

## **Executive Summary**

### **Grossmont College Student Equity Plan 2025-2028**

#### **The Development of our 2025-2028 Student Equity Plan**

Grossmont College's Student Success & Equity Committee, which is part of our participatory governance structure, was actively involved in the development and assessment of our college's student equity plan. This committee includes representatives from all four of our constituency groups on campus (students, faculty, classified professionals, and administrators). In the spring of 2025, a workgroup was formed to contribute to the drafting of the plan which included members of the Student Success & Equity Committee, our Planning & Institutional Effectiveness Committee, and various colleagues from operational teams that are directly mentioned in our student equity plan metrics, such as our English and math faculty. This composition would ensure alignment across the various initiatives across campus including our 2022-2028 Strategic Plan.

This workgroup met four times over the course of the spring semester and would report back to the Student Success & Equity Committee on their work every month. We also hosted summer retreats to continue working on our plan. Altogether we had 42 faculty, classified professionals, administrators, and students participate in our workgroup and/or committee. We utilized the Design for Equity in Higher Education Framework to guide our work as a committee and workgroup. As part of that work, we conducted focus groups with our Men of Color on campus to better understand how we could better serve them. We also created a student survey that was administered in the spring 2025 semester to better understand the needs of the various disproportionately impacted students that were identified by the state. We used these data sources to inform our work on the plan.

Once the student equity plan had been drafted, it was shared with all of our constituency groups. Academic Senate, Classified Senate, and our Associated Students of Grossmont College visited twice: once to be presented with an overview of the draft and process for development, and a second time to hear verbal feedback. The plan was shared with administrators via our Administrative Leadership Roundtable, our Administrators Association, and President's Cabinet. The plan was also shared with our College Council which is our apex committee in our participatory governance structure, with the president serving as chair of that committee. All groups were given a tiny URL and QR code for a survey after their first meeting where they could provide feedback on the plan. Once all feedback had been collected, it was incorporated into the plan. The Student Success & Equity Committee provided one last review and final approval before the plan was submitted to the governing board for adoption. As a committee, we are proud of the efforts made to ensure that this plan is truly one created by the college, across various departments and constituencies.

### **Student Populations of Focus for the 2025-2028 Student Equity Plan**

The State Chancellor's Office asked us to identify a student population selected for intensive focus after reviewing our disproportionate impact student data. After careful review our workgroup identified ***first generation students of color*** as our population for intensive focus. First generation students or students of color were identified as disproportionately impacted for every metric. We also know that there is overlap between these two different student populations. We believe keeping these students at the center of our work will not only improve our structures and practices for them but for all students who attend our college.

### **Goals for Disproportionately Impacted Students**

Informed by our data, we set the following goals, listed in the table below, for each metric in the student equity plan, focusing on the students that had been identified as disproportionately impacted:

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
White	22.1%	931	7.9%	332	9.9%	417
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	13.8%	25	2.6%	5	7.6%	14
DSPS	14.7%	28	1.6%	4	6.7%	13
First Generation	17.6%	213	3%	36	5.1%	62
Hispanic	19.7%	276	0.1%	2	2.2%	31
LGBT	16.8%	50	0.3%	1	4.5%	14
Persistence: First Primary Term to Secondary Term - DI Student Populations						
First Generation	61.2%	580	3.1%	29	6.2%	59
Foster Youth	49.1%	28	3.6%	3	16.6%	10
LGBT	55.7%	141	4.5%	12	10.6%	27
Completion - DI Student Populations						
First Generation	9.3%	141	1.4%	21	3.4%	51
Hispanic Male	9.1%	51	0.3%	2	2.7%	16
Male	9.4%	165	1.5%	26	3.5%	62

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Transferred to a Four-Year - DI Student Populations						
Asian	15.6%	24	6.8%	11	12.5%	20
First Generation	22.5%	132	3.4%	21	6.8%	40
Male	24.7%	183	0.9%	7	4%	30



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### **Initiatives the College Will Undertake to Achieve Our Goals**

The committee and workgroup identified a variety of strategies and initiatives the college can undertake to achieve our metric goals listed above.

