

Grossmont College - Student Equity Plan (2025-28) DRAFT

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the ‘Preview’ section in NOVA, you may download a pdf copy to share with others or you may click on the “Share” icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college’s governance process, **please click submit to route** to all the individuals listed in the ‘Contact’ session for review and final approval. Once your college’s Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college’s 2025-28 Student Equity Plan will change from “Submitted” status to “Certified” status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, “Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.”

Campus Involvement & Leveraging Student Voice

Grossmont College has a Student Success & Equity Committee that is part of our participatory governance committee structure. This committee is actively involved in the development and assessment of our college's student equity plan and 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 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. All together we had 42 faculty, classified professionals, administrators, and students participate in our workgroup and/or committee. 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.

✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”

✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

### **Race-Consciousness**

Grossmont College continues to be race-conscious in our development of our Student Equity Plan. We do this by reviewing disaggregated student outcome data, by race/ethnicity along with other demographics, and identifying groups that might need more intentional support or outreach. For our last student equity plan we decided to focus our efforts on Black and African American students and later expanded our focus to men of color. We recognized that this intersectional student population was experiencing disproportionate impact consistently across several metrics. So much of our outreach and support efforts over the last three years have focused on that student population in particular. To gather more comprehensive information on how our college could better support this population, we partnered with Dr. Frank Harris from SDSU to conduct a focus group study with our men of color in the fall of 2024. The findings from this research study were used to inform our current equity plan strategies as well as in our college's annual planning forum and were shared at our Fall 2025 convocation.

✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

### **Local Review Process & Schedule**

As we've been drafting our equity plan, we've also been working on action plans for our strategies to determine leads, timelines, and resources needed. We have not developed an action plan for every strategy but for at least one for each of the five metrics we are asked to track. Our student success & equity committee will meet in December once the plan has been submitted to discuss where we'd like to start on our plan for spring 2026. We have several research projects embedded in our plan and several initiatives that would need to be planned out. Our goal is to include a discussion of our progress on our student equity plan at our college annual planning forum (hosted every spring) and to host a summer retreat and/or late spring semester check in to review our progress thus far and continue planning for the next academic year. We will do a summer retreat/late semester check in and include the student equity plan in our college annual planning forum during the following year as well in 2027. As a committee we will decide on how we will track our metric goals, set timelines, and measure progress as we work towards those goals.

# College Contact Information Form

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## Student Equity Plan Reflection

### Reflection

For reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college’s pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

#### Key Learnings \*

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.

**Plan Continuity \***

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.

**Executive Summary**

**URL and PDF Upload**

**Executive Summary URL \***

Not Entered

**PDF Upload \***

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

[Executive Summary\\_SEP25-28.pdf](#)

**Metric and DI Population Summary**

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
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

## Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (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*
Overall Student Population	27.3%	2425	N/A	N/A	N/A	N/A
White	22.1%	931	7.9%	332	9.9%	417

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

### Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

**Vision 2030 Outcome:** Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

**Benchmark:** By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

# Key Strategies to Advance Successful Enrollment Goals

## Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.</i>	
1	Develop an early alert system. We currently have an onboarding report that includes information about students and where they are in the onboarding process. This allows us to identify students that had applied but not yet enrolled and conduct targeted outreach campaigns. We will focus these efforts on our white students which we believe includes our Middle Eastern student population.
2	Secure general funds to be able to expand our outreach programming to include 1) "Admit Day" for incoming students in the summer/early August, 2) host "Go Griffin" events with campus tours, food, and application/registration support, and 3) host workshops for incoming student parents with information on resources for student parents on campus.
3	When scheduling, ensure that we are hosting both day and evening time admissions/outreach events. We know many of our students are returning students, older students, and working students. So we want to ensure that we are providing accessible options for students in a variety of situations when it comes to our outreach events.

## Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

# Completed Both Transfer-Level Math & English

## Data Review/Establishing Equity and Student Populations Goals

### Completed Both Transfer-Level Math & English Data

Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (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*
Overall Student Population	21%	738	N/A	N/A	N/A	N/A
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

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – First-Time NSA Cohort](#).

#### Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

### Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

#### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

#### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your



previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Transfer-Level Math & English Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.</i>	
1	Establish and expand more learning communities/cohorts, focusing on the student populations identify as being disproportionately impacted, specifically geared towards completing math and English in the first year. We will explore creating cohorts by major or ACP, such as pre-nursing or social & behavioral sciences, and make sure the cohorts have access to resources such as embedded tutors for their sections.
2	Work with the math, English, and psychology departments to minimize scheduling conflicts that occur for students taking classes in prime time. We are working on this as a whole campus by reviewing our block scheduling practices for courses. This is part of our larger enrollment strategies work and is already being addressed.
3	Create and expand our evening course offerings, focusing specifically on English & math first. We hope to expand our number of evening degree pathways and potentially even create evening cohorts for working students. We will explore ways to ensure evening courses feel just as welcoming as our day courses by looking into providing services such as a coffee cart for students.
4	Research how many students enroll at Grossmont already having completed math and English in high school (via AP courses or dual enrollment), as well as which groups of students are completing math and English in the first semester and first year. Once we have this information we can do targeted outreach to the student populations that are not completing to see how we can support them directly.
5	Our math department hosts "Math Jams" every summer which are 1-3 day "boot camps" where students can receive extra math prep/refreshers prior to taking their math course in the fall. These have been very successful and shown to have a positive impact on students. We'll expand to offer math jams during our intercession for students preparing to take math in the spring.

### Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (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*
Overall Student Population	65.4%	1924	N/A	N/A	N/A	N/A
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

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

**Additional Goals**

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

**Key Strategies to Advance Student Persistence Goals**

**Disproportionately Impacted Student Population(s)**

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i>	
1	Create a campaign to ensure all faculty know to register their course materials through the bookstore and/or are exploring ZTC options for their courses, to remove barriers related to textbook costs.
2	Conduct a business process analysis to understand the infrastructure that would be needed to implement an early alert system on campus. While we are waiting on this, we are currently piloting an early alert system with our success office, specifically working with students that are on or at risk of academic probation with a few faculty from various disciplines. We hope that both provide information on what we need to be able to activate an early alert system.
3	Hire a full-time LGBTQ+ counselor/coordinator. We are currently working on hiring an adjunct counselor, in the mean time, to provide services to our LGBTQ+ students and building our pride center on campus.
4	Expand our current allyship trainings for employees, making sure to include student workers. We currently offer Safe Zone and UndocuAlly trainings every flex week but we know this week is impacted. We will begin to offer these trainings during the semester to provide other opportunities to engage in these trainings. We will also work to develop new trainings, focused on our first generation student experience, to help employees understand how best to support first gen students.
5	We know for many students financial hardship is a barrier to persistence. As a campus we will actively work to de-stigmatize Basic Needs services. This will include expanding our basic needs center to a bigger space on campus.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completion

Data Review/Establishing Equity and Student Populations Goals

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (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*
Overall Student Population	11.4%	466	N/A	N/A	N/A	N/A
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

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

**Benchmark:** By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Completion Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s)	
(500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.</i>	
1	Increase the number of Comprehensive Education Plans that students receive by creating CEP-ready workshops. We will also work on creating a 1-unit intro to college course centered on students' ACPs, where they would learn about the importance of a CEP, among other topics. We would pilot this work with our disproportionately impacted student groups.
2	Increase students' sense of belonging. We'll create space for students to celebrate milestones, and host events like a Men of Color Summit. We'll explore hiring peer mentors for our ACPs that have shared identities with our DI students. We'll create an annual survey for students to share what would help them feel more welcomed and overall campus climate. We'll host building open houses so students can explore and find other welcoming spaces on campus. We'll host PD on creating welcoming spaces.
3	Increase the number of students that cross the finish line by implementing degree audit software for students. Conduct research to see how many students are only units away from completion and do targeted outreach to help them get registered for those units with a focus on men of color and first gen students. Collaborate with Career Services to connect Men of Color with paid opportunities to ensure they can stay in school and not have to drop out for work.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (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*
Overall Student Population	27%	467	N/A	N/A	N/A	N/A
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

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

## Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

**Baseline Benchmark:** By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

**Stretch Benchmark:** With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Transfer Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>	
1	Create a transfer campaign to build awareness for employees and students on campus on various transfer programs and important dates to help the transfer center spread the word. In addition to our transfer fair, we'll explore hosting a majors fair and apply to host the HBCU caravan. Information about scholarship opportunities will be included in these events/campaigns. We will look into bringing back a scholarship specialist position the college had at one point.
2	Information campaign to help students understand why they are automatically enrolled in an ADT if they indicated a goal of transfer on their application. Include information on how students can opt out if that is best for them, especially for student athletes. In CEP ready workshops, discuss why an ADT might be a good option for students.
3	When we host university reps on campus, either virtually or in-person, asking for reps from specific departments to come as well. For example, we could host a UCSD rep from the bio department for a group of bio major students looking to transfer to UCSD so they can meet someone from the department and start to build connections and community.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transfer Emphasis \*

While the work and efforts for all student success metrics are crucial to the success of our students the ‘Transfer’ metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, “only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State”. (*California’s Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor’s Degree, September 2024, California State Audit, pg1*).

