

Student Equity Plan

Activities

Streamline on-boarding & deepen collaborations

Brief Description of Activity

Increase the number of students by streamlining on-boarding, 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 on-going communication with potential students -Continue the promotion and integration of existing student support services such as Umoja /Puente/Via Rapida/Guardian Scholars/Next Up. Coordination of outreach with comprehensive enrollment services to improve the Adult Reentry efforts with the Enrollment Management Plan.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College

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

Brief Description of Activity

Our data investigation in course success rates revealed that nearly 25% of our total semester enrollment and account for 29% of all non-success, existed within our “12 Gateway Courses.” These twelve courses cut across 8 different departments and all of them have significant areas of disproportionate impact. This project is consistent with the Vision for Success, embedded within the Guided Pathways Pillars, and central to our Strategic Plan goals of retention and engagement. By focusing on the specific courses and the specific groups impacted within each one, we hope to significantly decrease the disproportionate impact across the entire college. In addition, it is our hope that this will improve success, retention and completion for each these groups and for our total student body in the aggregate. Some of the activities that will help accomplish this will be by providing: -Targeted professional development for part-time instructors & incentivize participation including: orientation, handbook and mentorship. -Targeting 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

- Overall : All : Retained from Fall to Spring at the Same College
 - Veteran : Male : Retained from Fall to Spring at the Same College
 - LGBT : Male : Retained from Fall to Spring at the Same College
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Reduce the number of excess units completed.

Brief Description of Activity

Clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps, and begin the design of meta-majors that are connected to major and career exploration.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
 - Overall : All : Retained from Fall to Spring at the Same College
 - LGBT : Male : Attained the Vision Goal Completion Definition
 - LGBT : Female : Attained the Vision Goal Completion Definition
 - Foster Youth : Male : Attained the Vision Goal Completion Definition
 - Foster Youth : Female : Attained the Vision Goal Completion Definition
 - American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
 - Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
 - Some other race : Male : Attained the Vision Goal Completion Definition
 - More than one race : Male : Attained the Vision Goal Completion Definition
 - American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
 - Some other race : Female : Attained the Vision Goal Completion Definition
 - Veteran : Male : Retained from Fall to Spring at the Same College
 - LGBT : Male : Retained from Fall to Spring at the Same College
 - Black or African American : Female : Retained from Fall to Spring at the Same College
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Reduce the time it takes students to successfully complete college- level coursework from Math, English and ESL from basic skills sequences.

Brief Description of Activity

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

Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Asian : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution

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

Brief Description of Activity

-Revisit policy & 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 – practices which help to create motivating learning environments, address the affective domain, and facilitate students’ active learning and deeper investment in their learning. -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 disproportionately impacted groups

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College