

Digital Equity Walk

Citali Gonzales

Guided Pathways Counselor &
GP Committee Tri-Chair
Compton College

Dra. Raquel Michel-Jackson

Guided Pathways Counselor,
Social Sciences & Early College
Compton College

Dr. Miguel Powers

Professor, English, Guided
Pathways CoChair, Mindful
Growth Co-Chair
Fullerton College

Dra. Naomi Castro

Senior Director
Career Ladders Project



Agenda

- What is an Equity Walk?
- Collaboration and Connection
- Digital Equity Walk Overview
- What We Learned
- Q&A

What is an Equity Walk?



What is an Equity Walk?

Equity Walk participants receive a student profile and experience the campus from that student's perspective.

This uncovers the messages our physical/digital spaces and campus processes convey to our students and how these might affect their ability to succeed.

Participants collaborate on steps to better serve the needs of all students.



DEBRIEF POSTERS

Rosemary V.

CONCERNS

- Detour signs for construction area
- Student restroom access in 600 Building
- Larger Department signs
- Having to lower ones voice when first being greeted in the Academic Support Center
- Lack of student info. when walking around campus
- Lack of seating in Financial Aid Building
- Not enough parking
- Lack of lounge areas for students
- Not enough elevators
- connect resources in Academic Support Center
- Not inviting (Financial Aid)

SHOUTOUTS

- Student Activities center
 - informative
 - inviting
 - helps students get connected
- Financial Aid
 - Kiosk (technology)
 - spanish version of flyers
- Transfer Center
 - Informative
 - easy step by step process

possible solutions

ROSEMARY V.

Areas of concern:

- signs
 - ↳ INFO CLARITY
 - ↳ LOCATION
- Parking - Where?
 - ↳ 2000 bldg - Parking Permit machine
- Restrooms - handicap accessibility
 - ↳ 2000 bld + FA building
- departments
 - ↳ entering bldg.
- resources & info
 - ↳ too many pamphlets - not ALOT of clarity-
- Public access/SET UP
 - ↳ waiting areas
 - ↳ proper lighting - bridge/camps
 - ↳ seating
 - ↳ access to con
 - ↳ confidential records
 - ↳ improper storage
- MAPS
 - ↳ where on campus?
 - ↳ restrooms?
 - ↳ Main campus parking, 2000 building

Shoutouts:

- ★ Counseling
- ★ Front desk
- ★ EOPS

Flowchart:

```

    New student
    ↓
    What's next?
    ↓
    Where do I go?
    
```



150



In-Services Equity Reflection
Heat Map Voting



“

The equity walk helped me see things from a different perspective. Our student was in a wheelchair and I noticed how hard it was to get around campus. Since then, when I help students with physical challenges I offer to walk them over personally.



-Fatima Zaidi
Student Worker
Fullerton College

Collaboration and Connection

- Focused on creating student milestones. Needed an opportunity for practitioners to navigate and **empathize** with the student online experience thru Tartar Success Teams.
- Participated in Fullerton & Cypress College's *in person* **Equity Walk Experience**.
- Implemented learnings from Georgia State University site visit.
- Began to develop an institutional **shared meaning** for Equity.
- Examined **equitable student support** during COVID-19 and beyond thru Tartar Completion By Design framework.

Career Ladders Project

- Support with operationalizing the vision of the Compton team
- Internal “home document”
- Facilitation guide
- Real time feedback



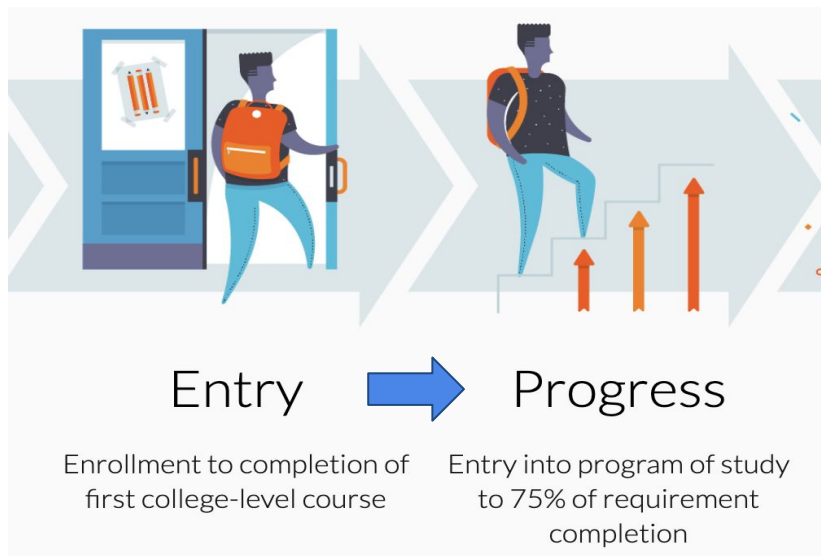
DIGITAL EQUITY WALK

Revisiting our Purpose



Guided Pathways Professional Development Day May 1, 2020

Where Compton is Losing Students



- **58%** of students who apply don't enroll.



