Institutional Self-Assessment for Equity

(Hosted by Student Success & Equity Committee)

Why?

1. "Elements of the Guided Pathways framework are all accomplished by influencing institutional change. However, this transformation cannot ignore the inequitable issues that face historically marginalized students—especially when they go unnamed."
2. The "Advancing Equity through Guided Pathways" series (from the National Center for Inquiry & Improvement) aims to foster critical campus conversations about how to close persistent gaps for historically marginalized students.
3. When beginning an institutional change movement, equity (e.g., racial, class, gender) must be addressed in concert with our efforts to shift student success.
4. To avoid unintended marginalization of students with institutional policies and practices we can assess our current practices.
5. A self-assessment will assist in locating our strengths and weaknesses

How?

This self-assessment is a companion resource from the Advancing Equity through Guided Pathways series to help institutions consider their own work to adopt equitable policies, programs, approaches, and processes as part of Guided Pathways implementation. Participating Committees and Councils are asked to:

- Review the equitable practices outlined in the self-assessment tool (left column in the table on next page)
- Reflect and take notes on your own reactions, instances of where you have seen these practices, and, where applicable, noticed they are absent but should be present (try to be brief, but descriptive)
- Each committee and council is asked to discuss these at an upcoming meeting and respond by the first weekend on April 4, 2021, with annotations in this document (right column in the table on the next page) If you need additional time please let me know.
- Utilize a different color for your committee and note the color here

Committee/Council Color Choice				
O&A-green				
Who is purple?				
Inquiry and Design Teams & College Redesign Steering (Implementation) Team (CReST)				
Academic Affairs Council	Maroon			
Accreditation				

Council				
Student Affairs Council	Blue			

Self-Assessment

Using your personal experience as a focus, please include examples, notes, or evidence for each of the following Equitable practices at Hartnell College. (try to be brief, but descriptive) <mark>Utilize a different color for your committee</mark>

Equitable Practices Described	Notes & Examples & Evidence at Hartnell College
A clear definition of equity is widely shared, implemented, and used consistently at my institution.	-SSEC developed an Equity Statement that was adopted by Faculty Senate.
The institution distinguishes between racial, class, and gender equity.	-Strategic plan mentions equity gaps and metrics -Discussions in committee meetings arise often
Student outcome data is disaggregated (by race/ethnicity, socio-economic status, gender, first generation) to inform institutional policies, practices, teaching, and support.	-The O&A committee in Fall 2020 adopted a new assessment plan for 2020-2023. As part of that plan, learning outcomes will now be broken out by Race/Ethnicity/Socio-Economic Status, Gender and First Generation as well as other demographic information by individual learning outcome. This data will begin to be available in Summer 2021 for all courses assessed in the Spring 2021. -Standard IB6n-nAccreditation Council records our activities in this area. -Starting in 2021-22 data will be provided to faculty in the instructional PPA.
Faculty, staff, and administrators at my institution proportionately reflect the historically marginalized population(s) on campus.	-While there has been an increase in the numbers regarding diverse racial representation in hiring, faculty and administration continues to have more white representation which is not reflected in the community's population. Staff is more accurately representative of the campus population. Standard IIIA
There is mandatory equity training for faculty, staff, and administration, annually.	-Online diversity training offered by Keenan. - Accreditation Council is interested in training to meet ACCJC standards, but we do not think it is currently mandatory for all faculty and staff.

The institution consistently and continually engages in a process of learning, disaggregating data, and questioning assumptions in terms of equity.	**-Data Dashboard in progress** -Flexit reports -Campus Orgs for defining affiliations and cohorts -PPA Process aligned with Outcomes assessment and Strategic Priorities Guided Pathways College Redesign adopted a framework that focused on the student journey that divided the universe of students into four groups based upon their journey at the institution: pre-enrolled, entering, continuing, and completing. In particular we were interested in continuing and completing students because historically these are students who have not equitably received services to ensure that they are moving forward productively with their studies and completing their students on a timely basis. Identifying and implementing meta-majors represents a fundamental shift in informing students of their core choice, the handling the exploratory group of programs differently, providing information upfront to students such as career information, and directing students to this information on easily accessible web pages. All of this was done because we questioned assumptions about what students are served at the college, recognizing the need to scale up to serve a much broader set of diverse student needs and thereby serve students more equitably across the board. We also challenged the assumption that some folks might have had, that in order to serve students equitably we need to do so by creating more and more boutique programs and services; the institution will never have sufficient resources to move in that direction.
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.	**-Established (needs to be more consistent) partnerships with regional education institutions. The College Transitions/Curriculum Institute tends to focus on Hartnell-HS service area schools and has potential to be more regional. Also, currently, CCAP dual enrollment is intended to engage historically underserved students in higher education. However, small in comparison to service area size**. -Hartnell College has established comprehensive partnerships with CSUMB to create seamless pathways for CSin3 and TPP. -Partnership with UC Santa Cruz through Transfer Partnership Program and STEM Internships **-Accreditation Council is working with college-wide initiatives to support underserved students through, Career and transfer (QFE #2, #3) and Guided Pathways (QFE #1), STEM partnerships, CSin3, Teacher Preparation Pathway, K-12 STEM Education, MAESTROS, Science and math micro-internships**
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	**-Counseling 23 touches on career development.** **-Will Guided Pathways embed this experience? (program pathways mapper)** -Salinas Valley Promise professional development workshops and industry mentors -Paid fellowship for students without work authorization (small pilot program)

their programs in higher education and the likely wages they will earn after completion.	-Service learning/experiential learning course All degrees and certificates have developed program maps that will be made available to all students via a web Program Mapper that provides user-friendly information about educational and career options, how much education is required for certain careers, and the likely wages they will earn after completion. Starting Fall 2021, this information will be available on the web site and also used when entering students are required to see a counselor and develop an ed plan prior to enrollment.
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.)	**-CCCCO requires annual report of CCAP-dual enrollment participation disaggregated by race & gender** **Annual reports to ACCJC record achievements, but not disaggregated.**
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.	**-Student Success Conference offers professional development for teaching & learning. Co-curricular programs such as Panther Learning Lab, Internships and student employment provide students with various learning experiences** **The Continuing Students Design web pages will allow students to pick meta-major activities that align with their preferred learning style and chosen career or transfer pathway.**
Culturally responsive pedagogy and practices are consistent throughout the student experience.	**- Task Force will recommend "tagging" courses in PAWS that have implemented culturally responsive pedagogy (using equity rubric & OEI)**