

## Becoming Hispanic Serving Institutions-

Share out by Erin Delaney & slides by Hernan Ramirez

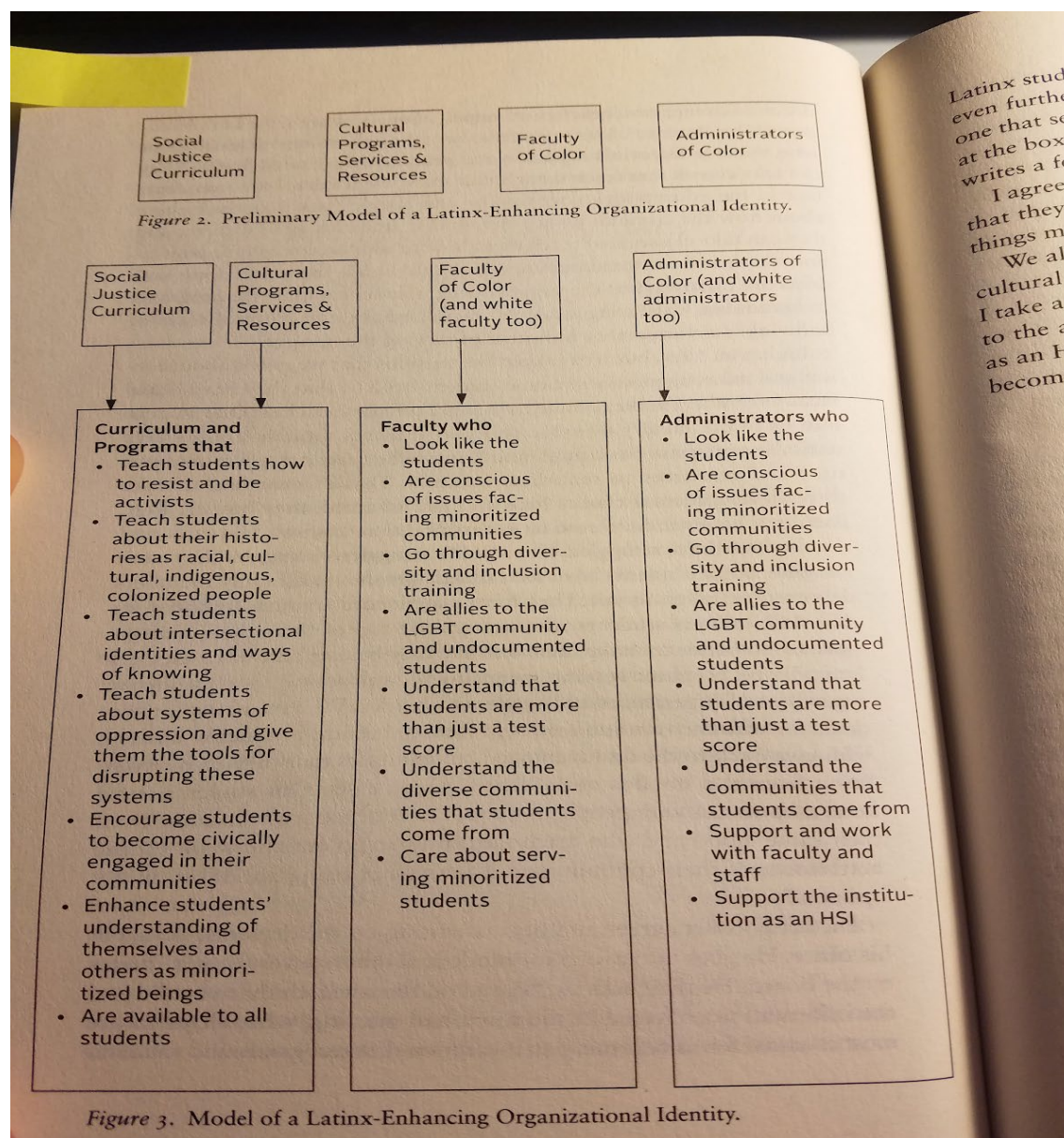
- Reading group was formed in Fall 2019 - Becoming Hispanic Serving Institutions – by Dr. Gina Ann Garcia.
- What does it mean to be Hispanic Serving Institution? Federal government definition is non-profit degree granted college that enrolls at least 25% Latinx students. College of the Canyons is classified as an HSI institution.
- Author is doing a case study of 3 diff HSI in Chicago area- all are 4-year institutions all in different categories: Public, private, medium/small sized college, one has over 80% Latinx students, one has less than 30% Latinx student.
- HSI's are racialized institutions (they have a racial identity attached to them) and are often compared to racially white institutions- evaluated for effectiveness within the system. These are the numbers we often use to measure success rates, retention rates and graduation.
- She points out that Hispanic Serving Institution serves as a racial designation as well.
- We need to be able to hit great outcomes: equitable graduation rates and success retention.
- We need to provide culturally enhancing educational experience.
- What does minoritize mean? When a student does not belong to a minority group but is treated as a minority.

