Comments from Discussion at the Student Equity and Success Meeting 3/25/19
Equity Considerations in Area 1-Mapping Pathways to Student End Goals:

- Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? Unanimously agreed it does not.
- How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? The website needs a major overhaul. It must be organized, accessible, mobile-friendly, multi-language. We need to ask students how they access the site, what they access, and what they want from website.
- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? No. More gainful employment information needs to be added. CSUF has a good site that links to important information. Nena Baldizon-Rios (EOPS) can provide a link. We can link to O-net, Career café, and others. Move this information "up front". Link it to program information. Right now this information is deeply buried in the site.

Equity Considerations in Area 2-Helping Students Choose and Enter a Program Pathway:

- Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? We do not assess this but we do have programs dedicated to serving specific groups (like EOPS, veterans services and more) that help support students from impacted groups.
- For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Yes to the first question. The second question needs work. Some of this work will be displayed during the next round of program review. We do not widely know what others are doing to improve their specific courses.
- Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? This we are trying to do and build upon. We do have courses at the feeder high schools and we now have people working actively on dual enrollment efforts.

Equity Considerations in Area 3-Keeping Students on Path:

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? We have special programs with embedded advisors and or counselors (EOPS, TRIO, Veterans services, CAMP)
- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? We have not assess this. The committee agree the question was worded negatively. We do have programs to actively support and encourage impacted groups (see above). Honors has explicitly started to recruit with a goal toward equity. We have upward bound math and science programs for high school students. The committee agreed we can probably still do better.

- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? The discussion was approaching the time limit. This question was not explicitly discussed.
- How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? The Hawk's nest, CalWorks, and other programs have these goals in mind.

Equity Considerations in Area 4-Ensuring that Students are Learning:
- How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? The discussion was approaching the time limit. This question was not explicitly discussed.
- As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? The discussion was approaching the time limit. This question was not explicitly discussed.
- What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? Hiring concerns and hiring committees in relation to equity are being discussed and this impacts classroom practices. More needs to be done in this area.
- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? Yes we are now doing this. The discussions have been a bit limited so far. This information probably needs to be publicized more and faculty need coaching as to how and what to do with the data.