classes taught by faculty participants (n = 256)
- Analysis of trends in course outcomes for faculty participants<sup>6</sup>

This report synthesizes the findings from each activity and is organized into the following sections:

7. Faculty profiles and experiences with OER, open pedagogy, and antiracist teaching practices before their involvement in the OFAR program

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<sup>2</sup> See Appendix A for Pre-Training Survey Results for Faculty and Appendix B for Post-Training Survey Results for Faculty. Post-training survey response counts are typically lower than pre-training surveys due to data collection differences; pre-training surveys are embedded in the Canvas orientation module that faculty are required to complete, whereas post-training surveys are sent at the end of term via email by the program. By the end of the program, there were 38 faculty remaining (5 withdrew).

<sup>3</sup> See Appendix C for Interview Protocol

<sup>4</sup> See Appendix D for Administrator Survey Results

<sup>5</sup> See Appendix E for Student Survey Results

<sup>6</sup> See Appendix F for Summary Tables, Academic Years 2018–2019 through 2020–2021

8. Faculty participants' experiences participating in the program
9. Impact of the OFAR program on faculty participants' teaching practices
10. Impact of OFAR implementation on student learning and engagement, as perceived by faculty participants and self-reported by students
11. Administrators' reflections on and experiences with the OFAR program
12. Course outcome trends for faculty participating in the OFAR program
13. Future considerations for the OFAR program

The report concludes with final reflections and highlights actionable opportunities to strengthen the OFAR program, along with strategies for broader dissemination and communication, informed by the experiences of this cohort.

## Key Findings

### Section 1: Pre-Program Faculty Profiles and Experiences

The 2024–2025 Open for Antiracism (OFAR) program cohort included 43 faculty from eight California community colleges (Table 1). Cohort 5 faculty participants were mostly female (72%), with about 42% of cohort faculty self-identifying as White. Unlike previous cohorts, the distribution of full-time and part-time faculty was almost equal (52% vs. 48%, respectively). Faculty taught across seven different disciplines, with the most common being the Humanities (24%).

**Table 1.** Faculty Participant Profile

Characteristic	Number of Faculty	Percentage (n = 43)
<b>Ethnicity*</b>		
Alaska Native/Native American	1	2%
Asian/Native Hawaiian/Pacific Islander	6	14%
Black/African American	3	7%
Hispanic/Latine	13	30%
Middle Eastern/North African	2	5%
White	18	42%
<b>Gender</b>		
Female	31	72%
Male	8	19%
Nonbinary	3	7%
Decline to state	1	2%
<b>Sexual Orientation*</b>		
Bisexual	5	12%
Gay or Lesbian	4	9%
Straight	33	77%
None of the above	2	5%
<b>Transgender</b>		
Yes	0	0%
No	42	98%
Decline to state	1	2%
<b>CCC Region</b>		
Central Valley	5	12%
Inland Empire/Desert	6	14%
Los Angeles/Orange County	11	26%
North/Far North	6	14%
San Diego/Imperial	6	14%
San Francisco/Bay Area	9	21%
<b>Discipline Area</b>		
Art	8	19%
Career Technical Education	8	19%
Education/Early Childhood	2	5%
Humanities (English/ESL)	10	23%
Kinesiology	1	2%
Social Science	6	14%
Science, Technology, Engineering, and Math	8	19%
<b>Faculty Status</b>		
Full-time	22	51%
Part-time	21	49%

\* Percentages may not add up to 100% because respondents could check all that apply.

# Awareness of and Experiences With Antiracist Pedagogical Strategies

In the pre-training survey, faculty were asked about their awareness and use of four antiracist pedagogical practices aimed at promoting inclusive learning: culturally responsive teaching, antiracist teaching, open pedagogy, and the use of open educational resources (OER) (see Appendix A, Tables A6–A7). Consistent with previous cohorts, Cohort 5 respondents were most familiar with OER (77%) and culturally responsive teaching (72%).

In contrast, respondents were least familiar with open pedagogy, with only 33% of respondents indicating strong familiarity and only 58% implementing aspects of the concept in their classroom (Appendix A, Tables A6-A7). This finding suggests that open pedagogy remains a key area for growth in future OFAR programming. As one faculty member shared:

*After going through all the OFAR trainings, I had already implemented [in my courses] ... almost everything other than a lot of the... open pedagogical things.*

While most faculty described the OFAR program as influential in shifting their mindset and teaching practices, at least three of the eight interviewees referenced prior exposure to antiracist pedagogical ideas through professional development, institutional equity efforts, or personal lived experience. For these faculty, OFAR acted as a catalyst, deepening their understanding, validating their approaches, and motivating further action.

Notably, in the pre-training survey, Cohort 5 faculty reported lower overall awareness of antiracist pedagogy than those in previous cohorts. Just under half (49%) said they were aware or somewhat aware of antiracist teaching practices and how to apply them, compared to 81% in Cohort 4. This finding reflects the shift in the application criteria, prioritizing applicants who were earlier in their antiracist teaching journey. Nearly a quarter (23%) shared they had never incorporated these practices into their classrooms, suggesting that faculty in this cohort were earlier in their learning journeys around antiracist pedagogy. At the same time, all OFAR program cohorts to date have shown a wide range of prior knowledge and

experience among participants. These findings point to an opportunity for the OFAR program to explore differentiated learning pathways.

## Reasons for Joining the Program

To understand participants' motivations for joining the OFAR program, The RP Group conducted eight interviews with faculty from seven of the eight colleges in Cohort 5. What follows are the most salient themes that emerged across interviews.

The faculty interviewed represented a range of disciplines, including Career and Technical Education (CTE), STEM, and the Social Sciences. They were at different points in their journeys related to creating more inclusive, welcoming, and culturally relevant teaching practices. Regardless of their discipline or prior experience with OER, antiracist teaching, or open pedagogy, they shared a common aspiration: to act on ideas they had been holding onto for years but had not yet been able to fully realize in their classrooms. According to interviewees, the OFAR program provided the structure and support that helped them move from intention to action.

Reflections from four interviewees illustrate this shared commitment:

*I was already asking hard questions about race and equity in faculty meetings. But I wanted my classroom to reflect that same commitment. OFAR gave me the space and accountability to figure out how.*

*I didn't join OFAR to "learn about equity." I joined because I wanted to teach differently—for my students, for my community, and for the future of this work.*

*I joined [OFAR] because I wanted to be part of a community that was committed to something more than surface-level change. I wanted to be in a space where we could dream—and build—something better together.*

*I have students who come from underprivileged communities—like the Hispanic and African American communities—and I've always wondered why they're not succeeding in my class the way other students are. Sometimes I only have one Black student, or none at all. I kept asking myself, "What can I do? What's the issue?" I really want them to succeed, and going through the OFAR program, now I understand a lot more.*

## Section 2: Faculty Participants' Experiences in the Program

This section summarizes the experiences of faculty participants with the program's onboarding and orientation; their overall experiences and the perceived benefits of being in a cohort; and their experiences with the program's core support structures, such as webinars and coaching.

### Onboarding and Orientation

The Welcoming and Onboarding Webinar received almost universally positive results. All respondents indicated that it clarified the program requirements, expectations, and due dates for tasks and projects. When asked what could be improved about the experience, six respondents indicated that the breakout room process could have gone smoother, as difficulties with the process to assign participants took time away from the discussion.

### Overall Cohort Experiences and Perceived Benefits

Program teams provided the foundation for faculty's experience in the OFAR program. In Cohort 5, eight colleges participated, each sending a team of up to six faculty, often from different disciplines. This design created built-in opportunities for cross-disciplinary collaboration and accountability, shaping how participants engaged with the program and with one another.

The OFAR program uses this team cohort model to enhance collaboration, support, and learning among participants. In post-training surveys, faculty participants reported their highest levels of satisfaction with "opportunities to interact with faculty participants from different disciplines" (97%) and "the learning I am doing from other cohort faculty participants" (91%) (see Appendix B, Table B20).

When asked in interviews how the team model influenced their learning and engagement, faculty emphasized its role in keeping them accountable, helping

them reflect more deeply, and reducing the sense of isolation that can accompany antiracist teaching efforts. These insights highlight the positive impact of the team cohort model, even as some participants also noted challenges when team connection was limited.

When asked how the OFAR program's team cohort model shaped their learning and engagement, five out of the eight faculty interviewed described the team model as a critical support structure that helped them stay accountable, deepen their reflection, and feel less isolated in their antiracist teaching efforts. Several participants reflected that without the team, it would have been easy for this work to fall to the side in the midst of competing responsibilities. One faculty member shared:

*Knowing I had a coach and teammates expecting updates made me follow through. I wasn't just doing it for myself. I felt a responsibility to show up for my students and my team. That accountability helped turn my ideas into action.*

Two other interviewees commented on the importance of connection and check-ins:

*Having a team made a big difference. It kept us moving, even when we were all juggling a lot. We'd check in after webinars and bounce ideas around. That helped me stay engaged.*

*Being part of a cohort helped normalize the challenges. You realize you're not the only one figuring this out, and that makes it feel more possible.*

The structure of the team model also created space for interdisciplinary learning. Faculty appreciated the opportunity to collaborate with colleagues from other departments, which brought fresh perspectives to familiar challenges. One faculty commented:

*I didn't know how much I needed a space to talk through this stuff with others. My team brought so many different perspectives—it helped me grow. I'd hear someone in English or Health Sciences talk about grading, and I'd suddenly be questioning my own policies. That kind of cross-pollination doesn't happen often in our day-to-day.*

The most effective teams met regularly, both formally and informally, creating a rhythm that helped sustain momentum throughout the duration of the OFAR program. Two participants noted:

*It wasn't just me trying to change things; having a team helped me stay committed. We were doing it together. Even when we were busy or overwhelmed, our check-ins made it feel like we were still moving forward. That consistency really mattered.*

*Our team met regularly, and that gave us momentum. It felt like we were building something together.*

At the same time, not all faculty had the same experience. Three out of the eight interviewees had limited team interaction. Three faculty members reflected:

*Our team didn't connect as much as I hoped, and that definitely affected how deep we were able to go.*

*I mostly worked alone. I think if we had met more as a team, I would've been able to refine my ideas sooner.*

*Our team really, really struggled to be able to connect in terms of time. All of our schedules never really aligned. So we never got any real time to coalesce as a team.*

Even though not all faculty experienced the full benefits of being part of a cohesive team, all eight interviewees emphasized that learning in community, whether through their assigned team, the support of a coach, or the broader OFAR cohort, was a meaningful part of their OFAR journey. This experience is supported in the survey findings: nearly all respondents (97%) agreed with the statement, As a participant in the program, I felt part of a community of practice (Appendix B, Table B21). Faculty described the relationships they built, the ideas they exchanged, and the shared sense of purpose as central to their learning and ability to stay engaged. In the post-survey, 90% of faculty also agreed with the statement "Participation in the program allowed me to interact or make connections with my colleagues" (Appendix B, Table B18). For many, the opportunity to learn alongside colleagues from different disciplines challenged their assumptions and expanded their thinking.

Three faculty members shared:

*Hearing what others were doing gave me ideas I wouldn't have thought of on my own. People from different disciplines asked questions that pushed me to think differently.*

*The cross-disciplinary part was huge. I learned as much from listening to others share their process as I did from the webinars.*

*OFAR reminded me that this work isn't meant to be done alone. Being part of a community that's thinking critically, asking hard questions, and trying to teach differently gave me hope. And it made me better.*

## Webinars

The OFAR program's webinars served as a foundational learning space for faculty, offering both structured content and opportunities for reflection and connection. In total, the program included five content-focused webinars in addition to the Welcome to Spring & Coaching Connections webinar and the Team Showcase.

The majority of faculty praised the webinars in both their survey responses and the interviews. In the post-survey, 94% of respondents rated the monthly webinars as either very effective (73%) or somewhat effective (21%) (Appendix B, Table B27). Six out of the eight faculty interviewed described the webinars as energizing, thought-provoking, and one of the most useful aspects of the program. These participants especially appreciated the early webinars focused on decolonizing syllabi, integrating indigenous knowledge, and the current landscape of DEI.

Two faculty noted that the webinars did more than deliver content—they sparked ideas and provided validation that other faculty were grappling with similar challenges. As one interviewee shared:

*I think the webinars were so full of wonderful information. I walked away with thoughts, comments, and notes on how I could apply what I learned at my institution.*

*Every webinar gave me something concrete to take back to my classroom. I just wish we had more time to go deeper.*

Two other faculty members reflected on the emotional power of the sessions:

*Some of those conversations, especially around identity and discomfort, stayed with me for weeks. They pushed me to look inward, not just outward.*

*I couldn't get enough webinars. I literally would love [to see] more speakers ... that have a different perspective, that have wonderful programs or activities or things that they've implemented in their classes that work. We would love to see more hands-on of what works.*

Despite the overall positive feedback, Cohort 5 participants pointed to three recurring challenges with the webinars that have been mentioned by previous cohorts: (1) an overemphasis on content delivery with limited opportunities for interaction, (2) insufficient time for in-depth discussion, and (3) inconsistent facilitation quality.

