HARTNELL COMMUNITY COLLEGE DISTRICT
STUDENT SUCCESS AND EQUITY COMMITTEE (SSEC) HANDBOOK

VISION STATEMENT
Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.

MISSION STATEMENT
Focusing on the education and workforce development needs of communities in the Salinas Valley, Hartnell College strengthens communities by providing opportunities for students to reach career and/or academic goals (associate degrees, certificates of achievement, transfer to four-year institutions) in an environment committed to student learning, achievement and success.

VALUES STATEMENTS
◊ **Students First**
We believe the first question that should be asked when making decisions is "What impact will the decision have on student access, learning, development, achievement, leadership, and success?"

◊ **Academic and Service Excellence**
We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student.

◊ **Diversity, Equity, and Inclusion**
We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds.

◊ **Ethics and Integrity**
We commit to respect, civility, honesty, responsibility, and transparency in all actions and communications.

◊ **Alliances**
We develop strategic relationships within the college and community, locally and globally, that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve.

◊ **Leadership and Empowerment**
We commit to growing leaders through opportunity, engagement, and achievement.

◊ **Innovation**
Through collaboration, we seek and create new tools, techniques, programs, and processes to improve student learning, student achievement, and institutional effectiveness.

◊ **Stewardship of Resources**
We commit to effective utilization of human, physical, financial, and technological resources.

◊ **Health, Safety, and Security**
We commit to providing a healthy, safe, and secure environment for all students, employees, and visitors.

Hartnell College Vision Statement: Hartnell College students will be prepared to contribute as leaders to the intellectual, social, cultural, and economic vitality of our communities and the world.
Hartnell College Mission Statement: Focusing on the education and workforce development needs of communities in the Salinas Valley, Hartnell College strengthens communities by providing opportunities for students to reach career and/or academic goals (associate degrees, certificates of achievement, transfer to four-year institutions) in an environment committed to student learning, achievement and success.

SHARED VISION FOR STUDENT SUCCESS
Goal 1: Increase Student Completion
Goal 2: Increase Student Completion Efficiency
Goal 3: Increase Student Transfer to 4-Year Institutions
Goal 4: Improve Student Employment Subsequent to Training or Completion

MEMBERSHIP

◊   Chair: Faculty member elected by committee
◊   A minimum of nine faculty, preferable from a variety of disciplines and campuses (Library, STEM, Social & Behavioral Sciences, Counseling, Languages, Physical Education, Distance Education, CTE, Nursing)
◊   Part-time Faculty
◊   South County
◊   North County
◊   Alisal
◊   Director of Continuing Education
◊   Academic Follow-Up services Specialist or Early Support Program Rep
◊   Academic Senate representative
◊   Office of Veteran Services*
◊   DSPS Representative*
◊   Student Senate
◊   CSEA Representative*
◊   Dean of Languages, Learning Support & Resources
◊   Director of Academic Affairs, Student Academic Support or Representative
◊   Director of Student Affairs, Office of Equity Programs*
◊   Tutorial Services Coordinator*

Chair: Chair or co-chairs elected by the committee, responsible for planning, facilitating, and web site record keeping for the monthly meetings; reporting out to the Academic Senate and governance councils; and coordinating with the Professional Development Committee chair.

ADMINISTRATIVE SUPPORT
◊   Clerical support will be provided to this committee by the dean's administrative assistant or designee.
◊   The institutional research, administrative information systems, the business office, and financial information subcommittee will provide data and information in support of the committee.

PURPOSE
As a participatory governance committee, the goal of the Student Success and Equity Committee is to research and offer advice and direction to the Academic Senate on matters related to improving equity and student success at Hartnell College.

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.

FREQUENCY OF MEETINGS
This committee will meet twice a month on the first and third Monday.

DECISION MAKING PROTOCOL
Recommend action/approval: Robert's Rules of Order will be used to make recommendations. Fifty percent of the membership shall constitute a quorum.

COMMITTEE OPERATIONAL DEFINITIONS

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

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

◊   Equity Awareness:
- o   practitioners are aware that underperforming students have been underserved with inadequate resources that limited their success.
- o   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:
- o   Requires providing more resources and support to students who have not historically received it.
- o   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.
- o   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.
- o   attention is focused on designing and adopting pedagogy, curriculum, language, roles, routines, and symbols that foster equity as the norm.

Center for Urban Education. (n.d.) *Equity and student success.* University of Southern California. https://cue.usc.edu/about/equity/

Center for Urban Education. (n.d.) *Equity mindedness: What is equity mindedness?* University of Southern California.

   https://cue.usc.edu/about/equity/equity-mindedness/

Malcom-Piqueux, L., Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. *Peer Review: Committing to Equity and*

   Inclusive Excellence. Retrieved February 27, 2020, from https://www.aacu.org/peerreview/2017/Spring/Malcom-Piqueux

RECEIVES INFORMATION AND SUPPORT FROM
◊ The committee will receive assessment and impact data from the office of Institutional Research and Outcomes & Assessments committee for instructional departments, student services units, and administrative units
◊ Program Planning & Assessment (PPA), Information and Technology, governance councils, and grants managers
◊ Senates (Academic and Student)

MAKES RECOMMENDATIONS TO
◊ Academic Senate
◊ Student Senate
◊ SEAP Steering Committee
◊ Other Committees and Councils

AGENDAS
The chairs and/or co-chairs develop the agenda for SSEC meetings. Any individual (student or employee) who wants an item placed on the agenda must submit the item in writing to the chair and/or co-chairs.

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.