

## Barriers

- 1) Availability for prereq courses for allied health programs, as students have been on WL's for more than 1 academic year
- 2) Purchase orders for classroom materials, supplies, etc need to be streamlined across campus
- 3) Offer incentives to students to attend Library, Tutoring, Career Center workshops beyond individual faculty's decision to offer extra credit
- 4) Training for faculty to understand different learning styles and how different types of assessments speak to each learning style (examples)
- 5) Students' awareness of school and community services
- 6) Sense of belonging - more murals/art that features communities and artists that reflect our student body, in addition to multi-lingual signage
- 7) Sense of belonging - more learning communities, more outdoor seating areas for smaller classes to meet outside when the weather is ideal
- 8) No universal CHC campus hour in which there are very few, if any, classes held, so students who are already on site can attend events
- 9) No set day to invite community in as an open house to show off our programs and services
- 10) A&R needs more staff and more student workers
- 11) Access to open computers in the Crafton Center near Student Services
- 12) More access to affordable or free food - cafe is too expensive for students. Is it possible to work out discount coupons for students that we can use in the classroom or via student services as small incentives to attend workshops or events?
- 13) Getting to campus for F2F classes - can we work with community partners so we can offer select classes in the community (in community centers, employer sites, etc.)
- 14) Students can get lost during a process that requires a lot of steps; if you are in one of these areas, create a How-To guide with clear step-by-step procedures so students can complete a task (such as how to add a class after it begins)
- 15) Difficult for students to get clear answers - set up a general help desk with a direct phone number for students to call
- 16) Students may not be comfortable cold-calling or popping into the Health and Wellness Center, especially during a crisis. Can we get information for a specific person to share with our students to remove that barrier?
- 17) Expand access to public transportation on campus
- 18) Those who understand shared governance participate and those who don't, don't. Need more of an understanding campus-wide as to what shared governance is and why it matters; make sure reps from the departments know that they have a responsibility to report back
- 19) Is dual enrollment bringing students to CHC after High School? What does the data say?
- 20) Quant data is limiting, should also bring in qualitative data to support changes
- 21) There are not enough evening courses or evening childcare for students who need night services and classes
- 22) Students need more direct information about how specific degrees/programs will benefit them
- 23) More classes and student services on nights and weekends to expand access and equity

## General Feedback

- 1) Bring snacks back to Welcome Desks for more traffic/student interaction
- 2) More collaboration between faculty and STEM, Tutoring Center, MESA; have center staff send flyers that instructors can post on Canvas, disseminate information on how to visit these areas (drop-in acceptable or appointment only?)

- 3) A ready-to go Canvas module to embed into traditionally difficult courses that would help students with time management, learning strategies (whether F2F or online), etc.
- 4) Encourage faculty to have students spend more time doing self-reflection exercises so students can think about how they learn best and what they need to do to succeed
- 5) Encourage facilitators of student and faculty/staff PD events to take attendance as a way to assess reach and viability
- 6) Make personal reflection statements and conversations part of committee meeting agendas/activities
- 7) Best practices in Outreach that can be spread across campus as a reminder: Show students how to do something, such as complete a SEP or a problem, don't make it too easy or do it for them
- 8) Make it acceptable and expected to acknowledge and learn from failure (both for students and staff)
- 9) Offer more student support labs and encourage enrollment with a small incentive
- 10) Little free library stations across campus where folks can take one and leave one
- 11) More DEI training
- 12) More weekend/night offerings
- 13) STEM outreach to local HS's
- 14) Adapt "Hartnell College Equity-Minded" rubric into our practices; there is one for instruction and one for student services
- 15) Celebrate milestones
- 16) Extend student services hours
- 17) More campus activities to promote inclusion (field trips, for example)
- 18) Tailor marketing of CHC programs to potential employers to see if they will offer paid internships
- 19) Use Strong Workforce funds for commercials/ads for CTE pathways, highlight specific CTE programs
- 20) Water filters around campus need to be replaced
- 21) More training on scaffolding for instructors
- 22) CTE partnership with Amazon in San Bernardino?
- 23) For outreach, get alumni testimonials and share widely on social media and the website
- 24) Is there a way to set up a campus-wide discussion board or Canvas page so faculty and staff can interact without having to email the entire campus?
- 25) Onboarding for new faculty adjuncts should be streamlined so chairs and deans in the different areas are relaying similar information, minimize inconsistencies in information
- 26) We seem to meet a lot with little change until the state mandates change
- 27) Visibility and transparency are linked. When management is not visible outside of require meetings, transparency is undermined. My entire group this this feedback will be ignored because it is critical.
- 28) It seems that the only voices that are heard are the faculty who agree with administration
- 29) There is very little follow up and accountability from management unless faculty demand it, which is exhausting
- 30) It feels as though we do the wrong thing or nothing until its illegal not to
- 31) It feels like faculty voices are overridden with data rather than treated like input from *experts*
- 32) 80% of our jobs should be spent with students; we cannot sustain ongoing conversations to defend our expertise
- 33) Not clearly understanding APs/BPs and how they fit into the school's plan or initiatives
- 34) Need to communicate changes/updates (ie staffing, position changes, etc)
- 35) Student focus group data and classroom/curriculum audits should be data we use regularly
- 36) Hiring for lead faculty positions should be more transparent