



# Grossmont College Student Equity Plan

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Where did the Equity Plan  
come from?



# SS&E Committee Meeting

- Plan was a working draft and framework for equity.
- The committee voted to set the goal at 40% for all Disproportionately Impacted (DI) Groups based on data.
- The draft and framework came out of the [Integrated Planning Framework](#) created by the SS&E Taskforce.
- Subcommittees were formed for each goal to link existing activities to the related metrics.



# Metrics in Student Equity Plan

- **Access:** Successful Enrollment
  - ◆ Enrolled in the same community college
- **Retention:** Fall to Spring
  - ◆ Retained from fall to spring at the same college
- **Momentum:** Transfer-level Math and English
  - ◆ Completed both in first year
- **Completion:** Earned a Credit Certificate or Degree
  - ◆ Attained the Vision goal completion definition
- **Transfer:** Successful Enrollment at a 4-year
  - ◆ Transferred to a 4-year institution



# 5 Activities to Close Equity Gaps

1. Streamline onboarding and deepen collaborations
2. Improve success rates and decrease equity gaps in 12 high-enrolled, gateway courses
3. Reduce the number of excess units completed
4. Reduce the time it takes students to successfully complete college-level coursework from math, English, and ESL from basic skills sequences
5. Reduce the percentage of student on academic and/or progress probation and increase persistence from semester to semester



# Questions to Consider...

1. As a constituency, consider what capacity is needed to support the activity.
2. Are there other activities that could be implemented to address the gaps?
3. Do the activities listed address the disproportionately impacted groups within the metric?
4. Should additional populations be considered?
5. What is missing?



# Streamline onboarding & deepen collaborations

Increase the number of students by streamlining onboarding, deepening collaborations with high school districts, workforce agencies, and additional community partners.

- Provide mandatory face-to-face orientation
  - Develop systems to track the matriculation process by ongoing communication with potential students
  - Coordination of outreach with comprehensive enrollment services to improve the Adult Reentry efforts with the Enrollment Management Plan
- Continue the promotion and integration of existing student support services
    - ◆ Umoja
    - ◆ Puente
    - ◆ Via Rapida
    - ◆ Guardian Scholars
    - ◆ Next Up



# Related Metrics (DI Groups)

Streamline onboarding & deepen collaborations

## **Access:** Successful Enrollment

- Overall - All
- Veteran - Female
- LGBT - Female
- Foster Youth - Female
- Black or African American - Male
- Filipino - Female
- Black or African American - Female
- White - Female





# Improve success rates and decrease equity gaps in 12 high-enrolled, gateway courses

25% of total semester enrollment accounts for 29% of all non-success within our “12 Gateway Courses” in 8 different departments.

- Targeted professional development for part-time instructors and incentivize participation including orientation, handbook, and mentorship
- Targeted professional development on teaching and learning focused on equity-minded practices for faculty in the 12 identified courses
- Engage in systematic process of reviewing all course syllabi (creating model syllabi, offering workshops on syllabi redesign)



# Related Metrics (DI Groups)

Improve success rates and decrease equity gaps in  
12 high-enrolled, gateway courses

## **Retention:** Fall to Spring

- Overall - All
- Veteran - Male
- LGBT - Male



# Reduce the number of excess units completed

Clarify the pathway to degree/certificate completion campus-wide

- Formalizing and piloting program maps
- Begin the design of meta-majors that are connected to major and career exploration



# Related Metrics (DI Groups)

Reduce the number of excess units completed

## **Retention:** Fall to Spring

- Overall - All
- Veteran - Male
- LGBT - Male
- Black or African American - Male

## **Completion:** Earned a Credit Certificate or Degree

- Overall - All
- LGBT - Male
- LGBT - Female
- American Indian or Alaskan Native - Male
- American Indian or Alaskan Native - Female
- Native Hawaiian or other Pacific Islander - Male
- More than one race - Male
- Some other race - Male
- Some other race - Female
- Foster Youth - Male
- Foster Youth - Female



# Reduce the time it takes students to successfully complete college-level coursework from Math, English, and ESL from basic skills sequences

- Professional development to assist faculty in teaching and learning practices; emphasizing equity-minded practices including implicit bias and cultural competency
- Support for redesigning Math, English, and ESL sequences
- Provide data coaching to faculty and staff on student data



# Related Metrics (DI Groups)

Reduce the time it takes students to successfully complete college-level coursework from Math, English, and ESL from basic skills sequences

## **Momentum:** Transfer-level Math and English

- Overall - All
- Veteran - Female
- LGBT - Female
- Black or African American - Male
- Black or African American - Female
- Foster Youth - Male
- Foster Youth - Female
- Asian - Female
- Hispanic or Latino - Female
- Disabled - Male
- Disabled - Female

## **Retention:** Fall to Spring

- Overall - All
- Veteran - Male
- LGBT - Male
- Black or African American - Female

## **Transfer:** Successful Enrollment at a 4-year

- Overall - All
- LGBT - Female
- Foster Youth - Male
- American Indian or Alaskan Native - Male



# Reduce the percentage of students on academic and/or progress probation and increase persistence

- Revisit policy and procedure around academic dismissal/probation to align our progress and probation standards for all students
- Improve identification of and support for students at risk for academic or progress probation
- Promote equity-minded teaching and learning for our faculty, staff, and administrators
- Our faculty, especially inclusive of our part-time faculty, will have intentional and coordinated opportunities to reflect on, share, and learn about classroom practices that increase student retention and engagement
- Strengthen partnerships between faculty and student services
- Deepening understanding of and insights into the needs of particular Grossmont College student populations with an emphasis on DI groups



# Related Metrics (DI Groups)

Reduce the percentage of students on academic and/or progress probation and increase persistence

## **Retention:** Fall to Spring

- Overall - All
- Veteran - Male
- LGBT - Male
- Black or African American - Male





Thank you for your  
feedback!

