



HARTNELL COLLEGE

Student Success & Equity Committee

Agenda

11/2/20 • 3:30pm-5:00pm

ZOOM Meeting Room(password protected)

Item	Time	Facilitator
CALL TO ORDER & INTRODUCTIONS		
ACTION ITEMS		
1. Welcome 2. Approval of Agenda 3. Approval of 10/19/20 Minutes	10 minutes	Nina
INFORMATION/DISCUSSION/PRESENTATIONS		
1. Equity Rubric a. Curriculum Committee b. O & A	15 minutes	Guy Nina
2. What is the data for? What discussions will they focus? a. Is what Matt had good enough? plus Basic Needs 2017? b. What measures (e.g., Enrollment, Retention, Success) are you requesting? c. What demographic classifications would you like to be included? (Pell/nonPell, which Latino subgroups, etc...?) d. What questions would you like to answer with this data? (call to action goal?)	30 minutes	ALL
<i>Caution: we'll need to account for interactions and/or changes in the data. Students will change Educational goals on a term-by-term basis, which means that the reliability of this data is questionable when comparing trends over the long term - Matt</i>		
3. Research Tools to collect the data a. CCRC Analytics – i. This guide presents examples and instructions for data analyses colleges can conduct to better understand student enrollments and completions in particular programs. b. Irvine Valley College Dashboard – c. CUE Data Tools & NACCC (USC Alliance activities)- d. Others?	30 minutes	Nina Laurencia
OTHER ITEMS/BRIEF ANNOUNCEMENTS	5 minutes	ALL
1. Items not on the agenda		

ADJOURNMENT

HARTNELL COLLEGE VISION STATEMENT

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

HARTNELL COLLEGE MISSION STATEMENT

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

NEXT MEETING(S): Nov 16, 2020

A system wide review of law enforcement officers and first responder training and curriculum.	Campus leaders must host open dialogue and address campus climate	Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum	District Boards review and update your Equity plans with urgency	Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan	Join and engage in the Vision Resource Center "community Colleges for Change."
Summary Chart	Summary Chart	Summary Chart	Summary Chart	Summary Chart	Summary Chart

Item	1	2	3	4	5	6
Item 1	0	4	0	1	4	1
Item 2	2	2	0	1	2	3
Item 3	5	0	2	1	1	2
Item 4	2	4	3	0	0	2
Item 5	2	3	0	2	3	0
Item 6	2	2	1	3	1	2

n=11

Received the most high priority rankings (in blue)

SSEC Equity Statement

- We commit to provide a student-centered design of the college experience to ensure that every student receives what they need in a tailored pathway to successfully achieve their varied educational, career and personal goals.
- We will promote an anti-racism and anti-sexism agenda. We will raise awareness to the historical context of inequity and promote evaluation as well as reform of policies and practices that produce structural inequity.
- We pledge to work to correct other forms of systemic oppression against students based on race/ethnicity, gender identity and expression, sexuality, national origin, citizenship status, class, socioeconomic status, ability, language, religion, age, physical appearance, intersections of these identities, and others not yet identified.

Equity:

- refers to achieving parity in student educational outcomes, regardless of race and ethnicity, and beyond issues of access.

Equity-mindedness:

- practitioners call attention to patterns of inequity in student outcomes
- practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices

Equity Awareness:

- practitioners are aware that underperforming students have been underserved with inadequate resources that limited their success.
- practitioners are race-conscious and aware of the social and historical context of exclusionary

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practices in American higher education;

Equity-minded teaching and learning practices:

- Requires providing more resources and support to students who have not historically received it. ○ Rather than attribute inequities in outcomes to student deficits, the focus is on interpreting inequitable outcomes as a signal that practices are not working as intended. ○ Rather than focusing on “fixing” the students, the focus is on assessing and changing institutional practices, policies, culture, and routines that have produced inequitable outcomes. ○ attention is focused on designing and adopting pedagogy, curriculum, language, roles, routines, and symbols that foster equity as the norm.

COMMITTEE RESPONSIBILITIES, OUTCOMES AND PRODUCTS

- ◇ Develop and help implement activities designed to improve equity in learning methodologies, enrollment services, pathways, instructional support, student services, and follow-up services.
- ◇ Collaborate with other campus stakeholders to promote opportunities for student success/equity
- ◇ Create campus-wide professional development activities designed to improve equity in learning methodologies, enrollment services, pathways and support, student services, and follow-up services.
- ◇ Provide monthly reports for the Academic Senate and one or more governing council (at least once per semester) on activities and their effect on student success and equity.

MEMBERSHIP RESPONSIBILITY AND EXPECTATIONS FOR PARTICIPATING IN GOVERNANCE

- ◇ Members will set annual goals by the final meeting of each academic year.
- ◇ Members will facilitate and support equity awareness through professional development focused on equity minded teaching and learning practices among Hartnell faculty and share strategies, research and information with faculty across disciplines.
- ◇ Members will advance recommendations and help facilitate more equitable policies and strategies to increase student completion and efficiency, increase transfer to 4-year institutions and improve employment subsequent to training and completion.
- ◇ Members will address and make recommendations for student support needed at the college including equity minded teaching/learning practices and co-curricular programming designed to support course completion and success.

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