More than half of the Cohort 5 faculty interviewed noted that the webinars often prioritized delivering information over creating a space for dialogue and reflection among participants, an issue also raised in prior evaluations. Faculty across multiple cohorts emphasized the need for more opportunities to engage with their peers during and after sessions, suggesting approaches such as facilitated discussions, small group breakouts, or team-based debriefs. Three faculty members illustrated their desire for more opportunities to engage with others and discuss webinar content and takeaways:

*For myself, I would've liked more interaction with the other participants—whether that was on Zoom or in some format where we could actually talk and engage with each other. The webinars were mostly us listening in, and while they were informative, it would've been helpful to meet a few times during the program just to verbally connect and share experiences... I think it would have helped to have more ways for participants to engage with each other beyond just typing in Canvas or asking questions during a webinar.*

*The content was strong, but I wanted to hear how others were thinking about it. Sometimes you need to talk it through to make sense of how it applies to your class. That back-and-forth is where a lot of the learning happens.*

*I would recommend that there [be] more reflection on the webinars. Post-conversation, whether that's leaving it open for another half an hour for those who want to engage and have conversation, or having it where the coaches are fostering a conversation with each of their groups.... I also would love to see what you took away from it and what are some of the things, especially with my own institution, talking with my team helps me to go, "Well, what's feasible for us here." That might be different from a different institution. So, I would love to see a little bit more of that.*

Another faculty member commented about wanting to go deeper into the subject being presented:

*We had a webinar from a librarian in Oklahoma who talked about the oppression in the education system there—the political rhetoric and actual policies that are eliminating DEI. But there's so much more to that subject. It goes deeper than just policy. At its core, it's about white supremacists trying to socially engineer the country and take us back to a time that never really existed. It wasn't better—it was just a time when some people had all the control. And I don't think we talk about that enough, maybe because it's hard. These conversations raise strong emotions. But they're important. In academia, we sometimes stay in this lofty space, but when you get down to it, there are cruel people in this world, and we have to name that.*

Lastly, some faculty noted variability in the quality of webinar facilitation. As one participant reflected:

*I feel bad saying this, but the only thing that really surprised me was the quality of some of the webinars. A few of the speakers didn't seem very good or prepared... There was one in particular who came across as really erratic and unprepared. Overall, the webinars varied a lot in quality. But I will say, one or two of them were phenomenal. That's the thing, it was a big range.*

This repeated finding signals that while the webinars remain highly valued, their structure limits opportunities for deeper learning and application. We strongly recommend that redesigning the webinar format is prioritize in the next cohort, shifting from a content-heavy model to one that intentionally builds in discussion, reflection, and collaborative meaning-making. Doing so will not only respond to consistent faculty feedback across cohorts but also ensure that the webinars achieve their full potential as spaces for dialogue and transformation.

## Coaching

This year's data continue to reaffirm the critical role of coaching in shaping faculty learning and implementation. According to the follow-up survey, 86% of respondents expressed satisfaction with the effectiveness of their coach (Appendix B, Table B27). Faculty consistently emphasized the value of having coaches who were not only experienced and resourceful but also supportive, accessible, responsive, and attuned to the realities of classroom and institutional work. Many interviewees also appreciated working with coaches who were former OFAR program participants, noting that their firsthand experience helped them offer subject-specific guidance and a deeper understanding of the cohort's challenges.

A new theme that emerged in this year's evaluation was the powerful impact of combining one-on-one and group coaching. While not intentionally designed this way, the hybrid model proved especially effective for many participants. Faculty emphasized that one-on-one conversations helped them get unstuck, refine their thinking, and gain the clarity and confidence needed to take action—while group coaching created space for collective reflection and idea-sharing. Several participants highlighted how coaching supported them in aligning their work with the OFAR program's antiracist goals, while still allowing for flexibility based on the specific needs of their project. The structure served as a bridge between personal reflection and collaborative learning, and participants encouraged more intentional use of both formats moving forward.

The following sections explore these ideas in more detail, highlighting the evolving strengths of the coaching component in the OFAR program:

1. The emergence of a **hybrid model** blending individual and group coaching
2. The **accessibility and responsiveness** of coaches as thought partners
3. The unique value of working with coaches who are **former OFAR participants**

## Hybrid Coaching Model

Compared to previous evaluations, a noticeable difference in this cohort was how clearly faculty spoke to the value of having both individual and group coaching. While past groups have appreciated their coaches, this year's participants emphasized how the combination of one-on-one support and team-based interaction deepened their learning and helped them move their projects forward. Faculty described these one-on-one conversations as helpful in getting unstuck, refining their thinking, and gaining the clarity and confidence to take action. Four faculty members shared:

*It was kind of ironic. I ended up being the only one to attend our first drop-in, and it turned into a one-on-one with [our coach]. That was probably the most impactful meeting because it set me up for success for the entire program. I ended up building my entire action plan with [our coach].*

*This program would probably not function well without coaches. The coaches are a necessity. Our coach suggested that they reach out individually to each team member and have one-on-one contact where we could, they could focus more on just us and what we're doing for our project. That was a great idea... As a team [having a coach] made us feel like we're not lost. We're not floundering. I think [it was] extremely helpful, for us to feel as a group we had a coach, but also individually we had a coach.*

*Our coach was very supportive... We had a hard time getting together as a group, so it turned into more individual support. You'd call up and talk via Zoom... and they give really good feedback.*

*I really appreciated the individual check-in... I know other people have. I've talked to some of my OFAR cohort colleagues, and they really have appreciated the individual check-ins.*

## Accessible and Responsive

Interviewees shared that they felt the coaches were accessible and responsive, making themselves available for questions and meetings such as attending cohort meetings, providing immediate feedback in discussions, and being available for individual consultations. Additionally, coaches were able to share useful resources and examples, of which participants might not have been aware, such as links, connections, and practical examples that helped participants implement their plans. Four faculty interviewees described their coaching experiences as follows:

*Having a coach made it feel like someone was walking with us—not just giving us assignments. They were there when we got stuck.*

*I didn't even know some of the tools existed until my coach shared them. That opened up options I hadn't considered.*

*The coaching helped us turn a bunch of ideas into something we could actually implement. It gave us structure and direction.*

*Our coach followed up individually. That made a huge difference in how supported we felt.*

## Value of Coaches Being OFAR Program Alumni

In addition to being generally supportive and responsive, interviewees conveyed how much they valued having coaches who were OFAR program alumni. Their first-hand understanding of the challenges faced by participants made their advice more relatable and practical. Interviewees appreciated the guidance and encouragement they received around having realistic expectations and flexibility with their action plans. Two faculty interviewees shared:

*[The coaches] had gone through the program before... it was nice having somebody who was a peer who had gone through it... because with things like*

*this when you're working with colleagues... we're all on the same level... so having the coach within that process, I think was great. That bridged every sort of component of it nicely.*

*I wasn't sure... is that enough for a project for OFAR? I [told my coach], "I'm like, I'm not happy about my syllabus... the study guides"... and [my coach was] like, "Yes, this is enough." You can talk about changes to the policy or deadlines... [My coach] gave me ideas for structured office hours... and really made me believe in myself.*

## From Classroom to Campus: Broadening the Reach of OFAR Practices

### Bringing Others Along

The OFAR program encourages faculty to share what they are learning with others at their respective institutions. During the interviews, five faculty described various ways they are sharing OFAR practices beyond their classrooms, which included making campus presentations, public-facing projects, curriculum work, and conversations with colleagues. Three faculty described how they shared or plan to share their OFAR practices beyond their classrooms:

*I've been thinking a lot about how to share the incredible work my students are doing. One of my colleagues and I are building a public-facing website for our department where we can showcase student projects, link to resources, and really highlight the creativity and brilliance we see every day. I'm also working on archiving student work—photos, diagrams, even vision boards—so others can see what's possible. We've talked about using platforms like Wikipedia to tell the story of our department and how it's evolved. For me, it's about honoring student voices, creating more visibility, and building something others in the field can learn from and connect with.*

*We presented at our campus-wide training day, giving a breakout session where we shared what we learned from OFAR, what we were planning to implement, and invited colleagues to reflect on what antiracist teaching looks like in their own disciplines. We also participated in our first annual research symposium, where*

*we showcased our OFAR project video and answered questions from staff and faculty. And we're planning even more—our learning center has asked us to offer faculty workshops because, in their words, "We're running out of ideas." So, we're excited to keep the conversation going.*

*I shared some of the changes I've made from both OFAR and a program I'm in on humanizing online STEM at our campus-wide [professional development event]. It was such a great opportunity to present what I've been working on to other faculty, chairs, and deans. People were really receptive. One of the deans even told me she could see how passionate I am about this work, which meant a lot. A few folks asked if I could share my resources and links, which I was more than happy to do.*

Two faculty voiced a strong desire for broader, more systemic implementation of antiracist practices across departments:

*I know a lot of instructors who want to make changes, but they just don't know where to start. It shouldn't all be up to individual initiative. We need real, department-wide support. I've been thinking about talking with leadership about making these kinds of antiracist practices more consistent—not just optional workshops here and there, but something everyone engages with. We can't leave it all up to individual initiative. These changes need to happen across the department.*

*For me, the work from OFAR didn't just stay in the classroom. I started bringing those lessons into our department's curriculum work, especially as we look at how to integrate Diversity, Equity, Inclusion, Accessibility, and Antiracism (DEIAA) into our course outlines of record. DEIAA isn't just about making sure you've got a Black author or a Hispanic woman on the syllabus. It's pedagogy. It's classroom leadership. It's about turning education into a resource-rich environment where students feel like they belong—not because society told them to be there, but because they want to be there. Every decision from content to assessment should be guided by a central question: Are you providing students with an opportunity to see education as a resource they can use, or are you just holding onto the... systems of the past?*

## Administrators' Support

Alongside the stories and reflections shared by faculty, administrators also completed a follow-up survey about faculty participation in the OFAR program. Administrators shared that they learned about important curricular changes that lead to “increased student engagement” and increased “student-to-student collaboration.” About 80% of survey respondents noted that there are plans to support college faculty with antiracist professional development, with all eight respondents noting that the OFAR program aligned with their college’s current professional development activities (see Appendix D, Table D4).

## Section 3: Impact on Faculty Participants’ Teaching

Faculty participants described how the OFAR program influenced their teaching practices, specifically their pedagogical decisions around course content, classroom policies, teaching methods, and the integration of OER and open pedagogy to create antiracist classrooms. This section synthesizes both survey and interview findings to illustrate how faculty applied what they learned through their participation in the OFAR program and the ways their instruction began to change.

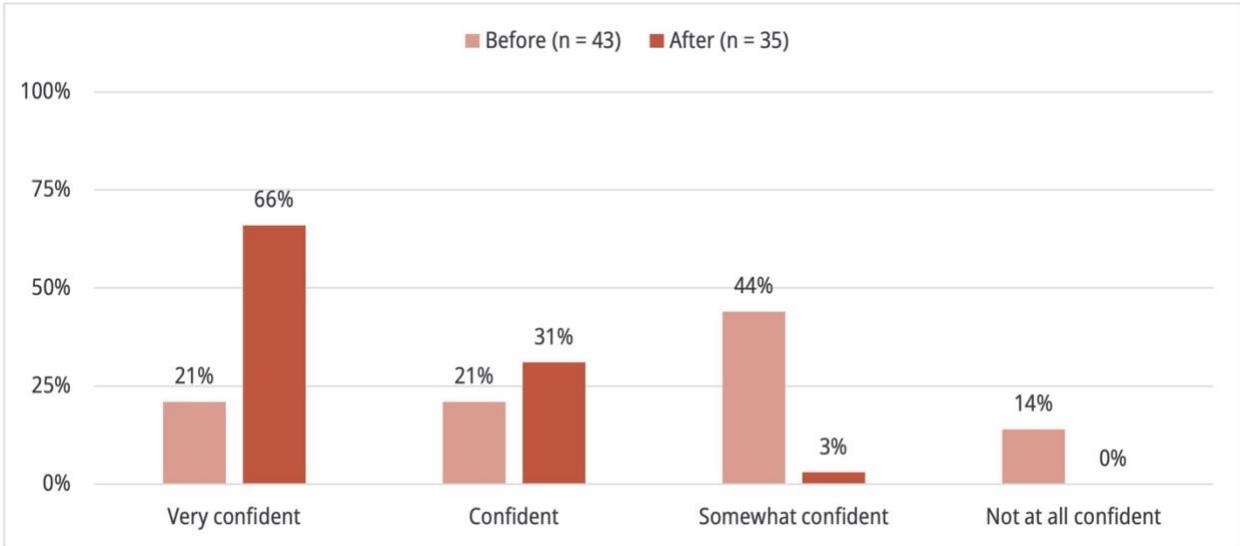
The findings in this section are organized into three main areas. The first highlights the core teaching practices most frequently adopted by faculty: expanding curriculum, reframing assignments, and centering student voice. The second focuses on additional shifts in teaching approaches that, while mentioned by fewer participants, reveal important changes in faculty mindset and classroom practices including, rethinking grading, teaching with greater self-awareness, experimenting with new approaches, and integrating intersectional perspectives while continuing to center racial equity. The third area examines how participants extended changes, such as rethinking curriculum, assignments, and classroom practices, beyond a single course, applying what they learned across multiple classes and disciplines, and embedding equity and antiracism as guiding principles in their overall teaching approach.