### Typology of HSI Organizational Identities

TYPOLOGY OF HISPANIC-SERVING INSTITUTION ORGANIZATIONAL IDENTITIES			
<i>Organizational Outcomes for Latinxs</i>	High	LATINX-PRODUCING	LATINX-SERVING
	Low	LATINX-ENROLLING	LATINX-ENHANCING
		Low	High
<i>Organizational Culture Reflects Latinxs</i>			

- Does the curriculum fit the student needs?
- Can the students find Latinx faculty, counselors and administrators?
- Latinx Enrolling = the students are enrolled but not getting anything out of college experience.
- Latinx Producing = the students are meeting their goals
- Latinx Enhancing = the students may not meet the success rates but they are getting a good cultural experience.
- Latinx Serving = the students are getting both success rates and culturally enhanced by the experiences.

Suggestions for how an institution can be Latinx-enhancing (image below)



Data showing demographics of College of the Canyons, showing increase of Latinx students

**How has the ethnic composition of the student body changed over time?**

*The table below shows a dramatic change since the College was formed. The most striking changes are the increases in Latinx students and decrease in the proportion of white students. The Latinx population represents nearly half of the student population compared to about one-third of the White population.*

Table 2. College of the Canyons Ethnic Composition of Students

Ethnicity	1970*	1980*	1990	2000	2018
Asian/Pacific Islander	*	*	4%	5%	7%
African American	2%	2%	2%	4%	5%
Filipinx	*	*	2%	3%	4%
Latinx	5%	10%	11%	19%	48%
Native American	*	*	1%	1%	<1%
Other/Two or more races**	1%	7%	2%	6%	2%
Unknown/Declined to state	*	*	0%	7%	3%
White	92%	81%	79%	56%	30%
Total Enrollment	1141	3,589	6,502	10,891	20,914

\*Asian/Pac. Isle, Filipinx, Native American and Unknown not reported as separate groups during these periods. \*\*Moved to Two or More Race classification in 2008. Source: College of the Canyons Fact Book

## EMP Digital Equity Walk Exercise: Findings by Department/Area

October 28, 2020; 3:00pm-5:00pm

### Admissions and Records

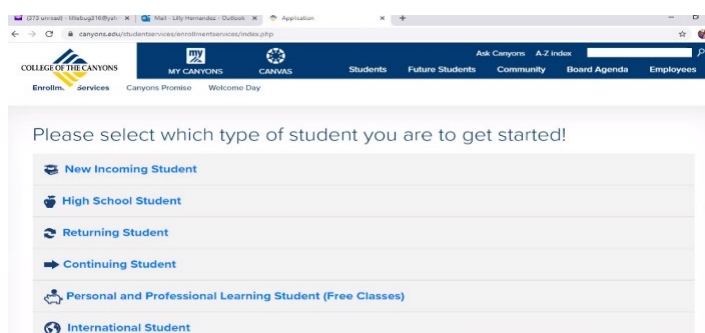
#### Highlights

- Apply button is good!
- My canyons → account to find registration time.
- If a brand new student you would need to Apply first (for future students to see the steps to get started).

#### Challenges

Student example - Jessie is a Latina student navigating on her cell phone.