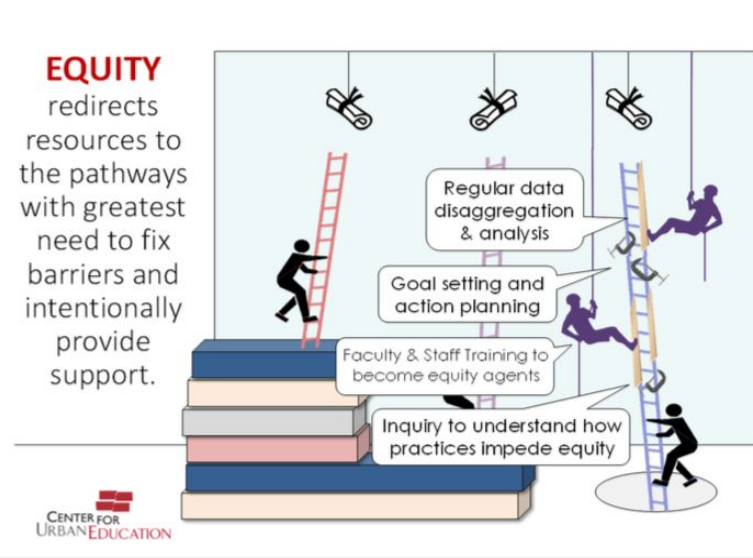
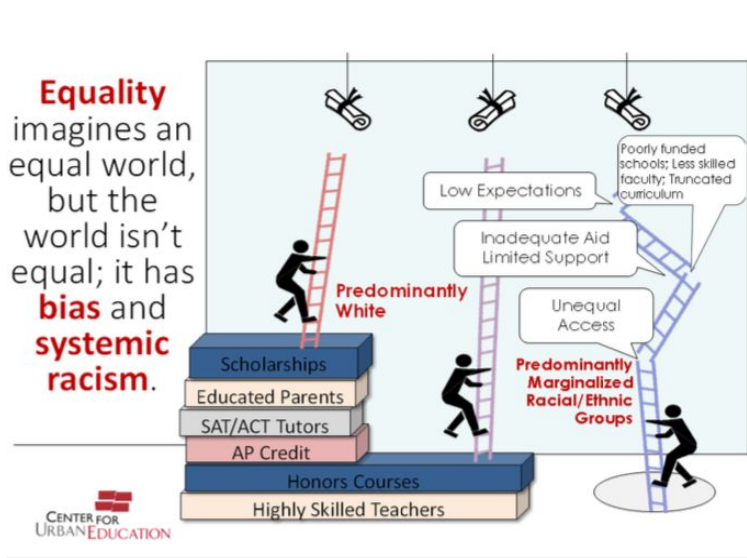
64% African American
66% Veterans
67% Foster Youth

- **44%** do not persist Fall to Spring.



51% African American
55% African American Males
58% Foster Youth
64% Veterans

What do we mean when we say Equity?



- ❖ Calling Attention to patterns of inequity
- ❖ Taking responsibility and reassessing our practices.
- ❖ Race-conscious and aware
- ❖ Understanding Intersectionality of student experiences

Digital Equity Walk: Our Website

The screenshot shows the Compton College website's COVID-19 prevention page. The header includes the Compton College logo, navigation links for News & Info, Contact, and A-Z Index, a search bar, and a 'My COMPTON Apply Online' button. The main navigation bar lists categories: ACADEMICS, ADMISSIONS, CURRENT STUDENTS, FUTURE STUDENTS, FACULTY & STAFF, COMMUNITY & VISITORS, and ABOUT US. The main content area is titled 'COVID-19 Prevention' and features six illustrated cards with the following text:

- Avoid close contact with people who are sick.** (Illustration of two people shaking hands with a virus icon)
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.** (Illustration of a person sneezing into a tissue)
- Clean and disinfect frequently touched objects and surfaces.** (Illustration of hands being cleaned with a spray)
- Avoid touching your eyes, nose, and mouth.** (Illustration of a person touching their face with a red prohibition sign)
- Stay home when you are sick, except to get medical care.** (Illustration of a house with a bed and a person in bed)
- Wash your hands often with soap and water for at least 20 seconds.** (Illustration of hands being washed with soap and water)