Before delving into the core teaching practices, we begin with the findings related to faculty building their confidence to engage in antiracist teaching. This growth in confidence was a foundational change that provided the grounding and motivation for faculty to redesign courses, take risks, and bring equity-centered practices into their classrooms.

## Building Confidence for Antiracist Practice

Survey results from pre- and post-surveys revealed a significant shift in faculty confidence in implementing antiracist strategies in their classrooms. Before participating in the OFAR program, only 21% of respondents described themselves as very confident. After completing the program, that number tripled to 66% (see Figure 1). This 45-point gain more than doubles the confidence growth reported by Cohort 4, which saw an increase of approximately 20 percentage points.

**Figure 1.** Faculty Participants' Self-Reported Confidence in Discussing and Implementing Antiracist Strategies Before and After OFAR Participation



As shown in Figure 1, the confidence gains among Cohort 5 participants indicate that the OFAR program continues to strengthen faculty readiness to enact antiracist pedagogy at scale.

These findings underscore the impact of the OFAR program's curriculum, coaching, and cohort model. For many faculty, confidence can be a key barrier to turning

intention into action. The OFAR program appears to be playing a critical role in helping participants feel more prepared to bring equity-focused practices into their teaching. In the words of two interviewees:

*I now feel like I have the language, tools, and backing to bring antiracist practices into my teaching. OFAR gave me that clarity and courage.*

*I think the main takeaway for me from OFAR is that I'm not afraid to talk about race anymore. Before, I always talked about the "-isms"—because in every one of my classes, there's disparity, whether it's about money or something else. But OFAR gave me the license to really call out race and not be afraid of backlash from students. I feel I have more confidence now in naming race explicitly.*

In addition to increased confidence, survey data showed significant growth in multiple pedagogical areas, including open pedagogy (97%), culturally responsive teaching (95%), and antiracist teaching practices (91%) (see Appendix B, Table B6). Each of these gains exceeded those reported by Cohort 4, where the most significant improvement was 59% for antiracist teaching. Together, these results suggest that OFAR not only built confidence but also strengthened multiple teaching practices that advance equity through the redesign of curriculum, assignments, and classroom culture.

This increased confidence became the foundation for the specific pedagogical shifts described in the next section, where faculty detail how they redesigned curriculum, reframed assignments, and centered student voice to make learning more inclusive and engaging.

## Core Teaching Practices

Survey findings identified three core teaching practices most frequently adopted by faculty after completing the OFAR program:

1. Expanding existing curriculum to include issues of diversity, social justice, and antiracist practices (83%)

2. Embedding antiracism and social justice content into student assignments (80%)
3. Incorporating student voices by elevating non-mainstream perspectives (74%) (see Appendix B, Table B14).

Faculty interviews reinforced these findings, revealing how participants reimagined their courses to become more inclusive, equity-minded, and relevant to students' lived experiences. The following subsections share narratives and examples of how faculty put these pedagogical concepts into practice, beginning with curriculum redesign, followed by shifts in assignments, and concluding with the intentional inclusion of student voice.

## Expanding Curriculum to Include Diversity, Social Justice, and Antiracist Practices

More than half of interviewees described revising course content to better reflect their students' lived experiences, particularly the perspectives of people of color, which had been largely absent from their original course materials. Faculty credited the support of the OFAR program with helping them rethink and decolonize their curriculum. They reflected on their decisions to add, revise, or reframe course materials in ways that more intentionally center equity, race, and justice. In the words of four faculty interviewees:

*My [discipline] is really Eurocentric in how it's traditionally taught. I created an entire pathway that looks at it from the perspective of marginalized communities. We explore how labeling theories and other frameworks show up in students' own lives, and I ask them to consider opposing views. I've devoted a whole section of the course to examining how the system is designed against people of color. It's definitely a shift, and maybe even a little radical, but our standard curriculum doesn't include anything like this. So I changed it.*

*The portions of OFAR that I thought were really important were the whole decolonizing aspect, the verbiage, the roots of our curriculum, the language that's used. I think that was really important. And for me, that kind of created a foundation for how I build my courses now.*

*I added a chapter that focused on environmental racism my students see in their communities. We talked about how environmental harm doesn't affect all communities equally. I started weaving in real-world examples that connect science with race and class. That wasn't part of the course before, and now it is. It makes the science feel relevant and urgent.*

*I always wondered why certain groups of students weren't succeeding in math. OFAR made me realize the curriculum didn't reflect them. I've started adding more inclusive examples and opening space to talk about students' own experiences.*

## Embedding Antiracism and Social Justice Content Into Assignments

In addition to redesigning their curriculum, faculty also restructured projects and assignments, to intentionally create opportunities for students to engage directly with issues of justice and equity. By reframing projects, papers, and final assignments, faculty encouraged students to connect their learning to broader issues of justice. Three instructors described the specific changes they made:

*I had students research injustice in their field, like racism and systemic bias in professional practices or industry standards. These were some of the most honest and powerful conversations I've had in class.*

*Now I frame the final project around questions of equity. How does this work impact the community? Who benefits, and who's left out? That framing changed the kind of work students produce and how they see themselves.*

*I now ask students to write about who they are, what's shaped them, and how they see themselves in their field. That shift opened up space for conversations around identity, power, and belonging.*

## Centering Student Voice and Co-creation

Besides curriculum and content redesign, many participants shared how they shifted classroom dynamics to center student voice and co-creation. Rather than

viewing students as passive recipients of knowledge, students became collaborators in shaping readings and assignments. Four faculty described:

*We read the chapter I wrote together, and [students] gave feedback. That interaction helped shape the next version of the material. It was a turning point in how I think about learning.*

*My students have lived experience that's often erased from academic spaces. Now I ask them, "What do you see missing from this story?" That question has shifted everything about how we engage.*

*I changed how I frame the course from day one, talking about why student voice matters, and inviting them to shape the class with me. That wasn't how I used to teach.*

*I've started co-creating class norms and inviting students to shape assignments. It's not about giving up structure, it's about sharing ownership of the learning experience.*

Two participants described changing the types of questions they ask in class, allowing more space for students to lead the conversation:

*I started asking different questions—more open-ended ones. It helped me realize how much I was assuming about what students needed. Now I pause and listen first.*

*Instead of just consuming content, I have students analyze it. I ask them, "Who's represented here? Who's missing?" Then they help reframe the materials with a justice lens.*

The changes faculty made to expand curriculum, rethink assignments, and center student voice represent deeper equity work that moves beyond content substitution toward structural transformation of teaching. These shifts align closely with survey data and demonstrate how faculty are translating their learning into more intentional and inclusive classroom practices.

# Additional Shifts in Teaching Approach

While curriculum redesign, assignment revision, and centering student voice were the most common practices reported by faculty, interviews also revealed other meaningful ways the OFAR program influenced classroom culture and pedagogy. Although mentioned less frequently, faculty across disciplines reflected on shifts in their own mindset, grading, and facilitation that deepened their commitment to equity and shaped how they now engage students.

The following subsections highlight four areas where these additional shifts emerged: rethinking grading practices, teaching with greater self-awareness, experimenting with new approaches, and integrating intersectional perspectives while continuing to center racial equity. Together, these examples illustrate how the OFAR program supported faculty in moving beyond individual course redesign to embrace a more holistic and equity-centered approach to teaching and learning.

## Rethinking Grading and Traditional Measures of Success

Five faculty reflected on how the OFAR program encouraged them to question traditional grading practices that often reinforce inequities. They described moving toward more flexible, student-centered approaches that emphasize growth, agency, and belonging rather than compliance with deadlines or rigid standards as measures of success. In the voices of these faculty:

*I realized I was unintentionally upholding standards that excluded some of my students. Now I've made my grading more flexible, offering multiple ways to demonstrate learning and removing penalties for late work.*

*I used to emphasize deadlines and deductions. Now I talk about grading as a way to support growth. I've moved to a more flexible system that gives students room to revise and reflect.*

*This semester, I really altered the way I grade assignments and how I structure them to better serve students. I asked, "Would you feel more comfortable with a weekly deadline, or would you prefer everything to be open for the entire semester and close at a certain time?" Just giving [students] that flexibility, so*

*deadlines don't intimidate or hinder them, really made a difference. It's about being more responsive to student preferences and needs.*

*I reworded the attendance policy. It used to be about penalties. Now it's about how participation supports community and learning. I want students to feel like they belong here, not that they're being watched.*

*I now give students choices in how they complete major assignments. Not everyone shows mastery in the same way, and OFAR helped me understand how my old system may have unintentionally limited some students.*

These examples demonstrate how participants used OFAR as an opportunity to rethink what success looks like for their students. By shifting grading from a measure of compliance to a tool for learning, they sought to create more equitable classroom environments.

## Teaching with Self-Awareness

Faculty also spoke about the ways the OFAR program encouraged them to deeply reflect on their own identities and roles as educators prompting them to consider how their positionality shapes classroom power dynamics and influences which voices are centered or marginalized. Five faculty members commented:

*Before OFAR, I saw myself as the expert at the front of the room. Now I think of myself as a facilitator of dialogue and inquiry. That shift in mindset changed everything, from how I talk to students to how I design learning.*

*Once you know this information... I feel obligated to implement these ways to fight back and smash the system, for the benefit of our students. ... I've lived some of these experiences. It would be very hard to see and know these truths and not be responsive. I feel ignited both by the knowledge I gained and the ability to give students tools to understand their power. Everyone deserves to learn and to succeed in a space that's safe and supportive. This is a way to take a little bit of that power back and keep the fight going.*

*OFAR made me more aware of how my own identity and assumptions impact my teaching. Now I take more time to reflect on who I'm centering, and who I might be leaving out.*

*I've come to understand that antiracism and Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) aren't just about concepts or checking boxes with diverse authors. It's pedagogy. It's classroom leadership. It's about turning education into a resource-rich environment where students feel like they belong, not because society told them to be there, but because they want to be there. That sense of internal control and empowerment matters. Every decision you make in your course, from the content you include to the assessments you design, should be guided by the question: Are you helping students see education as a resource they can use, or are you simply maintaining outdated systems? That's been one of my biggest takeaways from OFAR. It's changed how I see my role as an educator.*

*If I was learning to drive a car, I used to be driving a little car. Now I'm driving a big one with lots of passengers, lots of different people in it. I've learned so much more about myself and how well I can drive now. And everyone in that car plays an essential role in how we get to where we're going. It's really shifted from a small view to a much broader view of the world. If you don't travel outside the boundaries, you're always going to be fenced in. That's just my experience.*

Through these reflections, participants described a shift from content-focused teaching to equity-minded facilitation, one that prioritizes belonging, access, and agency.

## Permission to Explore and Innovate

Beyond specific curriculum redesign and changes to classroom practices, over half of interviewees described how the OFAR program gave them permission to take risks, experiment, and try innovative approaches. Moreover, faculty shared feeling more confident to challenge norms, trust their instincts, and learn through doing, which was a critical part of their development. Three faculty conveyed:

*I started creating things I've wanted to do for years. OFAR gave me the backing and the time to take a creative risk, to make the course more reflective of who I am and who my students are.*

*Before OFAR, I was always trying to do it "the right way." Now, I feel like I can try new things, whether it's grading differently, shifting the classroom structure, or having harder conversations. OFAR made space for that kind of experimentation.*

*[OFAR] made me feel like it was okay to not be perfect. That I could try something new and learn from it, even if it didn't land exactly the way I hoped. That freedom changed how I approach my teaching.*

Shifts in ways of thinking became visible in how faculty approached designing their courses, engaging students in dialogue, and showing up as leaders. Many described the OFAR program as both a learning space and a laboratory, a place where they could try new ideas, reflect, and learn alongside others.

