GROSSMONT COLLEGE
Student Success and Equity Committee
First Thursday, August 15, 2019
2:00 p.m. – 3:30 p.m.
Distance Learning Room, 70-066
NOTES

Purpose: The primary purpose of the Success and Equity Committee is to support and lead innovative campus initiatives that strengthen student access and success in an environment that fosters equity, diversity, and inclusion. The Committee makes recommendations to the College Council regarding student success and equity initiatives, programs and plans.

Through the integrated efforts of academic and student services, the Student Success and Equity Committee engages in data analysis and dialogue to provide a platform for collaboration and communication which focus on equity-minded student success, a culture of inclusivity, global consciousness, and a respect for diversity across all student success and equity efforts and throughout the College.

The Student Success and Equity Committee also serves in a coordinating and advisory role with administrators who implement the work of approved plans.

CO-CHAIRS	ASSOCIATE STUDENTS OF GROSSMONT COLLEGE	ADVISORY
☒ Lida Rafia	☒ Beny Miranda	☒ Michael Copenhaver proxy for Aaron Starck
☒ Sharon Sampson, Faculty Co-Chair	☐ Peniel Shebi	☒ Juan Carlos
	☒ Tasha Courtney	☐ Javier Ayala
		☐ Catherine Webb
		☒ Victoria Christine Rodriguez

ACADEMIC SENATE	CLASSIFIED SENATE	ADMINISTRATORS' ASSOCIATION
☒ Denise Schulmeyer	☒ Dana Mints	☒ Denise Robertson
☐ Janette Diaz	☒ Shardai Zaragoza	☒ Barbara Gallego
	☒ Diana Barajas	☐ Martha Clavelle

EX-OFFICIO	RECORDER
☒ Courtney Williams	☒ Cindy Emerson
☒ Irene Palacios	
☐ James Canady	
☐ Mike Reese	
☐ Marsha Gable	

ROUTINE BUSINESS	
1. Public Comment	None
2. Welcome and Introductions	The group welcomed Beny Miranda and Tasha Courtney, two new student representatives, and Irene Palacios the new Academic Transitional Support Coordinator.

3.	Additions/Deletions to the agenda	None
4.	Approve 06/06/19 Meeting Notes & Follow-up	No action taken

NEW BUSINESS

5.	Announcements & Check in • Mediation training • Classified Professional's Training Institute: Building Equity • Convocation • What's ahead	**Mediation Training:** Three SS&E members reported how the training from the National Conflict Resolution Center engaged them in exercises that promoted active, neutral listening to help two parties in extreme disagreement come to some form of resolution. The work forced the learners to dig deep into themselves in order to recognize their own biases and belief systems that would interfere with conflict resolution. The tools learned in the training will be useful in governance committees daily work situations, communication colleagues, students, managers, and in their personal life. One of the outcomes from the three constituencies (Classified, Faculty & Administrators) working together in the training was the development of mutual respect and acceptance as peers. **Classified Professional's Training Institute: Building Equity:** One SS&E member reported how the Equity Training conducted by Julio Soto, Raymundo Quezada, Diana Barajas, Susan Berry, Rochelle, Weiser, and Lida Rafia was very personal because equity starts on the inside. The work addressed micro aggressions, unconscious biases and much more. The primary take-away was shifting the campus focus from deficit to positive thinking. **Convocation:** Was received well. It was important to learn about our accreditation site visit on September 30th through October 3rd. The acceptance speech from Irene Palacios for her Distinguished Faculty (full-time) award was poignant in light of her personal story, and how the encouragement from one person at her school made a difference in the direction in her life.

COMMITTEE REPORTS

6.	Guided Pathway update	Marsha Gable, Shawn Hicks and Mike Reese are the Tri-Chairs of Grossmont's Guided Pathways team. A Joint Guided Pathways Steering Committee will be held on August 16th at Cuyamaca College.

DISCUSSION

7.	Revisit Equity beliefs and statement (3rd review)	A couple of the constituencies have not liked the statement; "We believe that we are all doing the best that we can" because, not everybody does the best they can, and making that statement can be cop out. Alternate statements offered: We believe that we are doing the best that we know how with the intention of doing better as we learn. ●or● We believe that we are all doing the best that we can **and** we believe that we have the ability to continue to improve. Classified professionals wanted the quote;"Building equity in education shifts the focus of responsibility for academic achievement from the student to the professional administrators and teachers who are the educators in the schools…" **to**"Building equity in education shifts the focus of responsibility for academic achievement from the student to the classified professional, administrators and teachers who are the educators in the schools…" Equity is an inquiry based process. Equity is very different in each space. Personal, Practice and Institutional. The belief statement is the first level of personal inquiry. Our own privilege. The intention behind this statement is to create a shared language and create a conversation around equity. We are beginning a dialogue that would not have happened otherwise. This should be thought of as a philosophical approach to a group norm.

	The Student Equity Plan was due on June 30, 2019. As was discussed in the June 6 SS&E meeting the plan was a working draft and framework for equity. The committee voted to set the goal at 40% for all DI Groups. The draft and equity framework came out of the Integrated Planning Framework created by the Student Success and Equity taskforce. The integrated Plan tied together **Grossmont's Strategic Plan** of ➤*Outreach,* ➤*Engagement and* ➤*Retention* with **Pathways:** ◈*Promote the Path,* ◈*Clarify the Path,* ◈*Enter the Path,* ◈*Stay on the Path and* ◈*Ensure Learning,* with the **Five Integrative Goals**. *(1) To increase the number of students by streamlining onboarding, deepening collaborations with high schools districts, workforce agencies, and additional community partners, in order to reflect our service population. (2) Reduce the number of excess units completed and time to complete. (3) Reduce the time it takes student to successfully complete college-level coursework from Math, English, and ESL from campus-wide basic skill sequences. (4) To improve course success rates and decrease equity gaps in 12 high-enrollment, gateway courses. (5) Reduce the percentage of student on academic and/or progress probation and increase persistence semester to semester.* A subcommittee was formed for each integrative goal which then developed a brief activities and related metrics for their goal. As the goals, activities and metrics are discussed and reviewed, each constituency needs to consider departments, capacity to make these things happen, other activities, other populations, anything that may have been missed. Below is the Student Equity Plan. ## 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
8. Student Equity Plan	

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

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

FOR CONSENSUS
9. None	

FOLLOW-UP		
Who	**Item**	**Timeline**
Constituency members	Take the Equity beliefs back to constituencies. SS&E will be voting next meeting.	September 5th, 2019
Constituency members	Read through student equity plan activities with constituencies and departments. Please take a look at metrics and activities and think about: 1. As a constituency consider what capacity is needed to support the activities? 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?	September 5th, 2019

6.   WORK AHEAD

NEXT MEETING: Thursday, September 5th in the Distance Learning Room, 70-066 between 2:00 pm - 3:30 pm