The Chancellor’s Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.\*

Our transfer center has limited capacity, so making information about transfer everyone's responsibility will build a culture of transfer on campus. Informing students about their options regarding majors, ADTs, transfer programs/agreements with various universities, will help students be more informed consumers on campus and better equipped to advocate for themselves. Bringing reps, not just from students' intended transfer institutions, but from the departments students are interested in joining will help expose students to the culture and community at the university before they are even there and work to encourage and empower students to see themselves at that university. Our IT department is also currently working on our infrastructure to be able to adopt a degree audit system for our students. We believe that degree audit software will help our students better prepare for and have necessary information needed for transfer.

[\\*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#) includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

First Generation

Current Challenges/Barriers \*

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

We will focus on first-generation students of color. We recognize that as an institution we need to work on our first impressions and reputation with our community. Our application and registration system can be difficult to navigate so we have an opportunity for growth. We also know that students struggle through processes like our high school authorization, identity verification, residency, and financial aid application processes. We also recognize that our website needs to be easier for students to navigate. We know that this population of students struggles with sense of belonging, imposter syndrome, balancing school and work, microaggressions, and anxiety in college. We



can work to create spaces and provide professional development so that students are less likely to have these experiences on our campus. We will also continue to support the areas that support students during difficult times, like our mental health services team. We will also work to provide students with more accessibility and options, including content/form accessibility, and options of evening vs. day time classes. We know that students are also navigating a new educational system and need explicit guidance and clear direction. We know that while we offer many amazing student support services and resources, not everyone is aware of them, including our own employees.

### Action Plan for Ideal Institution \*

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

We will expand our financial aid workshops from once a week at the same time, to a variety of days/times per week. We will continue to expand the variety of ways we provide orientations to students. We have made increasing the number of comprehensive education plans one of our main goals for our counseling areas. We will continue website improvements. We will continue to expand students' options and ensure our materials/forms are accessible. We are expanding our study jam/math jam offerings and learning communities so more students have access to those opportunities. We will do targeted outreach to first generation students of color to get them connected with student support programs like MESA or EOPS. We will continue to expand our evening course offerings and explore flexible options for students. We will continue our work of embedding career exploration in all parts of the students' journey and offer more opportunities for students to receive career guidance. We will also, for every metric, work on communication plans/marketing strategies to promote events/resources to students & employees to increase awareness of all our offerings on campus. We are also recently developed a 5-year strategic plan for our dual enrollment efforts and believe this will have a great impact on our first generation students of color as well. Success will look like clear, accessible pathways for students to reach their goals, with caring support along the way in the form of multiple departments/areas working together along the way to ensure students are continuing on their path. All of these strategies will require time, staffing, and financial resources, however we are building upon work that is already happening on campus. So resources will be directed towards building our capacity to scale some of the work that is already happening on a smaller scale in various places on campus.

## Student Education Plans

### Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

**Cohort:** New, First-Time, Non-Special Admit Unduplicated Students for that Term

**Exempt Students:** *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.*

**Comprehensive Student Education Plans:** A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

**Note:** The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
<b>Fall 2022 Cohort</b> (Comprehensive Ed Plan by 6/30/2023)	4,051	301	7%	485	12%
<b>Spring 2023 Cohort</b> (Comprehensive Ed Plan by 12/31/2023)	1,476	70	5%	117	8%
<b>Fall 2023 Cohort</b> (Comprehensive Ed Plan by 6/30/2024)	4,294	381	9%	500	12%
<b>Spring 2024 Cohort</b> (Comprehensive Ed Plan by 12/30/2024)	1,749	91	5%	175	10%

#### Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan \*

We disaggregated the above data by race/ethnicity, gender, first-generation status, and age. We focused on our fall 2023 cohort because we had the most CEP data for this group. We noticed that our indigenous, multiracial, and Pacific Islander students experiences disproportionate impact by term and indigenous and Pacific Islander students by academic year. First-generation students do not experience disproportionate impact by term nor academic year. Our male students do experience DI for both term and academic year. Our 20-24, and 50+ students experience DI for term and 20-24, 25-29, and 50+ for academic year.