## Centering Racial Equity While Embracing Complexity

Participants consistently valued the OFAR program's grounding in antiracist pedagogy and its clear focus on race as a central lens for transforming teaching and learning. At the same time, several faculty also expressed an interest in explicitly exploring intersectionality by connecting race to other forms of marginalization such as gender, class, and ability. Faculty showed a curiosity to understand how different layers of identity show up in their students' lives and learning environments. Rather than suggesting a shift away from race, these reflections invite the OFAR program to deepen its approach by more explicitly naming intersectionality as part of its racial equity framework. Two interviewees shared:

*In this class I used for OFAR, we also talk about ageism and sexism. I'm just not sure how to piece out the race part without separating it from those other issues. They're all intertwined.*

*This program was built out of the 2020 Black Lives Matter movement and all those reasons are still relevant. But I think there are opportunities now to add*

*nuance. Maybe not a whole new module, but refining the language or questions to include different forms of marginalization.*

These perspectives point to a shared commitment to keeping race at the center of antiracist teaching, while also recognizing that students do not experience racism in isolation. A more explicit integration of intersectional thinking could help faculty better understand and respond to the layered realities their students navigate.

Taken together, these insights and shifts reveal how faculty learning through OFAR moved from individual changes in teaching practice toward a more holistic transformation of their approach to equity and learning. Initial efforts to refine classroom practices through changes in curriculum, grading, and reflection developed into a more intentional and equity-centered approach to teaching and to how faculty define their work as educators.

The next section, *Beyond the OFAR Course*, highlights this expansion, showing how many participants applied their learning across multiple classes and, in doing so, embedded equity and antiracism as guiding principles in their overall teaching practice.

## Beyond the OFAR Course

While the OFAR program invited faculty to apply their learning to a single course, interview data revealed that many participants extended those changes across multiple classes. In doing so, they showed how the OFAR program's influence extended beyond individual classrooms, shaping both their teaching practice and their sense of themselves as educators.

Five of the eight faculty interviewed shared that they had applied OFAR-informed strategies across several courses, not just the one identified for their project. These changes included integrating diverse and inclusive content, offering more flexible and creative assignment formats, and fostering inclusive learning environments in both in-person and online settings. Three faculty described:

*I was already doing some of the things, but this just gave me the framework and the space to refine and apply them more consistently across all my courses. If it's working for one group, why wouldn't I offer it to all my students?*

*I realized I could use the same approach I used in my OFAR course across all my teaching and even in curriculum development conversations with colleagues.*

*After implementing these changes in one of my courses, I started incorporating them into my other classes as well. It just made sense.*

A faculty member who teaches online noted:

*A lot of what I learned in OFAR I took directly into my asynchronous courses. The ideas about making materials more inclusive, rethinking the syllabus, and offering flexibility—those are now embedded in how I design every class.*

These reflections illustrate that the OFAR program's impact extends beyond a single course or semester. For many faculty, the program served as a catalyst for systemic change in how they approach teaching across disciplines and modalities.

Participants moved from testing strategies in one classroom to embedding equity and antiracism as a throughline across their entire teaching practice.

The changes faculty made through their participation in the OFAR program, including redesigning curriculum, centering student voice, rethinking grading, and approaching teaching with greater self-awareness, did not stop at their own professional growth. These shifts in practice began shaping students' experiences in tangible ways. As faculty incorporated more inclusive content, flexibility, and dialogue into their classrooms, they observed new levels of engagement, connection, and confidence among their students. The next section explores these outcomes and draws on both survey and interview data to show how the OFAR program's influence extended from faculty learning to student engagement and success.

## Section 4: Impact on Student Learning and Engagement

Building on the shifts in teaching described in the previous section, this section explores how those changes showed up in students' learning experiences and engagement, both in face-to-face and online courses. Drawing on both faculty reflections and student survey data, it examines the ways in which the OFAR program informed teaching practices that influenced how students interacted with course content, with one another, and with their instructors.

The section begins with faculty perceptions of increased student engagement, followed by examples of how connecting course content to students' lived experiences, elevating student voice, and implementing more flexible grading practices supported deeper learning. It concludes with insights from student survey data, which provide additional evidence of heightened engagement, stronger peer-to-peer connections, and more inclusive learning environments across both in-person and online modalities.

### Faculty Participants' Perception of Impact on Student Learning

Faculty participants were asked in the post-training survey, "What differences, if any, have you observed in your students' engagement in your current classes compared to past classes?" Results from this item found that 76% of faculty participants observed current students being more or slightly more engaged in their class than past students (see Appendix B, Table B17).

Findings from the survey are reflected across more than half of faculty interviews. Faculty described how student engagement showed up in different ways—not only through academic performance, but also through relationships, participation, and persistence.

This section examines how faculty observed changes in student learning and engagement as a result of their participation in the OFAR program. Drawing from

both survey responses and interview data, the following subsections highlight the ways faculty perceived growth in student engagement, participation, and persistence. Faculty described students becoming more connected to course content, more confident in expressing their ideas, and more engaged with one another as they explored issues of identity, justice, and lived experience. The subsections that follow illustrate these shifts through four themes: connecting course content to students' lived experiences, elevating student voice and critical thinking, removing barriers through flexible grading, and strengthening peer-to-peer connections and community.

## Connecting Course Content to Students' Lived Experiences

One of the clearest ways faculty observed increased student engagement was when they intentionally linked course content to students' lived experiences. Faculty found that when learning materials reflected students' identities, stories, and communities, students became more invested in the work and more willing to contribute their perspectives. This subsection highlights examples of how faculty used open pedagogy, storytelling, and collaborative content creation to make learning more relevant and personally meaningful for their students.

Six faculty members described a noticeable shift in student engagement after intentionally designing course content that connected academic concepts to students' lived experiences. One faculty member shared how they incorporated open pedagogy, personal storytelling, and real-life applications of theory, inviting students to see themselves in the curriculum:

*Instead of simply reading about theories from the 1800s, I asked students to reflect on how those theories played out in their own lives. These guys live it. They have a lived history of this... That invitation to apply academic ideas to personal narratives changed [students'] level of investment in the classroom. I don't think it made as much sense in the past, the way my old curriculum was designed.*

Another faculty member described a powerful moment of connection that emerged when students were invited to co-create course content using personal imagery and storytelling:

*We created a visual montage together using photos from their lives, childhood, street life, everything. It became a way to explore theories like rational choice through their own stories. The engagement was powerful because they saw themselves in the material.*

These examples illustrate how anchoring academic content in students' lived realities can deepen their connection to the course and foster more meaningful learning experiences.

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## Elevating Student Voice and Critical Thinking

About half of the faculty interviewees noted that changes in course design led to students not only engaging more deeply with the material but also expressing their ideas more openly and confidently. These shifts encouraged students to explore complex issues, articulate their opinions, and connect their learning to real-world solutions. One faculty member described their experience:

*Because I changed so many things this semester—like the interview exam and other course components—I may have had a better vantage point than in the past. I really noticed students thinking more critically. I was able to ask them complex questions with follow-ups, and they responded with thoughtful, solid answers. They proposed a wide range of solutions to real-world issues, from individual actions to systemic changes by governments or organizations.*

## Removing Barriers Through Flexible Grading

Faculty found that rethinking grading practices was a powerful way to remove barriers to student success and foster deeper engagement. Through the OFAR

program, many began to question long-standing policies, such as strict deadlines and or rigid point systems that often penalized students facing competing responsibilities or systemic inequities. By shifting toward more flexible, student-centered grading approaches, faculty created opportunities for students to demonstrate learning in multiple ways and at their own pace. This section highlights examples of how these changes such as extended deadlines, opportunities for grade recovery, and co-created assessments helped students feel supported, motivated, and more confident in their ability to succeed.

Several faculty described how they shifted their grading practices to be more student-centered, flexible, and rooted in equity. These changes included offering extended deadlines, allowing students to drop low scores, and inviting them to co-create assessments. By focusing on learning rather than rigid policies, faculty shared that students felt more supported and motivated to stay engaged and complete their work. One faculty described late passes, quiz flexibility, and grade recovery as ways she is making her grading more student-centered. In her words:

*My students shared their appreciation right away. They told me, 'Now we don't just have three late passes—we have 52!' That really stuck with me. Previously, I allowed students to submit three late assignments without penalty. After that, they couldn't turn in anything late. But that approach wasn't helping students. What if someone is a single parent, or working long hours? With that rigid policy, I was basically telling them to fail. Now, I offer one late pass per assignment—so there's no excuse not to complete the work. I tell them, 'I'm here to support you until the end,' and they've said how much that helps.*

*I've also made changes to quizzes: out of seven quizzes, they can drop two. That flexibility made them happy.*

*Another change I added was grade recovery—students can earn back up to 25% of the points they missed on an exam or quiz. Even if they score a zero, they know there's still a path forward. It gives them hope, and they stay motivated.*

Two other faculty shared:

*Caring, but not questioning whether those policies were hurting students' learning. Through OFAR, I realized that some of my practices weren't okay. I needed to change.*

*I have also implemented changes to the midterms or finals. We basically will discuss [it] together. We're like, "Okay, it's going to be our midterm time or our finals time. What do you all feel the most comfortable doing, right? What do you feel like? What have we [gone] over this semester, right? What are some things that we've covered? Let's write those on the board." Okay? We've got ten things here. So let's collectively decide, out of these things on the board, let's choose three that the group feels like you could complete, hands down, with your eyes closed, for your midterm or your final. And I can gauge from that. We'll kind of go that way. So things like that have been very helpful. And the students seem to be very receptive to ... that grace and allowance as well.*

## Student Engagement in Online Learning

Faculty who taught in fully online, asynchronous environments described the unique challenge of fostering student engagement without the benefit of face-to-face interaction. However, one faculty member described that expanding both the diversity of course materials and the range of assignment formats had led to meaningful student engagement:

*Students responded positively when I gave them the option to submit assignments in different formats like videos, comics, or short stories... Students also told me that as long as [increased diversity] of course content doesn't compromise the quality of the materials, they were fully supportive of the change... Students definitely got a lot from the videos that I put in there.*

A second faculty member added:

*Another shift I observed was how much more students expressed their opinions. There was also a noticeable improvement in the energy of the class, especially among online students. They received more comments from classmates—simple things like "I really liked this" and that kind of peer feedback created a more positive and supportive atmosphere.*

## Peer-to-Peer Connections

Five out of the eight faculty interviewed noticed not only increased student engagement with course content but also changes in how students connected with one another. By redesigning their learning environments, instructors made space for students to share personal experiences, engage in deeper conversations, and build authentic connections with their peers. As three faculty members described:

*The discussions amongst the students is probably the most important part of it. It's not the learning things by rote. It's the thought of going back, digging deep, really thinking about it from a philosophical standpoint.*

*I always open with my vulnerability. And I'll share with them what led me to [my life experiences]... That really is kind of the catalyst for them to share.*

*We co-created this kind of visual representation of their lives... we all got this idea together... talking about different theories. How can we create this in a visual representation?*

## Students' Perceptions of the Learning Environment

Students enrolled in courses taught by OFAR faculty were asked to participate in an online survey to identify how their perception of this course compared to others they have completed.<sup>7</sup> A total of 256 students across the eight colleges took the survey, providing valuable insights. The demographic makeup of the student respondents represented a diverse group of students, with most respondents self-reporting as female (57%), straight (75%), and Hispanic/Latine (37%—see Appendix E, Tables E15–18). Results from this survey revealed that students experienced a more inclusive and welcoming learning environment in their OFAR classes relative to the other classes. Below are a few highlights reflecting their experience with the course content and materials, and their overall engagement and learning experiences.

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<sup>7</sup> Full student survey results can be found in Appendix E.

## Content and Materials

Over one-third (34%) of students respondents reported that they never purchase required textbooks for their own classes (see Appendix E, Table E3), underscoring OFAR’s continued emphasis on the use of open and zero-cost materials. Reflecting this, three-quarters (78%) of student respondents reported not having spent any money on textbooks or course materials (see Appendix E, Table E4). Only 46% of students who incurred expenses spent less than \$200 (see Appendix E, Table E5), and only 56% reported that instructors directed them to OER materials (Appendix E, Table E6). Both of these rates are much lower than the results from the Cohort 4 survey (84% and 79%, respectively). A closer inspection of the data revealed that almost all of the respondents who indicated they spent more than \$200 were in cosmetology courses, which require students to purchase costly physical supplies. Meanwhile, 75% of respondents who did not spend money on textbooks shared that their instructor directed them to textbooks that were online and free.