The CDC logo is visible at the bottom left, and a footer link reads: For more information: www.cdc.gov/COVID19

- Intentionally an in-person activity. Pivot from Covid-19.
- Reassess and reflect
- Authentic as possible.
- 128 Staff, students, and faculty attended

Breakout Group Instructions

1. You have **30** minutes for the Digital Equity Walk and **15** minutes for a small group debrief.
2. Check your **Breakout Room number** by checking the top of your breakout screen.
3. Go to the **four** slides assigned to your Breakout Room number.
4. Follow the directions on your **Breakout Room** slides in this slide deck
5. Facilitator tips [here](#).

Breakout Group Instructions

Each person needs to be assigned to a role:

- a. **Note Takers:** take notes on your perspective boxes, answering the questions in each box. Feel free to add another slide to your notes as needed.
- b. **Timekeeper:** keep the group on track with time. There will also be announcements in the zoom room to help.
- c. **Navigator:** share their screen with the group and serve as the role of the student in navigating the website. Take direction from the group on where to navigate from the student profile perspective.
- d. **Data Collector** (as needed for 5th person): take screenshots of any areas that you want to highlight or that bring up specific questions and suggestions.

Breakout Room 3 - Student Experience

Tony is an army veteran who enlisted straight out of high school and never attended any college. Tony attended Paramount High School and was a 4.0 GPA student, but didn't know about eligibility for financial aid or scholarships to pay for college at the time. Tony served four years active duty and two tours of duty in Afghanistan. Tony was discharged from the army.

Tony constantly moves between parents' and sister's homes, sleeping wherever there is space. Tony suffers from PTSD, and was inspired by time in combat to pursue a career in Nursing. Tony wants to go to school full-time, but doesn't know the processes for enrolling and applying for financial aid. Tony heard he should get in contact with the school's VA representative to get help with his veteran education benefits.

Breakout Room 3 - Student Experience

Tony has completed a Compton College application and is exploring the website to see what services are available. Take the next 30 minutes navigating the website for Tony's next steps.

Things to consider:

- Think about what you are trying to accomplish through the lens of the Tony's profile.
- Keep in mind the unique barriers and strengths of your student experience.
- Be aware of your own prior knowledge of the website and college. Do not assume what you know.
- Look for all areas of support Tony may be interested in based on the needs of the student profile.

Breakout Room 3-Observations on the “Walk”

Note Taker 1

- If you were Tony, how would you know where to begin the process of achieving your goals of going back to school ?
- What sections of the website point Tony in the right direction? Are there aspects of the website that are more confusing than helpful?
- Are there particular pages and/or aspects of the website that reflect student interests, experiences and achievements that Tony can relate to (i.e. pictures used, tone of the language used, student highlights, etc)??
- If Tony was having challenges navigating the website, is it clear where the student could get additional help?
- What other observations do you have about the barriers Tony might face while navigating the website?

Feel free to add another slide for notes if needed.

Breakout Room 3-Observations on the “Walk”

Note Taker 2

- Would your profile student (Tony) feel like their identity is reflected in images around campus? (Veteran, parent, returning adult, formerly incarcerated, first-generation, etc.)
- Are the webpages you encountered in eyes of Tony clear and concise (ex information is easy to find, lists are used, no long paragraphs, aesthetically pleasing)? List those that you want to highlight.
- In what ways does the website make you feel stuck or unsure of where to go if you need help or get stuck?
- What other observations do you have about the website that may have been a positive for Tony?

Feel free to add another slide for notes if needed.

Breakout Room 3

Data Collection (Images) on the “Walk”

Directions: the Data Collector should put any screenshots of areas that you want to highlight or that bring up specific questions and suggestions.

Veteran Services:

- Assistance with campus navigation
- Admissions application
- Financial Aid & Scholarships
- Veteransâ€™ benefits information
- Academic and personal counseling
- Success and retention services

For more information, please contact:

Giselle Gamino

Financial Aid Coordinator/Certifying Official

Office of Financial Aid & Scholarships

Compton College

310-900-1600, ext. 2935

Feel free to add another slide for notes if needed.



Dr. Shirley Thomas

Interim Associate Dean/Director of
310-900-1600 ext. 2702, AHB 113
sthomas@compton.edu

Nursing Department Staff:

Kayla Ellis

Administrative Assistant

310-900-1600 ext. 2701, AHB 110

kellis@compton.edu

Breakout Room 3 - Debrief

Directions: discuss the notes from the Note Taker 1 and 2. Fill out this debrief form **as a group** based on your experience.