#### ***Successful Enrollment***

- DI student population(s): White students
- Develop an Early Alert System
- General Funding for Outreach to be able to host
  - Admit day for incoming students in summer/early August
  - "Go Griffin" events with tours, help completing applications, food, registration support
  - Having parent workshops for incoming student parents
- Day & Evening Admission Events

#### ***Completion of Transfer-Level Math & English in the First Year***

- DI student population(s): Black or African American, DSPS, First Generation, Hispanic, LGBT
- Cohorts – establishing more cohorts for specific groups focusing on Math & Engl completion in the first year (e.g. pre-nursing), with embedded tutoring
- Math Jam during Intercession
- MATH 160, PSYC 215, ENGL 120 minimize conflicts
- Evening – create evening cohorts & degree pathways, facilities & food services during that time; we want evening spaces to feel safe and welcoming. Maybe invite a coffee cart vendor to campus in the evenings.
- Research Request: how many students come in with MATH & ENGL already? Who completes Math and/or English at the end of their first semester/first year? Do targeted outreach to students from those results

#### ***Term Persistence***

##### **DI student population(s): First Generation, Foster Youth, LGBT**

- Campaign to remind faculty to register all course materials through the campus bookstore OR encourage ZTC
- Early Alert Business Process Analysis
- LGBTQ+ counselor/coordinator
- Allyship Trainings for DI groups – expand current offerings (Safe Zone & UndocuAlly Trainings) and create new ones (e.g. first generation, EOPS, Next Up, etc.)

- Offering CE credits for these and other PD opportunities; incentives for classified professionals as well; working with managers/supervisors to encourage PD participation from their team
- Offering these & other types of training to frontline staff who are often students – make sure they know how to make everyone that comes to them feel welcome

### ***Completion***

- DI student population(s): First Generation, Hispanic Male, Male
- Increased Comprehensive Education Plans
  - Increase attendance to workshops, intro to college course (1 unit) course around ACP
- Increase Sense of Belonging
  - Men of Color Summit, Celebrating persistence with dinner and/or ceremony
  - Cross-collaborations between Umoja, A2MEND, and ACPs to build community
  - Include peer mentors within ACPs to help build community & provide internships for students
  - Survey students to see what they'd like to have in terms of facilities on campus – what would make them feel safe & welcomed – we want all spaces to feel welcoming, not just the village
  - Regularly scheduled climate survey; comprehensive survey to students on an annual basis
  - Customer service pd offered to campus
  - ACP/building open houses
- Increase Number of Students that Cross the Finish Line
  - Implement Degree audit software for students
  - Study assess how close students are to completion w/focus on men of color, first gen students, collaborate with Career Services to connect Men of Color with paid opportunities

### ***Transfer to a Four-Year***

- DI student population(s): Asian, First Generation, Male
- Transfer Campaign
  - Majors Fair, HBCU Fair, transfer fair, scholarships – scholarship specialist?
- Early Identification of (ADT) Major
  - ADT might not be best option for all students (e.g. Student athletes)
  - Campaign to inform students about ADTs and that they have to opt out of ADT if they listed a goal of transfer and they do not want an ADT

- University Reps by Major
  - In-person & virtual opportunities

### ***Initiatives for the Student Population Selected for Intensive Focus***

- Financial Aid Workshops offered at a variety of times & days
- More information on Orientation & Ed Plans
- Continued website improvements
- More options/accessibility
- Study Jams & Cohorts
- Targeted outreach to first gen students for programs like EOPs, Puente, Umoja, MESA, etc.
- Evening classes & flexibility
- Career guidance & planning

### **Reflection on Progress Made in our 2022-2025 Student Equity Plan**

In our 2022-2025 Student Equity Plan, after reviewing our various disproportionately impacted students groups, we decided to focus our efforts on our Black and African American students and later shifted to include our Men of Color student population. We made significant progress in this work, considering that previously our Black and African American students were identified as disproportionately impacted for almost every metric and now are only experiencing disproportionate impact for one metric in our new plan. While there is still work to be done, this speaks to the progress we've seen over the last three years.

Two of the major root causes for the equity gaps we saw in our 2022-2025 student equity plan are students struggling with a sense of belonging and having trouble asking for help. These two themes were especially prominent in a focus group study we conducted with our men of color on campus to see how we could better support them. To turn that back on us as an institution and our responsibility to our students, we recognize that we need to ensure our spaces and campus community is a welcoming space for all students, especially students of color, and that if it's hard to ask for help, we need to ensure that our processes are as clear and streamlined as possible. We need to also ensure that everyone, students and employees, as much as possible, are aware of our various processes and resources on campus.