Meanwhile, 62% of student respondents rated the quality of the textbook used in OFAR classrooms as the same as textbooks in their other courses, and 37% rated their OFAR textbooks as better than those in their other courses (see Appendix E, Table E9). When asked in an open-ended question to list the materials that supported their learning, several students specifically pointed to free and online textbooks. Students explained that these resources were easy to navigate when looking up topics, and that they worked especially well when paired with supplemental materials provided by their instructors.

## Engagement and Learning Experiences

Most student respondents reported feeling “more actively engaged in their OFAR class than in their other classes” (80%—see Appendix E, Table E13), with almost all students reporting feeling they had ample opportunities to contribute and be heard in the classroom (98%-see Appendix E, Table E10).

In addition, when asked whether students felt their instructors actively developed a sense of community among students in the class, 93% of respondents agreed that

their instructors did and 95% felt that their instructors kept students engaged and participating in productive dialogue (see Appendix E, Table E14).

In open-ended comments, students expanded on these results, noting that their faculty created interactive assignments that required hands-on learning and collaboration. Students reported that the learning environment in their OFAR course was “comfortable,” “safe,” and “open and relaxed,” which helped students become more engaged. Four students commented:

*Our professor... provided activities and other engagement tools in order for us students to have active participation with each other.*

*The discussion format made it easier to hear classmates' perspectives and connect with them.*

*This class in particular is heavily based on open discussion and working things out. It is easier to engage and comprehend when you are pushed to communicate.*

*This was the first time I truly interacted with my classmates.*

When asked whether class discussions were valuable in helping students appreciate different perspectives and provided opportunities for all students to express their opinions, nearly all respondents (94%) agreed that they were (see Appendix E, Table E12).

## Section 5: Administrators' Experiences With and Perceived Impact of the OFAR Program

This section provides the perspectives and experiences from administrators (e.g., vice presidents, deans, directors, department chairs) at colleges participating in the OFAR program, who were surveyed at the end of the academic year. As part of this survey, these administrators were asked about their perspectives on the

impact of the OFAR program on their college's antiracist efforts. Eight administrators representing six of the eight participating colleges responded to the end-of-year survey.<sup>8</sup>

A majority of administrators who responded learned about the OFAR program from faculty who were interested in participating (63%) (see Appendix D, Table D3). While only half of the respondents agreed that they were *actively* engaged with the OFAR cohort, all respondents indicated that they provided support for the OFAR cohort when it was needed, and that overall there was support for the OFAR program from college leadership (see Appendix D, Table D4).

When asked how the college supported faculty participation in the OFAR program, the most commonly selected responses were opportunities for faculty to share their OFAR learning experiences with colleagues within their division/department (100%) and across the entire college community (83%) (see Appendix D, Table D6).

Finally, six of the eight respondents observed changes in faculty's teaching practices because of their participation in the OFAR program (see Appendix D, Table D5).

## Section 6: Course Outcomes Trends for Courses Taught by OFAR Faculty Participants

Institutional research offices at participating colleges were asked to provide course outcomes data to assess any changes in the course success rates<sup>9</sup> for courses taught by faculty participating in the program. This section includes an analysis of course success rates by college and then by students' race/ethnicity.

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<sup>8</sup> 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.

<sup>9</sup> Success rates are the proportion of enrolled students who received the following letter grades: A, B, C, and P.

# Course Success Rates by College

The average success rates for students in courses taught by OFAR faculty participants was five percentage points higher post-OFAR in spring 2025 than pre-OFAR in spring 2024 (see Table 3).

With colleges joining the program as teams, an analysis was run to review how many colleges saw improvement in their outcomes. Of the eight colleges, six saw rate increases between six and 15 percentage points. Two of the colleges did see lower success rates, including College B, which had an eight-percentage-point decline. While College C had a seven-percentage-point decline, that may be due to variability caused by the low number of enrollments included in the analysis. At this time, it is unclear why these colleges’ rates declined, and additional data would be needed to determine whether these changes reflect temporary fluctuations, contextual factors at the college level, or other influences unrelated to the OFAR program.

**Table 3.** OFAR Faculty Course Success Rates by College

College	Pre-OFAR Enrollments	Pre-OFAR Success Rates	Post-OFAR Enrollments	Post-OFAR Success Rates	Success Rate %pt Differences
College A	330	79%	289	85%	+6
College B	343	81%	529	73%	-8
College C	26	100%	28	93%	-7
College D	86	72%	188	80%	+8
College E	110	72%	171	79%	+7
College F	371	76%	294	82%	+6
College G	163	58%	170	73%	+15
College H	215	67%	216	80%	+13
<b>Total</b>	<b>1,644</b>	<b>74%</b>	<b>1,885</b>	<b>79%</b>	<b>+5</b>

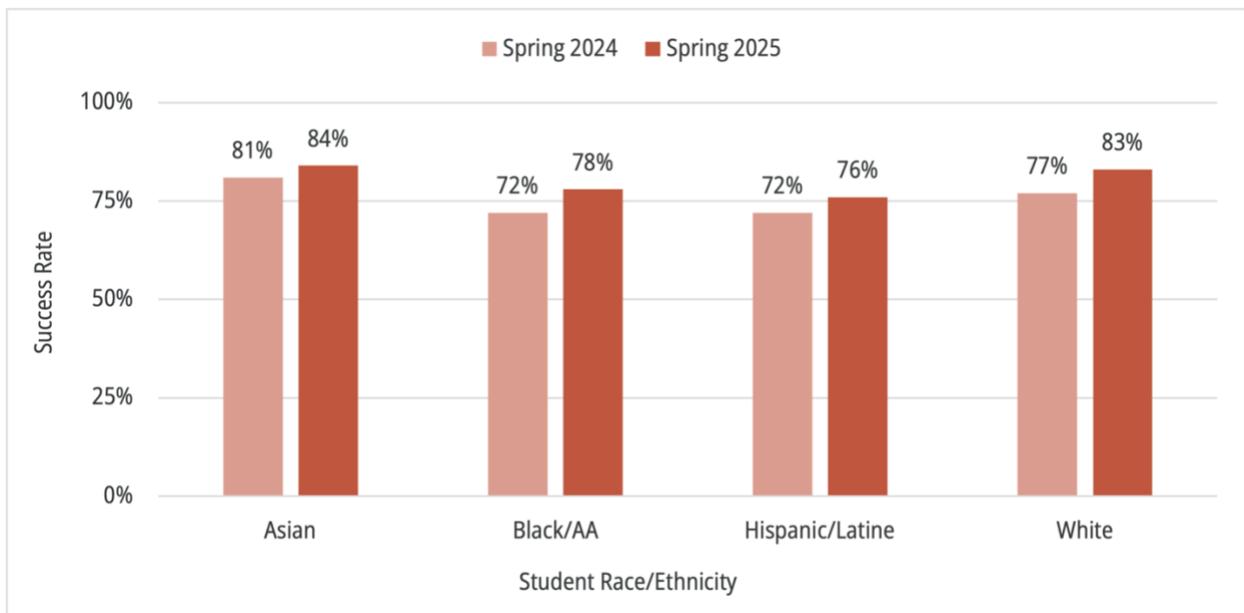
Note: Pre-OFAR term is spring 2024 and Post-OFAR term is spring 2025.

# Disaggregated Course Success Rates by Race/Ethnicity

With a focus on antiracist curriculum, Figure 2 presents course outcome comparisons disaggregated by students’ race/ethnicity to explore whether there were any notable differences found across groups. Students who self-identified as

Black/African American or White saw the largest increase in success rates (+6 percentage points each) between spring 2024 and spring 2025 (see Figure 2). Hispanic/Latine students in classes taught by OFAR faculty participants saw success rates that were about four percentage points higher in spring 2025 compared with spring 2024. Asian students saw a three-percentage-point increase. Data for additional terms and demographic categories are available in Appendix F.

**Figure 2.** Course Success Rates by Student Race/Ethnicity for Courses Taught by OFAR Faculty



All in all, this review of course outcomes suggests that participation in the OFAR program does appear to be improving students' successful completion rates in courses taught by participating faculty. The overall difference in success rates (+5 percentage points) is slightly better than that of Cohort 4, which saw about a three-percentage-point increase. However, for both cohorts, these positive benefits appear to vary by college and student race/ethnicity.

# Conclusion and Areas of Opportunity

Faculty participants in the OFAR program's fifth cohort reinforce the continued impact of the OFAR program in supporting faculty to explore and implement antiracist teaching practices. Faculty shared that the OFAR program helped them reimagine their curriculum, build more authentic relationships with students, and connect with colleagues across disciplines and campuses. Several faculty also extended the work beyond the classroom by facilitating trainings, contributing to institutional planning, and advancing conversations around equity at their colleges.

Students taking classes from faculty participants reported feeling more included and connected, reinforcing the value of the program's core principles. At the same time, insights from Cohort 5 indicate continued opportunities to strengthen future iterations of the OFAR program. These opportunities include designing learning experiences that meet faculty where they are, expanding the program's influence beyond individual classrooms to shape department and college-level practices, and exploring new areas of focus identified by this year's participants.

Drawing on insights from faculty and students, The RP Group offers the following five recommendations for the OFAR program to consider in future iterations of the program:

## Priority Recommendations Across Cohorts

Several recommendations raised by Cohort 5 faculty were also noted in earlier evaluations. Their recurrence suggests that they are not isolated findings, but rather areas that require greater attention in future program design. Addressing these repeated recommendations should be treated as a priority, since they point to structural issues that have now surfaced across multiple cohorts.

## Opportunity 1: Build on the Strength of Expert–Led Webinars by Prioritizing Interaction and Dialogue

First raised in Cohort 4 and echoed by Cohort 5, this recommendation highlights the need to make webinars more interactive. While faculty consistently praised the expertise and quality of content, many reported frustration that webinars remain heavily focused on content delivery, with little time for dialogue, application, or collaborative meaning-making. Participants called for more dedicated time for Q&A, small-group conversations, and facilitated debriefs to connect content directly to their practice.

## Opportunity 2: Expand Open Pedagogy Topics and Examples to Enhance Faculty Understanding and Application

Also raised in Cohort 4 and reiterated in Cohort 5, this recommendation reflects that open pedagogy remains the least understood and applied strategy among participants. Faculty want clearer definitions, stronger conceptual grounding, and practical, discipline-specific examples that show how open pedagogy advances equity by positioning students as co-creators of knowledge. Without additional emphasis, open pedagogy risks being overlooked despite its alignment with the OFAR program’s vision.

## Opportunity 3: Explore Differentiated Learning Resources

First raised in Cohort 2 and raised again in Cohort 5, this recommendation underscores the need to meet faculty where they are. Participants join the OFAR program with different levels of experience in antiracist work—from those seeking foundational knowledge to those ready for advanced strategies. Curating and categorizing resources by level of experience would allow faculty to personalize their learning journey, ensuring content is both accessible and challenging, regardless of their starting point.

## Why These Opportunities Matter

That these three recommendations have surfaced across multiple cohorts highlights their importance for program design. Addressing them will not only

improve participants' immediate experience but also deepen the OFAR program's overall impact by making webinars more engaging, open pedagogy more actionable, and resources more responsive to diverse faculty needs.

## New Opportunities Emerging from Cohort 5

In addition to these repeated recommendations, Cohort 5 faculty identified three new opportunities for strengthening the OFAR program. These recommendations build on existing program strengths but highlight refinements that could ensure all participants experience the program's full benefits.

### Opportunity 4: Formalize a Hybrid Coaching Model

This year's evaluation highlighted the significant benefits of a hybrid coaching model that blended one-on-one and group support. Many teams reported that this hybrid approach provided them with both personalized feedback and valuable peer learning opportunities.

To build on this success, future programming should formalize this hybrid model by intentionally structuring opportunities for both individual and collaborative coaching. This shift would ensure participants consistently receive tailored guidance while also benefiting from peer exchange, shared accountability, and collective problem-solving. Cohort 5 Faculty described this blended approach as instrumental to their learning and project advancement, making it a promising and effective design for future support.

### Opportunity 5: Strengthen the Team Cohort Model

While the team cohort model remains one of OFAR's defining strengths, Cohort 5 revealed uneven experiences across teams. Five faculty described their team as a critical source of accountability, reflection, and interdisciplinary learning, while three reported limited interaction due to scheduling conflicts, uneven participation, or lack of coordination. To ensure that all participants benefit fully from the team model, we recommend that program leads set clearer expectations for team meetings, provide flexible options such as accountability pairs or asynchronous tools, and equip coaches to play a stronger facilitative role in sustaining team

momentum. Strengthening the team model in these ways would help ensure consistent engagement and equitable participation across the cohort.

