Institutional Self-Assessment for Equity

(Hosted by Student Success & Equity Committee)

Many people, many hours, many constituent groups participated in this Self-Assessment. The Self-Assessment was shared with all committee chairs and councils according to a list provided by Lucy Serrano. The Student Success and Equity committee (SSEC) reviewed the evidence and participated in a norming process to assess our status on the rubric provided by the California Guided Pathways Project.

The findings illustrate the colleges' commitment to equity and provide us opportunities for growth and courageous conversations on how to move this work forward. Although the findings may be uncomfortable it provides a baseline for our college-wide equity work. The committee believes that engaging in this type of reflective activity can be beneficial to the college, other councils and committees. This model can inform future qualitative self-assessments.

The SSEC engaged in a process to review the evidence provided by participating committees and councils. Below is the process which outlines norming of the rubric, criteria, and scale of adoption.

1. The committee engaged in a norming process by discussing the Equitable Practices (elements) and score. They applied the rubric and scale to assess Equitable Practice 1
2. In pairs, each group reviewed the evidence and discussed the potential score
   a. Discussion Questions:
      - Based on the evidence provided in the worksheet, provide an explanation of your score (Justify the score you gave)
      - What additional evidence would you need to move your current score up one level (for example, if you scored 3, what additional evidence would you need to move the 3 to a 4
3. After pair review, the committee discussed issues, misunderstandings and clarifications. The committee was instructed to not draw an conclusions until individual scores were collected and tabulated
4. Individually, each person submitted a score based on their group discussion and individual experience. Participants were encouraged to provide evidence and rationale for each score and element
5. Final scores were tabulated. Verified score accuracy and normalization using Cohen's kappa. Outliers and overall scores were discussed by the larger committee during the 5/3/2021 meeting
6. The committee met on 5/17/2021 to review individual responses to identify themes, summarize and provide final recommendations

Rubric

1- Practice is not present, and there is no discussion on its impact.
2- Practice is emerging, and we are discussing its role in the institution.
3- Practice is frequently mentioned; however, it is sporadically acted upon.
4- Practice is consistently mentioned and acted upon.
5- Practice is embedded within institutional actions and policy-making

Equitable Practice 1	Score
A clear definition of equity is widely shared, implemented, and used consistently at my institution.	2

Summary:

While there are many current efforts, this work has not been highlighted with accountability over any period of time. While it is emerging, it is not a frequent practice; no clear definition and there is little data to help the effort because it has been an "add on" and not the primary focus. It appears from the evidence presented that only a few groups on campus have a current plan for action or a way to measure their progress. A college plan is needed to make sure that all understand its importance to the mission and refocus values/work within committees/councils to have a coordinated approach. Overall, the evidence suggests some practices are in place by certain groups with an overall "Emerging" score.

Recommendations:

- Campuswide adoption of Student Success and Equity Committee definitions
- Encourage discussion focused on equity among other areas and stakeholders
- Continue to provide professional development opportunities focused on addressing the equity gap

Equitable Practice 2	Score
The institution distinguishes between racial, class, and gender equity.	1.72

Summary:

This element is emerginging because there is no campus discussion of how the college distinguishes between racial, class and gender equity. Previous measures were based on compliance. Data has been presented but additional implementation of the analysis is needed. Efforts in this area are viewed as something that someone else asks us about, but has not had the focus in internal discussions when presented. The evidence presented shows that several groups have recently taken a focused approach for better analysis but the practice is not widespread and if groups aren't asking the right questions and reviewing the relevant data, then these efforts are doomed to fail based on what is in the document. Overall, the evidence suggests practices need to be further evaluated and an overall "Not present and Emerging" score.

Recommendations:

- Normalize disaggregating data as a standard practice and identifying additional spaces to have further discussion about the data
- Name and define "equity gaps" in order to be used more frequently
- Consistent dialogue about racial, class and gender equity

Equitable Practice 3	Score
Student outcome data is disaggregated (by race/ethnicity, socio-economic status, gender, first generation) to inform institutional policies, practices, teaching, and support.	2.18

Summary:

There have been some efforts to analyze disaggregated data. However, at the moment the discussion about the data is limited and not easily accessible to the college community. As a result, the data is not being used to inform decision making that impacts students. Overall, the evidence suggests some practices are in place by certain groups with an overall "Emerging" score.

Recommendations:

- Improved access to disaggregated student outcomes data and training on how to use data to make informed decisions
- Analyze data to determine impact on teaching, learning, policies, and procedures & future implications of the results
- Adopt equity minded practices definition developed by the Student Success and Equity Committee and encourage adoption across campus

Equitable Practice 4	Score
Faculty, staff, and administrators at my institution proportionately reflect the historically marginalized population(s) on campus.	1.72

Summary:

Recent progress has been made in this area however faculty and administrator composition does not represent historically marginalized populations on campus. Changes in HR processes, increased stakeholder input in hiring, and reallocation of resources would need to occur in order to move this practice forward. Based on the evidence presented, this practice is currently "Not present", however we are moving towards "Emerging".