#### Comprehensive Education Plan Implementation for DI Student Populations \*

As a division, counseling will create a shared definition for what “CEP-ready” means during our division meetings. Once we have a shared definition, counseling will create “CEP-Ready” workshops for students that will lead to a CEP appointment. At the same time we will develop a needs assessment or screen-in process for students coming in for a counseling appointment to ensure they are directed to the most appropriate type of appointment, counselor, or service area. This will not only improve students’ experiences but also improve efficiency and support consistency across the division. We will create a FAQ for front desk staff to assist in the screen-in process and provide PD on how to do referrals to categorical programs when appropriate. We will also create a CEP-Ready campaign in collaboration with our Director of College and Community Relations to create marketing materials the whole division and instructional areas will use with students to provide CEP information. Counseling will present at academic senate, chairs & coordinators, classrooms, and during FLEX week to spread the word.

Counseling division will hold an annual training on CEP coding to ensure that all full-time and part-time counselors understand the importance of accurately coding CEPs in SARS. This will help to improve the quality of the data we have for institutional reporting, planning, and equity-focused improvement efforts.

Counseling will partner with the English department to explore how counseling can support career exploration in the classroom. Counseling faculty will create a guided career exploration module for instructional faculty to use in their courses, focusing on the golden four courses.

The college will host a welcome/orientation in collaboration with various programs on campus after our convocation during flex week. At the orientation students will learn about CEPs, ACPs, career readiness, departments/services around campus. At the orientation we will encourage students to attend our Majors Fair, Career Expo, and Transfer Fair happening in the fall semester.

#### Comprehensive Education Plan Implementation for ALL Students \*

Guided Career development approach for students to determine their major. Possibly working with instructional faculty to create a career assignment for English C1000 courses, for example, and other instructional faculty that may be interested. Onboarding counselor currently works to ensure students choose the correct college based on their major of interest to ensure financial aid is processed correctly. In the future they could also explore providing career support at the high schools during application workshops. Gather Fall 2026 cohort data and disaggregate by special programs. Each program will oversee completion of CEPs for their Fall 2026 cohort and review students listed educational goals. Target and prioritize outreach regarding CEP appointments to first generation students of color within each program. Partner with the transfer center coordinator to work on logistics and what support she will need to provide us with a list of students that attend CSU/TSP workshops so that those students will also get signed up for a CEP appointment.

## Vision 2030 Alignment/Coordination

### 1. Guided Pathways \*

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Academic and Career Pathways (ACP) ensures all students can identify their academic pathway, connect their educational and career goals, and follow clear program maps in order to complete their degree/certificate in a timely manner. Outreach, onboarding, and student services collaborate to train faculty, staff, and student workers on raising awareness of and engagement with ACPs. We increase the visibility during campus events such as the Week of Welcome and Career Fairs, coupled with digital tools like milestone checklists, academic plans, and ACP visuals. Our efforts directly address the barriers faced by first-generation students and students of color, in order to create clear pathways to achieve their higher education goals.

Grossmont has also launched ACP “Homebases” in Canvas; these are dynamic hubs where students can access program-specific resources, connect with faculty and others, and engage in career exploration. Students are either auto-enrolled in the Homebases when they declare a major or self-enroll in the ACPs that interest them. The Homebases are intentionally designed to foster a sense of belonging for students, particularly disproportionately impacted students, such as first-generation students and students of color, who often report lower levels of connection to college life. The faculty “Lead” for each Homebase updates program information and sends students timely announcements about ACP-related and campus wide events and opportunities. Monthly ACP Lead meetings, cross-departmental collaborations, and student surveys ensure that the Homebases remain responsive to the needs of students. The Guided Pathways team is prioritizing equity by clarifying pathways for disproportionately impacted populations, including students of color, first-generation students, veterans, foster youth, and students involved with the justice system. To these ends, we collaborate with the professional development office to support culturally responsive teaching, equity-minded counseling, and data-informed practices.

Guided Pathways works closely with the Counseling faculty to incorporate Cal-GETC, common course numbering, and milestone checklists that streamline program maps and reduce excess units. We update guides and resources to clarify transfer and career pathways. Equity-centered interventions ensure that underserved students receive consistent guidance to stay on track and complete their education.