## Opportunity 6: Integrate Intersectional Thinking More Explicitly Into Program Content

While the OFAR program is firmly grounded in racial equity, Cohort 5 faculty feedback suggests that a stronger integration of intersectional thinking would make the program even more impactful. Faculty observed that students' lived experiences are shaped not only by race but also by the intersections of race, gender, class, age, and ability. Making these intersections more explicit in the program design would help faculty better understand and respond to the layered realities their students navigate. To strengthen this dimension of the OFAR program, program leads should provide explicit framing of intersectionality within the curriculum and webinars, incorporate case studies and examples that illustrate how intersecting forms of marginalization show up in classrooms, and add reflection prompts and coaching tools that help faculty examine how multiple dimensions of identity influence their teaching and student learning. By embedding intersectionality more intentionally, the OFAR program can expand faculty capacity to create inclusive and equity-minded classrooms that reflect the complex realities of students' lives.

## Conclusion

Cohort 5 faculty's experiences reinforce the value of the OFAR program as a powerful space for learning, experimentation, and connection. Faculty shared that the program gave them permission to reimagine their teaching, helped them build stronger relationships with students, and encouraged deeper collaboration with colleagues. Students, in turn, expressed feeling more seen and supported in their classrooms, evidence that changes in teaching practices are directly translating into stronger student engagement and belonging. At the same time, feedback from this year's participants surfaced thoughtful suggestions for strengthening the program moving forward. These suggestions include offering more opportunities for interaction during webinars, expanding support for open

pedagogy, designing learning pathways that meet faculty where they are, and building in hybrid coaching that offers both personalized and collective support. Together, these insights offer a way for the OFAR program to evolve and grow its reach and relevance, deepening its influence on faculty, students, and institutions across the system.

# Appendix A: Faculty Pre-Training Survey Results

## Methods

The pre-training survey was administered to all 43 faculty participants at the start of the OFAR program in fall 2024 to understand their experiences with the onboarding process and their prior experience with the antiracist practices and strategies.

## Results

**Table A1.** Respondents by College

College	Percent (n = 43)
Chaffey College	14%
Cosumnes River College	14%
Golden West College	12%
Hartnell College	14%
Laney College	7%
Palomar College	14%
Pasadena City College	14%
San Joaquin Delta College	12%

**Table A2.** Respondent Roles

Role	Percent (n = 43)
Part-time Faculty	48%
Full-Time Faculty	52%

**Table A3.** 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 = 43)
Printed textbooks	58%
Digital textbooks	58%
Digital materials other than textbooks	70%
Other	37%

*Notes:* Percentages may not add up to 100% because respondents could check all that apply. “Other” includes OER and digital materials

**Table A4.** What is your role in selecting the required materials for your class?

Role	Percent (n = 43)
I am solely responsible for the selection.	72%
I lead a group that makes the selection.	0%
I am a member of a group that makes the selection.	5%
I influence the selection, but do not have a decision-making role.	7%
Others make the selection, I have no role.	9%
Other	7%

*Note:* “Other” included responses that suggested their role varies depending on the class they are teaching.

**Table A5.** Which of the following materials have you used in your classes?

Course Materials	Percent (n = 43)
Open educational resources	81%
Open textbooks (textbooks with open licenses)	44%
Materials available through the college library	74%
No-cost materials for students such as homework or lab solutions	65%
Low-cost materials for students (less than \$50)	40%
Commercial textbooks	44%
Commercial homework or lab solutions	5%
Other	14%

*Notes:* Percentages may not add up to 100% because respondents could check all that apply. “Other” includes no-cost options such as videos and self-created notes and texts.

**Table A6.** Indicate your level of awareness of the following pedagogical approaches.

*Levels of Awareness:*

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

<b>Approach (n = 43)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Open educational resources	37%	40%	14%	7%	2%
Antiracist teaching practices	9%	40%	37%	9%	5%
Culturally responsive teaching	16%	56%	21%	2%	5%
Open pedagogy	12%	21%	30%	28%	9%

**Table A7.** Indicate your usage of the following pedagogical approaches in your classes PRIOR to this program.

<b>Approach (n = 43)</b>	<b>I have incorporated it in all of my classes</b>	<b>I have incorporated some of it, but not consistently in my classes</b>	<b>I have NOT incorporated it in any of my classes</b>
Open educational resources	33%	58%	9%
Antiracist teaching practices	14%	63%	23%
Culturally responsive teaching	26%	62%	12%
Open pedagogy	9%	49%	42%

**Table A8.** Indicate your access to the following training topics and resources.

<b>Approach (n = 43)</b>	<b>By my institution</b>	<b>By external, third party organization</b>	<b>Have not accessed any training or resources</b>	<b>Not sure</b>
Open educational resources	65%	16%	16%	12%
Antiracist teaching practices	42%	33%	21%	23%
Culturally responsive teaching	56%	33%	14%	14%
Open pedagogy	28%	16%	40%	21%

**Table A9.** How confident do you currently feel discussing and implementing antiracist strategies and topics in your classroom?

<b>Confidence Level</b>	<b>Percent (n = 43)</b>
Very confident	21%
Confident	21%
Somewhat confident	44%
Not at all confident	14%

**Table A10.** Please rate your agreement with the following aspects of the “Welcome and Onboarding” webinar.

*Levels of Agreement:*

A = Strongly agree

B = Agree

C = Disagree

D = Strongly disagree

<b>The webinar... (n = 43)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Length was just right.	47%	51%	2%	0%
Clarified my awareness and understanding of the program requirements.	47%	53%	0%	0%
Provided clarity around what I can expect from the program.	44%	56%	0%	0%
Provided clarity around what I need to do and by when.	51%	49%	0%	0%

**Table A11.** How is your college team planning to support one another in the OFAR program?

<b>Response Options</b>	<b>Percent (n = 43)</b>
Communicate as a team regularly (besides communicating with our OFAR facilitators and coach)	88%
Meet as a team regularly (besides meeting with our OFAR coach)	63%
Facilitate jointly professional development for our college	51%
Advocate jointly for policy and procedure changes at our college	37%
Craft joint messages for our college community	37%
Other	14%

*Notes:* Percentages may not add up to 100% because respondents could check all that apply. “Other” includes comments about presenting at convocation and a community event.

# Appendix B: Faculty Post-Training Survey Results

## Methods

The post-training survey was administered to all 43 faculty participants at the end of the spring 2025 term to understand faculty participants' experiences in the OFAR program and the perceived effects on their teaching practices and students' learning. About 81% of faculty participants (n = 35) completed the follow-up survey. The following tables provide the aggregated results of this follow-up survey. Given the nature of the program, certain questions were disaggregated by race/ethnicity to assess whether all faculty experienced the program in the same way. In the tables that follow, the designation "Faculty of Color" includes all faculty who did not self-identify as White.

## Results

**Table B1.** Respondents by College

College	Percent (n = 35)
Chaffey College	17%
Cosumnes River College	14%
Golden West College	9%
Hartnell College	14%
Laney College	6%
Palomar College	11%
Pasadena City College	17%
San Joaquin Delta College	11%

**Table B2.** Which of the following materials are you currently using in your classes?

Materials (n = 35)	Percent
Open educational resources	80%
Open textbooks (textbooks with open licenses)	40%
Materials available through the college library	43%
No cost-materials for students such as homework or lab solutions	66%
Low-cost materials for students (less than \$30)	23%
Commercial textbooks	14%
Commercial homework or lab solutions	3%
Other	11%

Note: Percentages may not add up to 100% because respondents could check all that apply. "Other" includes self-developed materials.

**Table B3.** As a result of your participation in the program, indicate your level of awareness with the following:

*Levels of Awareness:*

- 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 (n = 35)	A	B	C	D	E
Open educational resources	83%	11%	3%	3%	0%
Antiracist teaching practices	91%	6%	0%	0%	3%
Culturally responsive teaching	80%	17%	0%	0%	3%
Open pedagogy	80%	14%	3%	0%	3%

**Table B4.** As a result of your participation in this program, indicate your usage of the following pedagogical approaches in your classes:

Approach (n = 35)	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	69%	23%	6%
Antiracist teaching practices	77%	20%	3%
Culturally responsive teaching	77%	17%	3%
Open pedagogy	63%	34%	3%

Note: One respondent skipped the culturally responsive teaching prompt.

**Table B5.** Indicate how your understanding of each strategy has changed as a result of your participation in the program.

*Levels of Impact:*

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

<b>Approach (n = 35)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Open educational resources	54%	23%	20%	0%	3%
Antiracist teaching practices	74%	17%	6%	0%	3%
Culturally responsive teaching	51%	37%	6%	0%	3%
Open pedagogy	66%	29%	3%	0%	3%

*Note:* One respondent skipped the culturally responsive teaching prompt.

**Table B6.** As a result of your participation in the program, indicate how each strategy has affected your teaching practice(s).

*Levels of Effect:*

- A = Improved significantly
- B = Improved slightly
- C = Stayed the same
- D = Impaired slightly
- E = Did not use/apply

<b>Approach (n = 35)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Open educational resources	60%	20%	17%	0%	3%
Antiracist teaching practices	71%	20%	9%	0%	0%
Culturally responsive teaching	69%	26%	6%	0%	0%
Open pedagogy	71%	26%	0%	0%	3%

**Table B7.** How confident did you feel, AFTER participating in OFAR, discussing and implementing antiracist strategies and topics in your classroom?

<b>Confidence Level (n = 35)</b>	<b>After</b>
Very confident	66%
Confident	31%
Somewhat confident	3%
Not at all confident	0%

**Table B8.** How confident did you feel, AFTER participating in OFAR, discussing and implementing antiracist strategies and topics in your classroom? (Disaggregated by Race/Ethnicity)

Levels of Confidence:

A = Very confident

B = Confident

C = Somewhat confident

D = Not at all confident

Confidence Level	A	B	C	D
Faculty of Color (n = 22)	64%	32%	5%	0%
White Faculty (n = 13)	69%	31%	0%	0%
Overall (N = 35)	66%	31%	3%	0%

**Table B9.** Which of the following have you received from your college to support your participation in the program?

Supports	Percent (n = 35)
Opportunities to share experience with division/department faculty	69%
Opportunities to share experience with college-wide audience	31%
Use of college facilities or equipment	23%
Additional training or professional development on similar topics covered OFAR	26%
Credit for required professional development hours	23%
Recognition by college leadership	17%
Other	14%
Release time	0%

Notes: Percentages may not add up to 100% because respondents could check all that apply. "Other" includes plans to present next semester, a stipend, and two "none/not applicable" responses.

**Table B10.** Overall, how well has your college supported you through the program?

Effectiveness	Percent (n = 35)
Very well	37%
Somewhat well	20%
Neither well or not well	26%
Somewhat not well	6%
Not very well	11%

**Table B11.** Based on your participation in OFAR, do you expect your college to incorporate antiracist training into professional development?

<b>Expectation</b>	<b>Percent (n = 35)</b>
Yes	54%
No	3%
The topic is under discussion	9%
I do not know	34%

**Table B12.** Please select the class modalities you implemented program activities in:

<b>Class Modalities</b>	<b>Percent (n = 35)</b>
Online, mostly live with Zoom class sessions (synchronous)	9%
Online, with little or no Zoom class sessions (asynchronous)	49%
A hybrid approach with online and in-person class sessions	20%
Fully in-person class sessions	74%

*Note:* Percentages may not add up to 100% because respondents could check all that apply.

**Table B13.** How aligned was your implementation of the action plan activities to your action plan?

<b>Alignment</b>	<b>Percent (n = 35)</b>
Fully aligned—I implemented all of the activities described	49%
Partially aligned—I implemented most of the activities described	49%
Not at all aligned—I did not carry out the activities described	3%

*Note:* Percentages may not add up to 100% because respondents could check all that apply.

**Table B14.** Which practices or materials did you implement and which do you plan to continue using after this program? (sorted in descending order)

<b>Activity</b>	<b>Percent implemented (n = 35)</b>	<b>Percent planning to continue (n = 35)</b>
Expanded existing curriculum to include issues of diversity/lack of diversity, social justice, and antiracist practices in particular areas of study.	77%	83%
Embedding antiracism/social justice content into student assignments	71%	80%
Incorporating student voices --brings in non-mainstream perspectives and points of view	69%	74%
Implementing inclusive images, data, videos, and podcasts	66%	69%
Incorporated 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	66%	69%
Contextualizing current inequitable policies, actions, and events for a particular subject area	63%	63%
Incorporating explicit conversations surrounding racism, oppression, privilege, and healing	63%	66%
Provided OER materials as resources to students wanting to go deeper into the course's subject matter	63%	63%
Moving away from traditional pedagogical approaches to open pedagogical approaches	60%	66%
Engaged students in the co-creation of materials for an anti-racism module	49%	60%
Providing the skills to enable students to identify and incorporate non-traditional curated materials that speak to their lived experiences into the classroom	46%	60%
Revised course theme(s) to explicitly focus on social inequities and racism	43%	49%
Moved away from publisher-based course materials to OER-based course materials	37%	46%
Licensing newly developed/revised textbook and/or curriculum modules with Creative Commons	17%	40%
Other	9%	6%

*Notes:* Percentages may not add up to 100% because respondents could check all that apply. "Other" includes licensing self-developed materials, de-colonized syllabus, and co-creating study materials with students.

