

Summary of Equity Themes – Pathway Navigation CoP (August 31, 2020)

Comprehensive Intake Themes
<ul style="list-style-type: none"> • Responding to student needs identified during intake process and implement subsequent referrals
<ul style="list-style-type: none"> • Language barriers; 1-2 dozen languages spoken but not enough staff that speak those languages; implementing assessments for ELL
<ul style="list-style-type: none"> • Questions on intake form not addressed as services currently offered (e.g., food is a need but no food services offered during COVID-19)
<ul style="list-style-type: none"> • Supporting student of color; targeting intake to disproportionately affected students What does “comprehensive” look like to different groups of students?
<ul style="list-style-type: none"> • Time/Timing; students obligated to work to support household
<ul style="list-style-type: none"> • Providing intake tools online; barriers to access and technology
Others to Explore
<ul style="list-style-type: none"> • Financial literacy and personal growth courses
<ul style="list-style-type: none"> • Pacing of modules; address students’ lack of time to complete them

Differentiated Orientation Themes
<ul style="list-style-type: none"> • Timing of synchronous events conflicts with work schedules or childcare needs, for example; some groups better served on weekends; difficult to serve all equally
<ul style="list-style-type: none"> • Language barriers
<ul style="list-style-type: none"> • Delivery method - online vs. face-to-face for disproportionately impacted students, ELL, 1st generation, and other groups <ul style="list-style-type: none"> ○ Online is English only; in person has several languages ○ First gen should include whole family
<ul style="list-style-type: none"> • Technology/access to Wi-Fi, hardware, space, need for privacy (cameras off)
<ul style="list-style-type: none"> • Prioritizing outreach; looking at data to understand gaps, greatest needs, and how to target outreach to groups of students
<ul style="list-style-type: none"> • System – simplify a process of orientation to better serve students; not too many steps (especially when remote)
<ul style="list-style-type: none"> • Needs of adult learners different than younger students (culture and integration)
Others to Explore
<ul style="list-style-type: none"> • Refer students to meta-majors <ul style="list-style-type: none"> ○ How to best refer students to faculty to explore meta-majors (success centers, success teams, counselors) ○ Language barriers; resources; referrals post orientation (related to career conversations)
<ul style="list-style-type: none"> • Credit for orientations; prioritizing various orientation events/steps in process

Career Before Education Planning Themes

- Disproportionately impacted groups – career options and opportunities; scheduling (drop-in vs. appointment)
- Cultural barriers to perceived career options; career exploration programs that reconcile self-image (race, culture, gender) and options available
- Technology tools (access, use, interpretation of results)
- Tracking students/implicit bias; provide professional learning to staff
- Age (adult professional vs. younger students)
- Understanding the assessment tools (language barriers, cultural interpretation, etc.)
- Robust WBL opportunities – not available equally to students (internships, job shadow)

Others to Explore

- Transfer students - addressing career earlier and opportunities for transfer or completion at CC
- Faculty representative of student population (hiring practices)
- Incarcerated student opportunities
- 21st Century Skills