### 2. Student Financial Aid Administration \*

In coordination with your Financial Aid Department, please summarize college’s holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

Financial aid at Grossmont College will play a central role in advancing the Equity Plan by meeting students where they are and providing targeted, accessible support. Staff will provide services directly in key student spaces—including Athletics, The Village, EOPS, NextUp, CARE, and Allied Health—to ensure students have timely access to assistance. Beginning in November, financial aid will also make classroom visits to share information and provide guidance, further integrating support into students’ daily academic experience. To accommodate diverse schedules, Financial Aid Fridays will be expanded to additional days and times, ensuring students who cannot attend on Fridays still receive personalized support. In all interactions, financial aid staff will provide comprehensive application guidance, including both FAFSA and CADAA options, to maximize access to state and federal resources. By embedding financial aid support throughout campus and making services accessible and proactive, Grossmont

College strengthens equity outcomes and empowers students from disproportionately impacted populations to persist, complete, and achieve their educational goals.

### **3. Students with Disabilities (DSPS) \***

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The A.R.C. (Accessibility Resource Center) will be working in close collaboration with District Educational Support Services (ESS) to develop disaggregated data reports for the students we serve. These reports will provide detailed information on student demographics and outcomes, including ethnicity, gender, socioeconomic status, enrollment status, attempted and completed units, and GPA. By analyzing this data, the A.R.C. team will be able to design targeted strategies that directly support disproportionately impacted populations identified in the Student Equity Plan, including Black or African American, Hispanic, First-Generation, Foster Youth, Male, and Asian students.

The A.R.C. team will continue to partner with Outreach to attend high school events. The purpose is to assist high school students with disabilities transition from high school to college. They will also continue to offer onboarding workshops with the following goals: 1) strengthen students' community bonds with the campus and their peers, 2) provide information and knowledge to ready students to start the semester successfully, and to 3) deepen students' familiarity with A.R.C. processes, and campus institutions and resources. The A.R.C. faculty and staff have developed workshops such as the "Fall 2025 Kickoff" and "Social Hour" to engage current and potential students. These workshops serve to provide a safe space for students to build community and develop the practical tools, knowledge, and strategies which support academic, personal and career goals.

In addition, the A.R.C. continues to expand awareness of its support services and academic accommodations through a strong campus presence. Staff and faculty actively participate in campus events, Student Services tabling, and academic division meetings to strengthen collaboration with instructional faculty. Classroom presentations further ensure that students are aware of available resources. The A.R.C. also partners closely with EOPS/CARE/NextUp counselors to support shared students with learning disability management and overall academic and personal success. Designated counselors also serve as liaisons with Athletics and the Veterans Resource Center, ensuring comprehensive and coordinated support for students across multiple programs.

### **4. Extended Opportunity Programs and Services (EOPS)/CalWORKs \***

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The Extended Opportunity Programs and Services (EOPS) program at Grossmont College serves primarily first-generation, low-income, and underrepresented students. Through wrap-around counseling, financial aid, and equity-focused interventions, EOPS removes barriers and empowers disproportionately impacted students to reach their educational goals. To support successful enrollment, EOPS partners with Outreach and programs such as Athletics, Dreamers, FYE, PUENTE, and UMOJA to identify and onboard eligible students. Orientations, campus visibility efforts, and social media outreach strengthen engagement and awareness.

For completion of transfer-level Math and English, counselors prioritize these courses in educational plans and connect students to tutoring, study jams, and MESA for STEM support. To improve persistence, EOPS requires three counseling contacts each term, provides workshops and case management, and collaborates with Building 60 programs to create an inclusive environment. For degree attainment and transfer, EOPS offers textbook assistance, celebrates milestones, and partners with the Transfer Center and universities. The Region X EOPS Leadership Conference fosters student engagement and leadership, with intentional outreach to students of color. EOPS advances equity, access, and completion for all students. CalWORKs serves student parents living in poverty, many of whom are first-generation college students and survivors of trauma. The program emphasizes student-led, community-centered support and provides comprehensive outreach and onboarding, guiding students from college application through class registration in English or their native language. Orientation sessions are holistic and culturally relevant, designed to meet the needs of economically disadvantaged students. Outreach efforts are expanding to intentionally recruit additional disproportionately impacted students. CalWORKs counselors deliver high-impact, individualized sessions that address academic planning, career exploration, personal and family challenges, and long-term goals, all with culturally responsive practices that honor students' lived experiences. The program fosters community through peer mentors who provide tutoring, guidance, and emotional support, helping students navigate academic and personal responsibilities. To promote persistence and completion, CalWORKs integrates child care, tutoring, mentorship, and individualized counseling.