**Table B15.** Have you or are you planning to engage in the following activities:

<b>Activities</b>	<b>Percent (n = 35)</b>
Facilitate a discussion about antiracist teaching for your department	60%
Facilitate a PD workshop about antiracist teaching for your college	57%
Facilitate a PD workshop about antiracist teaching for a discipline association or meeting	29%
Present about OFAR or antiracist teaching at a board meeting	17%
Present about OFAR or antiracist teaching at Convocation	20%
Present about OFAR or antiracist teaching at a conference	31%
Other	12%

*Notes:* Percentages may not add up to 100% because respondents could check all that apply. “Other” includes creating a local OFAR program and sharing ideas with faculty updating curriculum

**Table B16.** Indicate your level of agreement with the following statements:

*Levels of Agreement:*

A = Strongly agree

B = Agree

C = Disagree

D = Strongly disagree

<b>Responses (n = 34)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Students have ample opportunities to contribute their own perspectives and share their own experiences in class and through assignments.	74%	26%	0%	0%
Students’ reflections and experiences are welcomed and supported in the classroom.	85%	15%	0%	0%

**Table B17.** What differences, if any, have you observed in your students’ engagement in your current classes compared to past classes?

<b>Differences</b>	<b>Percent (n = 33)</b>
My current students appear to be more actively engaged than past students.	55%
My current students appear to be slightly more engaged than past students.	21%
I’ve observed little to no difference in engagement between my current and past students.	24%

**Table B18.** Were you the faculty lead for your college's team?

Response Options	Percent (n = 34)
Yes	24%
No	75%

**Table B19.** Please select your level of agreement with the following statements:

*Levels of Agreement:*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree

Faculty Lead Experiences (n = 8)	A	B	C	D
I felt prepared to be a faculty lead for this program.	38%	63%	0%	0%
I felt supported by the OFAR program as a faculty lead.	75%	25%	0%	0%
I was able to successfully complete what was expected of me as a faculty lead.	50%	38%	13%	0%
I felt supported by my college to be a faculty lead for this program.	38%	38%	25%	0%

**Table B20.** Rate your level of satisfaction with these aspects of your cohort experience:

*Levels of Satisfaction:*

- A = Very satisfied
- B = Satisfied
- C = Dissatisfied
- D = Very dissatisfied
- E = Not applicable

Cohort Experiences (n = 34)	A	B	C	D	E
Opportunities to interact with faculty participants from different disciplines	56%	41%	3%	0%	0%
Opportunities to work directly with other faculty participants on projects related to the program	47%	38%	3%	3%	9%
Opportunities to engage socially with other faculty participants	53%	24%	12%	3%	9%
The learning I am doing from other cohort faculty participants	56%	35%	9%	0%	0%

**Table B21.** Select your level of agreement with the following statements:

*Levels of Agreement:*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

<b>Interaction Experiences (n = 34)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Interactions outside of team meetings and trainings was encouraged	44%	29%	24%	0%	3%
Participation in the program allowed me to work closely with a colleague from a different discipline	44%	29%	21%	0%	6%
Participation in the program allowed me to interact or make connections with my colleagues	47%	47%	6%	0%	0%
The connections I made in the program were influential on my own development	47%	41%	9%	3%	0%
As a participant in the program, I felt like a part of a community of practice	53%	44%	3%	0%	0%

*Note: Tables B22-B26 include the results of Table B21 disaggregated by faculty race/ethnicity.*

**Table B22.** Agreement that interactions outside of team meeting and trainings was encouraged:

*Levels of Agreement:*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

<b>Outside Interactions Encouraged</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Faculty of Color (n = 21)	52%	29%	14%	0%	5%
White Faculty (n = 13)	31%	31%	38%	0%	0%
Overall (n = 34)	44%	29%	24%	0%	3%

**Table B23.** Participation in the program allowed me to work closely with a colleague from a different discipline:

*Levels of Agreement:*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

<b>Work with Colleague from Different Discipline</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Faculty of Color (n = 21)	48%	38%	10%	0%	5%
White Faculty (n = 13)	38%	15%	38%	0%	8%
Overall (n = 34)	44%	29%	21%	0%	6%

**Table B24.** Participation in the program allowed me to interact or make connections with my colleagues.

*Levels of Agreement:*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

<b>Connections with Colleagues</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Faculty of Color (n = 21)	48%	52%	0%	0%	0%
White Faculty (n = 13)	46%	38%	15%	0%	0%
Overall (n = 34)	47%	47%	6%	0%	0%

**Table B25.** The connections I made in the program were influential on my own development.

*Levels of Agreement:*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

<b>Development</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Faculty of Color (n = 21)	43%	48%	10%	0%	0%
White Faculty (n = 13)	54%	31%	8%	0%	8%
Overall (n = 34)	47%	41%	9%	3%	0%

**Table B26.** As a participant in the program, I felt like a part of a community of practice.

*Levels of Agreement:*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

<b>Community of Practice</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Faculty of Color (n = 21)	52%	43%	5%	0%	0%
White Faculty (n = 13)	54%	46%	0%	0%	0%
Overall (n = 34)	53%	44%	3%	0%	0%

**Table B27.** How effective have the following program supports been for the implementation of your antiracist classroom practices?

*Levels of effectiveness:*

- A = Very effective
- B = Somewhat effective
- C = Somewhat ineffective
- D = Not at all effective

<b>Supports (n = 34)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Coaches	65%	21%	15%	0%
Peer group support and check-ins	65%	24%	6%	6%
Monthly webinars	73%	21%	3%	3%
Office hours on OER support	48%	29%	6%	16%
Hearing about the experiences of other participants	85%	12%	0%	3%
Continued access to the online course	76%	24%	0%	0%

**Table B28.** If the program were offered again, how likely would you be to recommend this program to your colleagues?

<b>Recommend Program</b>	<b>Percent (n = 34)</b>
Very likely	79%
Somewhat likely	12%
Not sure	9%
Somewhat not likely	0%
Not likely at all	0%

**Table B29.** Did you experience pushback on your antiracist teaching practices or participation in OFAR from others?

<b>Pushback</b>	<b>Percent (n = 34)</b>
Yes	15%
No	85%

**Table B30.** From whom did you experience pushback on your antiracist teaching practices or participation in OFAR?

<b>Source of Pushback</b>	<b>Percent (n = 4)</b>
Fellow faculty	25%
College administrators or staff	100%
Students	100%
Community members	0%

*Notes:* Percentages may not add up to 100% because respondents could check all that apply.

# Appendix C: Faculty Interviews

## Methods

Eight interviews were completed in late spring 2025 with a sample of faculty participants who volunteered to participate in the interviews. Of the eight, five identified as women and three as men. Four faculty identified as White, and four identified as people of color.

The purpose of the interviews was to delve deeper into faculty participants' experiences with the OFAR program and learn about the specific ways the OFAR program supported their classroom learning environment and what suggestions, if any, faculty had for improving the OFAR program for future participants.

## 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 who 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?
- What lessons (successes and opportunities) did we learn from the team leads about the usefulness of this role and or ways to better support team leads.
- What connections do teams have with others at their institutions? With administrators. Do these connections help amplify the lessons and dissemination of anti-racist and open pedagogy on their campuses and beyond?

## Interview Prompts

Let me start by asking...

1. What is your discipline, and how long have you been at your college?
2. What drew you to the OFAR program, and what were you hoping to gain from it?
3. Thinking about your overall experience in the OFAR program, including the online course, workshops, webinars, un-webinars, coaching, and group discussions, what aspects of the program stood out to you the most?
  - a. What parts felt most meaningful or transformative for your teaching and learning?
  - b. What did you enjoy or appreciate the most? What felt less engaging or useful?
  - c. Were there any elements of the program that surprised you or that you found particularly challenging?

Thanks for sharing that overview of your experience. Now, I'd like to shift focus to a few specific parts of the program—

4. The webinars you attended were designed to help you search for and remix OER, understand open licenses, and build a decolonized, equity-focused syllabus. How did these webinars support your efforts to implement antiracist pedagogy in your course?
  - a. What tools, concepts, or resources from the webinars felt most useful to you, and why?
  - b. Were there any that felt less relevant or applicable?
  - c. In what ways, if any, could the content or format of the webinars have been improved to better meet your learning needs?
5. As part of the program, faculty were required to develop an Antiracist Pedagogy Action Plan. How was the process of developing and implementing your plan?
  - a. In what ways did your final implementation align—or not align—with your original goal?
  - b. Was your action plan overly ambitious? If yes, what helped you set realistic, achievable short-term goals?
  - c. Looking back, what kinds of support, examples, or structures might have helped you move more effectively from planning to implementation?

Now let's shift to the collaborative aspects of the program...

6. How did the OFAR team cohort model influence your learning and engagement, if at all?
7. Coaching is a key component of the OFAR program. How did coaching support you—and your team—in developing and implementing your action plans?
  - a. Were there specific insights or perspectives offered by your coach that influenced your thinking or practice?

- b. Were there any aspects of the coaching process that could be improved to better support your learning?

Now I'd like to hear more about how you brought your learning into the classroom...

8. Tell me about the course you chose to focus on. What kinds of changes did you make as a result of your learning in OFAR?
9. How did your teaching philosophy or approach shift as a result of your participation in OFAR? Can you describe how your approach to teaching evolved?
10. What supported your implementation process? Were there specific tools, people, or experiences that helped you move forward?
11. 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 with in the openly licensed content.
12. Open pedagogy offers several ways to include student voices. How did you engage students in the creation of learning materials, if at all? Of the things you tried, what worked? What didn't?
13. What benefits or impacts to student learning did you observe that you could attribute to your curriculum redesign? For example, was there improvement in how students connected with the content or with their peers?
14. 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 what specific activities or resources appeared to influence that connection.

Looking ahead...

15. Of the various activities or resources, you incorporated into your teaching practices, which ones will you continue using, and why?
16. Are there any activities or resources you plan to stop using? If so, why?

17. The OFAR program encourages participants to share their work with others at their college and beyond. Can you share examples of how you've shared your OFAR learning—such as assignments, practices, or presentations?
18. How do you anticipate your participation in OFAR will influence your involvement in DEI/equity or OER/ZTC committees, grants, or initiatives at your college?
19. What advice would you give to the OFAR program coordinators to help improve the experience for future participants?
20. Is there anything else you'd like to add that didn't emerge through the questions I asked?

# Appendix D: Administrator Survey Results

## Methods

College team leads sent online surveys to administrators at their colleges in late spring 2025 to understand how administrators engaged with and supported faculty participants in the OFAR program. In total, eight administrators from six of the eight participating colleges completed the survey.

## Results

**Table D1.** Respondents by College

College	Percent (n = 8)
Chaffey College	13%
Cosumnes River College	13%
Golden West College	25%
Palomar College	25%
Pasadena City College	13%
San Joaquin Delta College	13%

**Table D2.** Position of the Respondents

Position	Percent (n = 8)
Chief Diversity Officer	13%
Dean	50%
President	13%
Vice President	25%

**Table D3.** How did you initially hear about the OFAR program?

Source	Percent (n = 8)
Faculty interested in participating	63%
Professional development lead	13%
Peer from another college	0%
Email communication	13%
Saw a presentation about the program	0%
Former participant	13%

Note: Percentages may not add up to 100% because respondents could check all that apply.

**Table D4.** Select your level of agreement with the following statements:

Levels of Agreement:

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

Statements about Institutional Support (n = 8)	A	B	C	D	E
I was actively engaged with my college's OFAR cohort	0%	50%	50%	0%	0%
I provided support to the OFAR cohort when needed	17%	83%	0%	0%	0%
There was support for the OFAR program among college leadership	67%	33%	0%	0%	0%
OFAR trainings are in alignment with my college's current professional development activities	83%	17%	0%	0%	0%
There are discussions about participating in the program in the future	33%	67%	0%	0%	0%
Overall, the OFAR program aligns with institutional goals and planning	83%	17%	0%	0%	0%

**Table D5.** 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 = 6)
Yes	100%
No	0%

**Table D6.** Which of the following has your college provided to faculty participating in the OFAR program?

<b>Provided to Faculty</b>	<b>Percent (n = 6)</b>
Release time	0%
Credit for required professional development hours (e.g., Flex Day)	17%
Additional training or professional development on similar topics covered OFAR	17%
Use of college facilities or equipment	67%
Administrative support	83%
Opportunities to share the experience with division/department faculty	100%
Opportunities to share the experience with a college-wide audience	83%
Recognition by college leadership (announcement/communication to campus, etc.)	67%
Other	17%

*Note:* Percentages may not add up to 100% because respondents could check all that apply. “Other” includes a stipend.