Highlights:

- There are resources on the website: Financial Aid, Health Center, Veterans, Nursing, and Resources
- There contact information for people (multiple)
- Office hours located on the websites

Challenges:

- Websites not user and student friendly
- Too many steps (clicks) to get contact information
- Broken links

Suggestions:

- More relevant pictures, welcoming website
- More student input
- Help Desk contact information on Home Page for students. Make sure they are available to answer.

Breakout Room 3 - Survey

Survey Instructions: based on your experience as a student in the Digital Equity Walk please complete this quick survey individually.

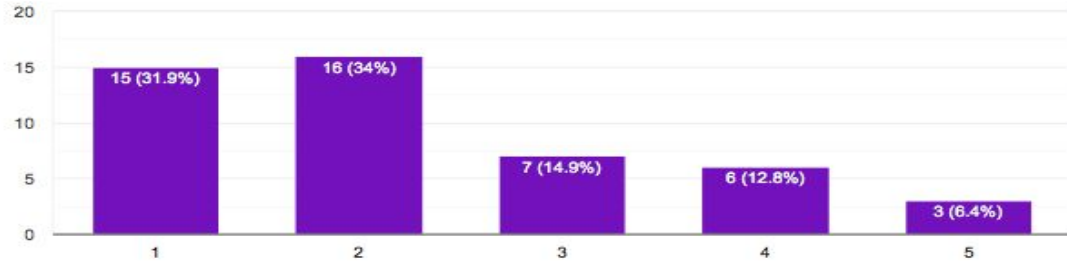
1. If you have this Google slide deck open just click on the link below to complete the survey (the first click will reveal the survey link, the second click on the link will open the survey in a new window)
2. If you want to access the survey via phone or table type in the tiny url listed below the survey live link below.

[-> -> survey <- <-](#)

Digital Equity Walk – Survey Results

The information our student profile needed was easy to find.

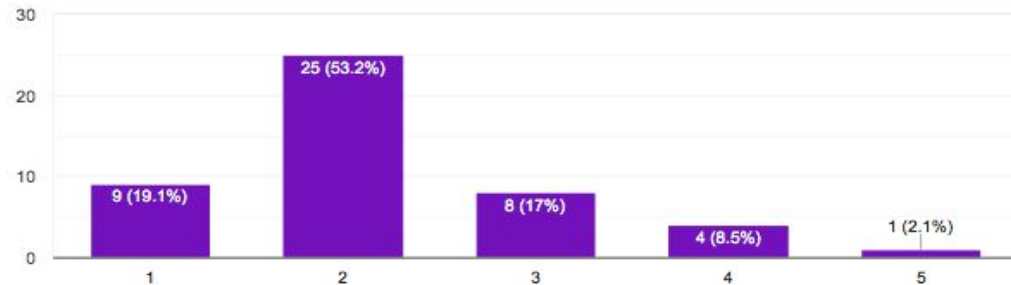
47 responses



Survey responses were shared during the large group debrief.

Our student profile was able to easily access help when stuck on a step in their process.

47 responses



Roles and Logistics

Key Roles	Key Logistics
<ul style="list-style-type: none">• Co-coordinators	<ul style="list-style-type: none">• Internal Agenda
<ul style="list-style-type: none">• Presenters	<ul style="list-style-type: none">• Master Slide Deck
<ul style="list-style-type: none">• Facilitators	<ul style="list-style-type: none">• Breakout Room Slide Deck
<ul style="list-style-type: none">• Zoom Techie	<ul style="list-style-type: none">• Facilitator Tips & Group Text
<ul style="list-style-type: none">• Zoom - Chatter/Questions	<ul style="list-style-type: none">• Rehearsal

Digital Equity Walk Coordination

- **Coordinating Team**

- GP Tri-chairs, GP Counselors, Career Ladders Project, GP Regional Coordinator, Dean of Counseling and Guided Pathways, Director of Student Equity, GP Advisor, IR.