Recommendations:

- Increase the number of full time faculty from underrepresented groups by developing focused recruiting plan
- Review all job posting language to ensure diversity, equity and inclusion
- Develop processes and practices to ensure diversity and representation in hiring committees
- Formally involve the department in the recruitment/hiring process of faculty
- Provide more resources to increase Diversity, Equity and inclusion in hiring
- Increase stakeholder input through campus-wide discussions with HR and ensure that diverse constituents are included in governance structure and processes

Equitable Practice 5	Score
There is mandatory equity training for faculty, staff, and administration, annually.	2.18

Summary:

Responses indicate that there is limited evidence of institutional commitment to ensuring that faculty and staff have the opportunity to receive mandatory equity specific training. Faculty and staff need a shared understanding of the definitions and distinctions of diversity, equity, and inclusion.There is a need to move from being minimally compliant to full implementation of equity based practices through training and professional development. Based on the limited evidence provided of existing mandatory equity training, this practice is "Emerging".

Recommendations:

- Provide mandatory equity training for FT and PT faculty, staff, and administration that addresses unconscious bias, microaggressions, critical race theory, and social justice
- Ensure that all campus constituents understand basic distinctions of diversity, equity and inclusion
- Compile and share equity resources and training information for all campus stakeholders
- Finalize and share summary of the institutional self assessment
- Incorporate equity focused training into all convocation and student success conference activities
- Implement a formal onboarding process for staff should be developed to develop and foster an understanding and culture of equity

Equitable Practice 6	Score
The institution consistently and continually engages in a process of learning, disaggregating data, and questioning assumptions in terms of equity.	2.09

Summary:

Data collection and equity based practices and processes are developing, however it is not consistent or continual. New tools such as Flexit and an equity dashboard are being adopted and the college is undergoing a transition to Guided Pathways, however equity work is still done in pockets or isolation. Significant work and training needs to occur to move from learning how to be equity-minded to become an equity-practicing institution. Based on the evidence, this process is "Emerging"

Recommendations:

- Provide training in all facets of the college (hiring, classroom experiences, experiences with student services,etc.) to move from equity-minded to practicing/demonstrating equity
- Clearly define and show how equity work on campus is connected and can be used as a means to learn and grow from colleagues to aid in student success (sharing strategies across disciplines, departments, etc.)
- Standardized scheduling of data collection/analysis and training that can lead to review of student engagement/outcomes to create a more equitable experience
- Consider directing resources (finances) to compensating for PD in this area-- 'budgets communicate values." This could also lead to greater engagement from PT faculty as well

Equitable Practice 7	Score
There are established and consistent partnerships designed to strengthen the college pipeline for underserved students. These partnerships include K-12 schools, community colleges, and universities.	3

Summary:
While it is clear in the evidence that we have many involved with recruitment/access and outreach for some of our selected programs, they seem to be disjointed and lack focus on the underserved overall. Partnership events exist but they are not institutionalized ongoing relationships and again the connection to underserved students is not explicit. Furthermore, many of the programs do not have a dedicated, sustainable funding source and as such remain in danger of disappearing. Outreach to elementary, middle and highschool students is visible and the practice is consistently mentioned, but partnerships to strengthen the pipeline for underserved students are not clearly established. Overall, this is our highest scoring element because it is "acted upon, yet it appears unsustainable".

Recommendations:
- These intentions and goals need to be specifically mentioned in our strategic plan, vision, and mission so that they are acted upon on a greater scale
- Create programs that are part of an embedded practice modeled on existing promising practices
- Institutionalize consistent k-12, non traditional, & adult school partnerships with a clear connection to underserved students
- There is a need to institutionalize such partnerships with systemic integration and dedicated sustainable funding
- Create a clear focus on underserved populations beyond providing a tour of the campus and/or an orientation
- Create empathy and buy-in from all constituents to strengthen the pipeline (via testimonials?) for underserved students

Equitable Practice 8	Score
The institution ensures that all students, with a focus on students from historically marginalized populations, explore their educational and career options and understand the cost of their programs in higher education and the likely wages they will earn after completion.	2.36

Summary:
Some students are fortunate to complete a counseling course where they receive this information. Other students who have an association with a specialty program or cohort may have this knowledge mentioned in this equitable practice, but this experience is not consistent for all students. The online Hartnell orientation is a good start but not as effective as an instructor-led Hartnell experience. Many students are unaware of many educational details such as the cost of graduate school or that their continued education must be financed via student loans. Tools are currently being developed to provide better information to students and Guided Pathways are being designed, however, the evidence suggests these efforts are fragmented with an overall "Emerging" score.