**Table D7.** Are there plans to support college faculty with antiracist professional development and learning efforts?

<b>Planned Faculty Support for Antiracist Professional Development</b>	<b>Percent (n = 6)</b>
Yes	83%
No	0%
Unsure	17%

# Appendix E: Student Survey Results

## Methods

Online student surveys were administered to students enrolled in classes taught by the OFAR faculty participants in spring 2025 to understand their learning experiences in those classrooms. Students from all eight colleges completed at least part of the survey, for a total of 256 students.

## Results

**Table E1.** Respondents by College

College	Percent (n = 256)
Chaffey College	5%
Cosumnes River College	33%
Golden West College	13%
Hartnell College	2%
Laney College	11%
Palomar College	10%
Pasadena College	20%
San Joaquin Delta College	6%

**Table E2.** Please select the modality this class is being taught in.

Modality	Percent (n = 256)
Online, mostly live with Zoom class sessions	5%
Online, with little or no live Zoom class sessions	22%
A hybrid approach with online and in-person class sessions	8%
Fully in-person class sessions	66%

**Table E3.** In general, how often do you buy the required textbook(s) for your classes?

<b>Buy Required Textbooks</b>	<b>Percent (n = 253)</b>
Always	19%
Often	10%
About half the time	17%
Rarely	21%
Never	34%

**Table E4.** Did you spend any money on textbooks and required course materials (including online access codes) for this course?

<b>Spent Money on Textbooks/Materials</b>	<b>Percent (n = 253)</b>
Yes	22%
No	78%

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

<b>Amount Spent on Textbooks/Materials</b>	<b>Percent (n = 55)</b>
\$100 or less	35%
\$101 - \$200	11%
\$201 - \$300	9%
\$301 - \$400	9%
\$401 - \$500	7%
More than \$500	29%

*Note:* Total reflects only students who replied “Yes” to previous question in Table E4.

**Table E6.** Does your class use open educational resources (OER)–free, readily available, downloadable textbooks and course learning materials?

<b>Class Uses OER</b>	<b>Percent (n = 55)</b>
Yes	56%
No	44%

*Note:* Total reflects only students who replied “Yes” to question in Table E4.

**Table E7.** Indicate the reason(s) you did NOT spend any money on textbook(s) and/or required course materials for this course?

<b>Reasons for Not Spending Money on Textbooks/Materials</b>	<b>Percent (n = 194)</b>
The instructor directed us to textbooks that were online and free	75%
I borrowed someone else's textbooks	1%
I used library copies	7%
I couldn't afford to purchase the textbooks	2%
The textbooks were sold out	0%
No textbooks or course materials were required	38%
Other	4%

*Note:* Percentages may not add up to 100% because respondents could check all that apply. "Other" options included textbook vouchers and financial aid. Responses in this table include only those who marked "No" in Table E4.

**Table E8.** How often did you use the textbook(s) and/or required course materials for this course during the term?

<b>Usage Rate of Textbooks/Materials</b>	<b>Percent (n = 247)</b>
Daily	16%
2-3 Times a Week	37%
2-3 Times a Month	11%
2-3 Times a Term	7%
Never	30%

**Table E9.** How would you rate the quality of the textbook(s) and/or required course materials used for this course?

<b>Textbook Quality</b>	<b>Percent (n = 235)</b>
BETTER than the quality of the textbooks in my other courses	37%
ABOUT THE SAME as the quality of the textbooks in my other courses	62%
WORSE than the quality of the textbooks in my other courses	1%

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

*Frequency:*

A = Almost always

B = Often

C = Sometimes

D = Rarely

E = Never

<b>Comparisons (n = 224)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
The instructor gives as much attention to my questions as to other students.	79%	16%	4%	1%	0%
I get the same amount of help from the instructor as other students.	77%	14%	6%	3%	0%
My thoughts and ideas are valued the same as other students in this class.	78%	14%	6%	1%	0%
I am treated the same as other students in this class.	80%	14%	4%	2%	0%
I receive the same encouragement from the instructor as other students.	78%	17%	4%	1%	0%
I get the same opportunity to contribute to class discussions as other students.	82%	15%	2%	0%	0%
My work receives as much praise as other students' work.	74%	16%	8%	2%	0%
I get the same opportunity to answer questions as other students.	82%	14%	3%	1%	0%

**Table E11.** Compare this class to other classes you have taken with respect to the following:

*Frequency:*

- A = Almost always
- B = Often
- C = Sometimes
- D = Rarely
- E = Never

<b>Comparisons (n = 222)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Provided opportunities for me to provide my own perspectives and experiences to the coursework.	74%	20%	5%	1%	0%
Examined the history of the discipline—how knowledge for the discipline was defined and accepted and whose voices the discipline represents.	61%	22%	13%	3%	2%
Encouraged me to explore and discuss my racial identity and its social positioning.	51%	16%	13%	6%	13%
Used classroom content to identify and challenge biases on an individual and societal level.	51%	25%	10%	8%	6%
Tapped into my cultural and racial identity to make the learning more meaningful.	48%	15%	15%	9%	13%

**Table E12.** Indicate your level of agreement with the following statements about your class:

*Levels of agreement:*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

<b>Engagement Opportunities (n = 220)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
There were opportunities for all students to express opinions in this class.	79%	18%	2%	0%	0%
I felt comfortable participating in the course discussions.	67%	28%	3%	2%	0%
I feel comfortable disagreeing with others.	57%	33%	5%	0%	5%
I felt that my point of view was acknowledged by other course participants.	61%	33%	3%	1%	1%
Overall, class discussions were valuable in helping me appreciate different perspectives.	70%	24%	3%	0%	2%

**Table E13.** What differences, if any, have you observed in your level of engagement in your learning compared to other classes?

Engagement Level	Percent (n = 208)
I feel more actively engaged in this class than in other classes.	49%
I feel slightly more engaged in this class than in other classes.	31%
I feel little to no difference in engagement between this class and other classes.	13%
I feel less engaged in this class than in other classes.	7%

**Table E14.** Indicate your level of agreement with the following statements about your instructor:

*Levels of agreement*

- A = Strongly agree
- B = Agree
- C = Disagree
- D = Strongly disagree
- E = Not applicable

Statements (n = 208)	A	B	C	D	E
The instructor encouraged course participants to explore new concepts in this course.	76%	23%	0%	0%	1%
The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.	66%	28%	3%	0%	3%
The instructor helped to keep course participants engaged and participating in productive dialogue.	69%	26%	4%	0%	1%
The instructor helped to focus discussion on relevant issues in a way that helped me to learn.	70%	24%	5%	0%	0%
Overall, the instructor helped develop a sense of community among students in the class.	71%	22%	3%	1%	3%

**Table E15.** Respondents by Gender

Gender	Percent (n = 204)
Female	57%
Male	37%
Nonbinary	2%
Decline to state	4%

*Note:* Percentages may not add up to 100% because respondents could check all that apply.

**Table E16.** Respondents by Sexual Orientation

<b>Sexual Orientation</b>	<b>Percent (n = 204)</b>
Straight/heterosexual	75%
Bisexual	11%
Decline to state	8%
Gay or lesbian/homosexual	6%
Other	1%

Note: Percentages may not add up to 100% because respondents could check all that apply.

**Table E17.** Respondents by Transgender Identity

<b>Transgender</b>	<b>Percent (n = 203)</b>
Yes	2%
No	95%
Decline to state	3%

**Table E18.** Respondents by Race/Ethnicity

<b>Race/Ethnicity</b>	<b>Percent (n = 204)</b>
African American/Black	11%
Alaska Native/Native American	0%
Asian - South	4%
Asian - Southeast	12%
Asian - East	11%
Hispanic/Latine	37%
Middle Eastern or North African	2%
Native Hawaiian or Other Pacific Islander	1%
White	25%
Decline to state	7%
Other	4%

Note: Percentages may not add up to 100% because respondents could check all that apply.

**Table E19.** Respondents by First-Generation Status

<b>First to Attend College</b>	<b>Percent (n = 203)</b>
Yes	33%
No	62%
Decline to state	5%

# Appendix F: Course Outcomes of Faculty Participants

## Methods

Student administrative data for courses taught by faculty participants in the OFAR program were requested and collected from the institutional research offices at the participating colleges. Data were requested for all enrollments between 2021–2022 and 2024–2025 for faculty participants to assess whether any changes in outcomes were noticeable after participation in the program. Data were requested only for the same courses for which faculty intended to implement OFAR activities in spring 2025. Only spring data are included in the data tables below. To maintain the privacy of the faculty participating in the program, colleges are de-identified in the tables below.

## Results

**Table F1.** Faculty, Section, and Enrollment Counts by College (Spring Terms 2022-2025)

College	Faculty Count	Section Count	Enrollment Count
College A	4	16	1,125
College B	5	32	1,281
College C	2	4	89
College D	5	16	424
College E	4	9	399
College F	5	38	1,372
College G	5	24	549
College H	5	29	911
<b>Total</b>	<b>35</b>	<b>168</b>	<b>6,150</b>

**Table F2.** Success Rates by College and Spring Term

College	Spring 2022	Spring 2023	Spring 2024	Spring 2025
College A	84%	85%	79%	85%
College B	77%	83%	81%	73%
College C	67%	90%	100%	93%
College D	54%	66%	72%	80%
College E	60%	60%	72%	79%
College F	73%	79%	76%	82%
College G	64%	61%	58%	73%
College H	64%	54%	67%	80%
<b>Total</b>	<b>70%</b>	<b>75%</b>	<b>74%</b>	<b>79%</b>

**Table F3.** Success Rates by Student Ethnicity

Ethnicity	Spring 2022	Spring 2023	Spring 2024	Spring 2025
American Indian/Alaska Native	**	**	**	85%
Asian	77%	80%	81%	84%
African American/Black	59%	77%	72%	78%
Filipino	82%	89%	83%	92%
Hispanic/Latine	68%	72%	72%	76%
Native Hawaiian/Pacific Islander	**	**	**	**
Two or More Races	75%	68%	79%	81%
Unreported	67%	90%	76%	77%
White	71%	72%	77%	83%
<b>Total</b>	<b>70%</b>	<b>75%</b>	<b>74%</b>	<b>79%</b>

Note. \*\*Fewer than 10 enrollments

**Table F4.** Success Rates by Student Gender

Gender	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Female	70%	75%	76%	79%
Male	71%	75%	73%	78%
Non-Binary	**	**	50%	36%
Unreported	71%	77%	73%	85%
<b>Total</b>	<b>70%</b>	<b>75%</b>	<b>74%</b>	<b>79%</b>

Note. \*\*Fewer than 10 enrollments

**Table F5.** Success Rates by Student Age Group

<b>Age Group</b>	<b>Spring 2022</b>	<b>Spring 2023</b>	<b>Spring 2024</b>	<b>Spring 2025</b>
19 and younger	80%	75%	78%	79%
20 to 24	65%	69%	71%	77%
25 to 29	67%	71%	65%	76%
30 to 39	46%	83%	76%	81%
40 and up	66%	90%	78%	83%
<b>Total</b>	<b>70%</b>	<b>75%</b>	<b>74%</b>	<b>79%</b>

**Table F6.** Success Rates by Student Financial Aid (FA) Status

<b>FA Recipient</b>	<b>Spring 2022</b>	<b>Spring 2023</b>	<b>Spring 2024</b>	<b>Spring 2025</b>
Yes	68%	72%	73%	77%
No	76%	79%	76%	80%
<b>Total</b>	<b>70%</b>	<b>75%</b>	<b>74%</b>	<b>79%</b>

# The Research and Planning Group for California Community Colleges

The Research and Planning Group for California Community Colleges (The RP Group) is a leader that supports equitable outcomes for minoritized and marginalized students through race-conscious, equity-minded research, planning, and professional development. We uplift student voices and empower researchers and planners to improve institutional effectiveness by dismantling systemic barriers and injustices.

## Project Team

Alyssa Nguyen, Senior Director of Research & Evaluation

Ileri Valenzuela, Senior Researcher and Director, Leading from the Middle

Daniel Javier Berumen, Researcher

For more information about this evaluation and access to reports for previous OFAR cohorts, please see our [Evaluation Projects](#).