- **Planning Time Frame**

- Previously scheduled all campus GP professional day
- Two weeks to implement due to Covid-19

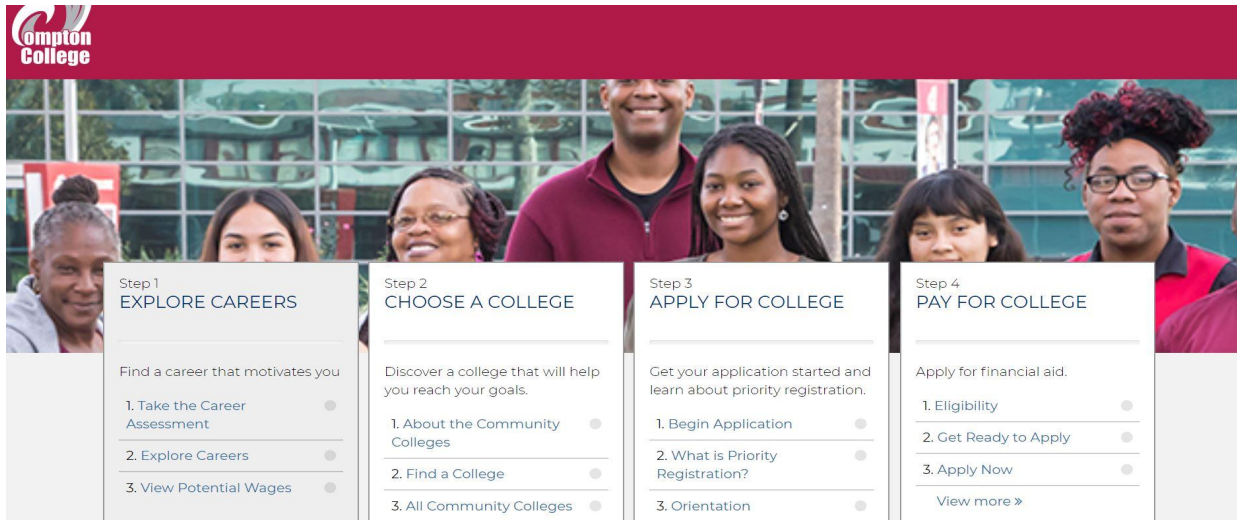
- **Student Experiences**

- Veterans; Formerly Incarcerated Student; Students with Undocumented status; Students experiencing homeless, domestic violence, mental health issues, academic challenges; Who identify as Non-binary, English Language Learners, Single Parents; Student Athletes; Dual Enrollment and Undecided Students

What We Learned

Campus Impact

- Department updates and new website
- Recommendations forwarded to Web Task Force
- Influencing CCC MyPath Advisor Cards



The image shows a screenshot of the CCC MyPath Advisor Cards website. The top left corner features the Compton College logo. Below the logo is a photograph of a diverse group of students. The main content area is divided into four columns, each representing a step in the college application process:

- Step 1: EXPLORE CAREERS**
Find a career that motivates you.
 - 1. Take the Career Assessment
 - 2. Explore Careers
 - 3. View Potential Wages
- Step 2: CHOOSE A COLLEGE**
Discover a college that will help you reach your goals.
 - 1. About the Community Colleges
 - 2. Find a College
 - 3. All Community Colleges
- Step 3: APPLY FOR COLLEGE**
Get your application started and learn about priority registration.
 - 1. Begin Application
 - 2. What is Priority Registration?
 - 3. Orientation
- Step 4: PAY FOR COLLEGE**
Apply for financial aid.
 - 1. Eligibility
 - 2. Get Ready to Apply
 - 3. Apply Now

View more »

What We Learned

- Bring **people together** early on (i.e., IR, Marketing & Communications).
- Opportunities like this are great for **building relationships, building our capacity, and building emerging leaders.**
- Use all opportunities to develop a **shared meaning of equity.**
- **Ongoing equity checks** are key. Do this by department.
- Continue to show how we are **operationalizing guided pathways.**
- Increase student and other stakeholder **engagement.**

Next Steps

- Creating a **Digital Equity Walk Toolkit** to share with other campuses.
- Promoting and supporting the importance of **online equity efforts** and the student experience as a focal point for transformation.
- **Students as partners and leaders** in the Digital Equity Walk.
- **Sharing experience** with other campuses to scale activity and continually improve (i.e. Student Profile → Student Lens).

Regional Share Out

- Reach – Disseminating the work has led to other colleges instituting the practice. Ex: Inland Empire/Desert Region
- Refinement – Iterations have led to an even more equitable approach (Profile vs. experience)
- Re-creation (not duplication) – Considerations must be community specific.

QUESTIONS & ANSWERS

Contact Information

Dr. Miguel Powers

Professor, English, Guided Pathways CoChair, Mindful Growth Co-Chair, Fullerton College
mpowers@fullcoll.edu

Dr. Naomi Castro

Senior Director, Career Ladders Project
ncastro@careerladdersproject.org

Citlali Gonzales

Guided Pathways Counselor - CalWORKs, Guided Pathways Committee Tri-Chair
cgonzales@compton.edu

Dra. Raquel Michel-Jackson

Guided Pathways Counselor - Social Sciences, Early College
rmicheljackson@compton.edu

Thank you!