Recommendations:
- Establish an Instructor-led individualized experience to address all areas of this element
- Create institutionalized fellowship and mentoring programs that ensure all students know their learning style, available resources and how to access them, and how to be successful in the online environment
- Tailor supports for students impacted by the carceral system and those who do not possess work authorization as a result of immigration status
- Consider creating an "Entrepreneurship" pathway for students from special populations to support aspirational realistic goals
- Engage students in this discussion and continue analyzing disaggregated data

Equitable Practice 9	Score
There is an annual assessment and report of the racial/ethnic participation in various academic programs (e.g., STEM, internships, honor programs, undergraduate research, etc.)	1.82

Summary:
There is little or no evidence that this practice occurs regularly or consistently. There is an overall discomfort among stakeholders with disaggregating race and ethnicity data by program area. Stakeholders need more training, information, and support in order to begin using data to improve student success and address equity gaps, and we need to ilmprove systems and processes for data collection, sharing, and analysis. Based on the evidence presented, this practice is currently "Not present", however we are moving towards "Emerging".

Recommendations:
- Increase comfort and trust among stakeholders by increasing training and provide information to stakeholders on importance and relevance of this practice
- Develop and improve tools and access to data (such as SSEC dashboard) and encourage widespread use and application of data dashboard and other tools to assess participation and outcomes
- Increase frequency and consistency of data collection, sharing, and analysis through development of systemwide timelines and processes
- Provide technical support in all instructional/non-instructional areas to identify and address equity gaps

Equitable Practice 10	Score
The institution views students as unique and acknowledges they learn differently. Therefore, it has established equitable practices and policies designed to accommodate the differences in the contexts of students' learning.	2.18

Summary:
While it is emerging, the evidence shown clearly demonstrates that this is far from a frequent practice. Practice is frequently mentioned, but not consistently. Only one area mentioned working with students to examine different learning styles. Current conversations seem to be focused on what strategies/environments work instead of the individuals themselves. This involves a mental shift of what teaching and learning are. In addition, it is challenging for all faculty to audit what happens in their own classroom, and much of what affects student success deals with issues outside of the classroom. Another observation is that Part-time faculty usually lack the level of training offered to full-time faculty. Overall, the evidence suggests some practices are in place by certain groups with an overall "Emerging" score.

Recommendations:
- As a learning organization it is our primary focus to help students/community learn how to be lifelong learners, it should be a part of every student's experience
- Focus on specific subgroups and how we can provide various options
- Offer more robust training and ongoing PD to Part-time faculty
- The DSPS department could hold workshops to aid faculty to accommodate the differences in student learning
- A mechanism needs to be in place for every student to select what best matches their needs
- Culture shift from deficit perspectives to asset based
- Need for increased understanding of how complex our student population
- Need for increased understanding of how challenging teaching a complex student population is
- Intentional focus on our non traditional students and 2nd year retention

Equitable Practice 11	Score
Culturally responsive pedagogy and practices are consistent throughout the student experience.	2.09

Summary:

This area has received a lot of attention and action lately but is still just emerging based on the evidence. With many conversations taking place in pockets across campus, and with plans to do more, we are in the planning stages. The Cultural Curriculum Audit is a solid beginning scheduled for this summer of 2021. Professional development is available annually at the Student Success conference and much is being done, however, what happens in the classroom isn't consistently addressed campus-wide. In the past, introduction to equity institutes was brought to Hartnell with emphasis on syllabi yet these efforts still seem to be on a small scale. Occasional action ensures these practices are present throughout some student experience. Overall, the evidence suggests some practices are in place by certain groups with an overall "Emerging" score.

Recommendations:

- Create a district-wide and senate led/supported adoption process for culturally responsive equity focused rubrics, syllabi, language and audits (10+1).
- Continue with and expand the Cultural Curriculum Audit with more participants
- Publicize and apply findings from the Cultural Curriculum Audit to increase cultural awareness and responsiveness
- Further develop the SSEC Equity Rubric with additional examples of excellence and encourage development and adoption of additional equity focused rubrics and audits
- Increase DEI focused professional development and provide paid training and collaboration opportunities for full-time and part-time faculty and staff
- Focus PD on cultural responsiveness and promote technical support for faculty who want to adopt more current teaching practices in support of this
- Consistently provide Equity Institute opportunities for professional growth and flex credit beyond the student success conference
- Establish policies to ensure equitable practices are present throughout all student experience, in and outside of the classroom.
- Diversify leadership, faculty & staff. Recruit, hire, and retain more faculty of color.