Some actions we have engaged in over the last three years to try to address these root causes are being more targeted and intrusive in our approach. For example, we had a targeted outreach campaign for men of color where we reached out to students in that population that stopped out to see if they needed help getting started again. We are building spaces where students can receive holistic services. An example of this is the creation of our Village space. This is a student centered space where we have several of our various student support programs housed together. We have also intentionally built cross-college collaborations such as our Griffin Inquiry in Action Teams and the building out of our Academic and Career Pathways (ACP)

Homebases which are online spaces where students can get connected to resources and information related to their ACP. We developed our Faculty Equity & Innovation Institute (FEII) to support faculty in learning more about how various teaching and classroom practices can support students, especially students from marginalized backgrounds. We expanded our research office from one to two researchers to be able to build our capacity and ability to learn more about our students. For example, one of our researchers built a counseling dashboard where we can track the number of students how have received a SEP and disaggregate that data by various demographics. Finally, we've worked on more intentional development of our Student Service Outcomes, developing S.M.A.R.T. goals to make steady progress towards closing equity gaps in our student service areas and to better integrate with Vision Aligned Reporting.

Several of the projects mentioned above are continuing through into this next equity planning cycle. We will continue to take an intrusive approach to offering support to our students. Our guided pathways work around our ACP homebases will continue with an emphasis on developing community within our ACP homebases in a race-conscious, equity-minded way. Our Village space will continue to build partnerships with programs/departments outside of the village to better meet students where they are. Our Faculty Equity & Innovation Institute will also continue through this next cycle. We will continue to build our research agenda to ensure that we are collecting relevant data from our students to inform planning and learn more about their experiences. Several of these efforts are connected with strategies that we have included in this equity plan so that the work behind them can continue to grow and flourish over the next three years.

### **Expenditures from Grossmont's 2022-2025 Student Equity Plan**

To support the implementation of our 2022-2025 equity plan, the college allocated funds to service areas that have a direct impact on our students' access, persistence, and success and support the work of the college to ensure various programs and departments have what they need to accomplish our institutional goals. These areas included:

- Outreach
- Onboarding
- First Year Experience Programming & Support
- Counseling Services
- Tutoring Services
- Student Engagement Activities (e.g. Heritage Month Events)
- Basic Needs
- Emergency Aid
- Professional Development
- Research & Planning

**Table 1. 2022-2023 Allocation Expenditures**

<b>Expenditure Type</b>	<b>Year 1 Amount</b>	<b>Year 2 Amount</b>	<b>Percentage of Allocation</b>
1000- Instructional Salaries	\$910,864	\$580,219	28.58%
2000 – Non-Instructional Salaries	\$771,911	\$1,357,272	40.8%
3000 –Employee Benefits	\$399,633	\$733,130	21.71%
4000 – Supplies and Materials	\$42,984	\$54,162	1.86%
5000 – Other Operating Expenses and Services	\$168,614	\$121,365	5.56%
6000 – Capital Outlay	\$0	\$0	0%
7000 – Other Outgo	\$34,699	\$43,261	1.49%
<b>Total Expenditures</b>	<b>\$2,328,705</b>	<b>\$2,889,409</b>	<b>100%</b>
<b>Allocation Remaining</b>		<b>\$0</b>	

**Table 2. 2023-2024 Allocation Expenditures**

<b>Expenditure Type</b>	<b>Year 1 Amount</b>	<b>Year 2 Amount</b>	<b>Percentage of Allocation</b>
1000- Instructional Salaries	\$1,191,325	\$609,931	34.52%
2000 – Non-Instructional Salaries	\$816,475	\$1,140,257	37.5%
3000 –Employee Benefits	\$707,627	\$490,776	22.97%
4000 – Supplies and Materials	\$60,752	\$35,816	1.85%
5000 – Other Operating Expenses and Services	\$5,733	\$141,114	2.81%
6000 – Capital Outlay	\$5,570	\$0	0.11%
7000 – Other Outgo	\$9,190	\$3,548	0.24%
<b>Total Expenditures</b>	<b>\$2,796,672</b>	<b>\$2,421,442</b>	<b>100%</b>
<b>Allocation Remaining</b>		<b>\$0</b>	

\*These totals are inclusive of our Basic Needs, SSSP, and Student Equity budgets

### **Resources Budgeted to Achieve our 2025-2028 Student Equity Plan Goals**

Due to the various initiatives we have decided to focus on for our 2025-2028 student equity plan, the areas where we will focus our resources will look similar to our 2022-2025 efforts with resources going specifically to areas like outreach, tutoring, professional development, etc. We will explore the potential of offering seed funding grants, using SEA funds, to those areas to scale their efforts, offering technical assistance to those teams in developing their action plans.

### **Grossmont College Official Contact for Further Information**

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