- “Returning Students” = “have not” is confusing. Can this be reworked?
- Winter/Summer - does the online verbiage change as the academic year progresses?
- Enrolling is hard for students. Can the language change?
- “Registration” feels like a vocabulary word that is useful to college insiders. A student who is brand new to us might need a different term. Not going to lie--the distinction between apply, register, and enroll is a little hazy for me.
- 6 clicks for a brand-new student to go from home page to the CCC application (assuming they click the right link each time)
- Initial for finding programs is going to the catalog. Concerns that using the catalog might take too much time.
- Vocabulary: Definitions



- Finding degree information--we were looking at English as a sample and found info on GEs, not English degrees. Erin will bring feedback back to the dept.

## Suggestions

- Is there a possibility to modify online programming on the application website to be more survey logic based? Perhaps create a tree?
- Celebration for returning students. Program confetti???? :)
- Add language that reflects “at COC.”
- On the Continuing Student tab, bold “Summer and Winter sessions do not count.”
- Add language indicating a new window will open near “online registration” - pass through page?
- “Applications will be processed within 48 hours.”—perhaps include a communication that the student should return to the next step after 48 hours (i.e. enroll)
- Flow charts or charts...giving the students direction.
- Bullets not paragraphs
- Adding definitions regarding student type definitions
- Clarifying of Registering vs. Applying etc. terminology is actually tricky.
- Finding degree program related information going straight to the catalog is the go-to but when using the search bar and searching a particular “program + degree” not all areas have built out their courses/course offerings and sequences etc.

## **Financial Aid**

### Highlights

- How to find Financial Aid
  - Run a search for FAFSA
  - First search result is FAFSA Information and Tips (very helpful guide)
  - Go to FAFSA website and start the application
- How to check Financial Aid status?
  - Go to MyCanyons, follow link
- How to find the dates for FAFSA?
  - External website.
- Where do you find the form to turn into the college if your parents didn’t file taxes?
  - Email or call Financial Aid office for help, then email them the document

## **Student Services**

### Highlights

- How to find what classes you could take?
  - MyCanyons, find the MAP
- If you've never heard of MAP, where would you look
  - Click all the links in MyCanyons
- What if you don't even have MyCanyons yet?
  - Click on Students, Catalog link is at the bottom
- What if you have a friend who is about to get kicked out of their home? How do you help?
  - Email the Wellness Center and they will help you find programs
- How to find a counselor
  - Go to students and scroll down to counseling (Note: should be higher up on website since it's important)

## **The Learning Center (TLC)**

### Highlights

- If you're struggling in school, where could you go for help?
  - Tutoring at TLC, click on the link at the bottom of the Students page
- What do you do if you can't get into Canvas and you have a paper due right now?
  - Talk to my teacher

### Challenges

- Safari: Zoom may not be supported in your browser.
- TLC schedule link – Remote Writing Tutoring Might help if it says Click here. Or is underlined.
- Links to ZTC textbooks does not take students to the OpenStax page for astronomy. May be confusing with regards to alternate resources.

### Suggestions

- Can add a click here phrase for Remote writing and tutoring.
- Phone numbers for Adjuncts doesn't make full sense. Multiple adjuncts in 1 office with 1 phone number.
- Check on Link in search for sections about Online Letter. Won't open in Ipad.
- Can we create links in Subjects for alternative book locations like Open Stax

What can you/your department do *today* to make changes to support students in navigating the website?

<https://www.canyons.edu/academics/onlineeducation/ztc/textbooks.php>

Would be nice to put in a couple lines that helps them know there are alternative resources that may hold their OER books. Link back to Orientation letter Welcome letter which has the specific links for the appropriate resources.

“If you do not see your course listed below, your professor may be using an alternate source. Please review your sections orientation/welcome letter or syllabus.”

## **Information Technology**

### Highlights

- Informative to see a student try to navigate our main website. Finding out how a student who is fairly tech savvy explains how he would change his password for Canvas and email, as well as navigating our website for events, program information, and financial aid.
- This student checks his email for info.

### Challenges

- The design of our website is not easy to use/navigate.
- MyCanyons is not being used as an information resource.
- Students used bookmarks as it was a pain to find resources such as links to email or to change passwords.

### Suggestions

- Website design should be more student focused and designed to easily navigate to resources. Students used CSUN’s website as an example.

What can you/your department do *today* to make changes to support students in navigating the website?

- Survey students to gain feedback and insight on website design deficiencies. Use that info to propose template design changes to the Web Committee and PIO.
- See if it is possible to utilize CanyonsM as a portal for non-mobile users.