



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

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### **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.

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**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.

## 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:

- 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.

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>

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