



HARTNELL COLLEGE

## Student Success & Equity Committee Agenda

5/17/21 • 3:30pm-5:00pm

[Zoom Link](#)

(password protected)

Item	Time	Facilitator
<b>CALL TO ORDER &amp; INTRODUCTIONS</b>		
<b>ACTION ITEMS</b>		
1. Welcome	5 minutes	Nina
2. Approval of Agenda		
3. Approval of 5/3/21 Minutes		
<b>INFORMATION/DISCUSSION/PRESENTATIONS</b>		
4. Institutional Self-Assessment		ALL
a. Cultural Curriculum Audit – Interest?	15 min	Nina
b. Summaries & Recommendations of Self-Assessment	45 min	Jay, Guy, Nina
i. Break into groups to work on individual summaries and recommendations on shared document.		
c. Strategic Plan Outcomes Presentation		
5. Links to Resources		
a. Summary of Institutional Self-Assessment		
b. 5/3/21 minutes		
	20 min	Matt
<b>OTHER ITEMS/BRIEF ANNOUNCEMENTS</b>	5 min	ALL
1. Items not on the agenda		
<b>ADJOURNMENT</b>		
<b>NEXT MEETING(S): September 20, 2021</b>		

### 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.

## **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 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.

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## 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.

Hi committee,

We have obtained funding for 10 people to participate in the Long Beach City College Cultural Curriculum Audit this summer and then create the course materials and modules for Hartnell version of the Cultural Curriculum Audit for January 2022.

Here is what the work will include:

- participating in the summer LBCC CCA where you select one of your courses and create:
  - Equitized Syllabus
  - Welcoming Home Page
  
  - New Canvas Content Page using DEIA concepts
  
  - New Transparent Assignment(s) using DEIA concepts
  - Active Learning Activities using DEIA concepts
  - Highlights Powerpoint to share with campus
  
  - Proposal for Course Outline Revision embedding DEIA
- working with the other 9 Hartnell participants during the fall to create
  - lessons, materials and modules for the Hartnell CCA
- co-leading (with the other Hartnell participants) the Hartnell CCA in January 2022

This is an exciting opportunity to become a leader in a new initiative at Hartnell!

The tentative dates are:

Session 1: June 21-July 7 with synchronous meetings MW 12-1:30.

Session 2: July 12-July 30 with synchronous meetings MW 12-1:30.

Participants would select one of these sessions. We should be receiving confirmation from LBCC soon. At this point the dates are tentative.

Compensation for this work will be:

\$1500.00 for attendance, participation, and completion of required work of the LBCC CCA.

\$2000.00 for the work of creating the lessons and Canvas modules for the Hartnell College version of the CCA.

\$2000 for facilitation of the January '22 course and revision of the course materials afterward.

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Please save the date and let me know of your interest in becoming a trainer for this activity. It is likely that a more formal letter of interest will be required, but at this point I want to get a feel for who is interested. Participants will also be recruited from Academic Senate, Outcomes and Assessment Committee, and the Student Success and Equity Committee. Thanks!

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