### **5. NextUp/Foster Youth \***

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The NextUp program at Grossmont College provides comprehensive, population-specific support for students from foster care, addressing the systemic barriers that impact their academic persistence, completion, and overall well-being. Through individualized counseling, financial and basic needs assistance, and strong community partnerships, NextUp delivers wrap-around services that promote stability, equity, and student success. NextUp employs proactive engagement and case management strategies designed to identify and connect eligible students with needed resources prior to the start of the term. The program's Early Alert system and frequent check-ins—often weekly—ensure that staff maintain consistent communication through in-person meetings, text messages, and email outreach. Regular “Midweek Meetups” provide students with a supportive community environment, peer connection, and access to resource partners. Collaborations with organizations such as Just in Time for Foster Youth, Independent Living Skills, the San Diego County Office of Education, and Promises2Kids expand referrals and strengthen wrap-around support beyond the campus. NextUp counselors integrate transfer-level math and English into students' comprehensive educational plans. When students experience challenges with enrollment or academic progress, the program provides targeted interventions, including tutoring referrals and connections to campus and community support services addressing basic needs, transportation, housing, and mental health. NextUp emphasizes frequent, meaningful contact between students and staff, cultivating a strong sense of belonging and trust. The program's dedicated space and community-building events foster connection and engagement, aligning with the RP Group's success factors of being directed, focused, nurtured, and valued. Through consistent communication and personalized support, students remain motivated and connected to their educational goals. NextUp counselors provide comprehensive educational planning, academic and career counseling, and individualized assistance with university applications. The program collaborates with CSU Educational Opportunity Program (EOP) offices and foster youth support programs at four-year institutions to ensure a seamless transfer experience. Activities such as guest presentations and campus visits further strengthen these pathways.

#### **6. Programs for Veterans (Veterans Resource Center) \***

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Veteran Students as a specific population were not identified as experiencing disproportionate impact as a collective, however, Veteran's services is aware that we have veteran students who also identify as members of differently identified student groups who experienced disproportionality within the five identified areas of the current report: Successful enrollment, completion of transfer level Math and English, persistence, completion, and four year transfer. To that end, the Veterans Resource Center will partner with campus instruction and student support to identify, direct, and support members of our veteran student community who may benefit from intentional campus wide efforts to support these students in improving their outcomes and persistence as members of the subgroups highlighted within the report.

The Veteran's resource center will partner with the campus community to facilitate veteran's ally trainings to enhance community knowledge about the veteran community and learn improved ways of supporting these students holistically; as well as educate the campus community regarding the federal rules and guidelines that that guide the ways that we can and should support our veteran's students from within a college setting. The Veterans Resource Center endeavors to also share broadly with campus constituents, its best practices in successfully navigating Veterans and other students through the educational journey to completion.

#### **7. Justice-Involved and Justice-Impacted Students \***

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Grossmont College is deeply committed to advancing educational equity and opportunity for justice-impacted students through our Justice Scholars Program (GJS). Recognizing the unique challenges faced by students who have been system-impacted or incarcerated, the program provides comprehensive, trauma-informed support designed to promote access, persistence, and successful transition into higher education and beyond. To foster belonging and community, GJS hosts monthly community-building events later in the day to accommodate students' work and family responsibilities. Our program has also hired peer mentors who are alumni of GJS, providing current students with relatable role models who offer academic guidance, encouragement, and support. GJS extends outreach directly to correctional facilities, offering counseling workshops at Las Colinas to inform prospective students about educational pathways and the opportunities available at Grossmont College. To further support reentry and transition, the program offers a counseling course tailored specifically for incoming Justice Scholars, equipping them with the tools and resources necessary for academic and personal success early in their college journey. The program provides individualized onboarding support, guiding each student through essential steps such as submitting transcripts, applying for financial aid, and developing both Abbreviated and

Comprehensive Educational Plans (AEPs and CEPs). Additionally, Grossmont College has added a self-identification question to our Student Services Questionnaire that students are encouraged to complete when they are filling out the CCCApply application to increase visibility and ensure timely connection to program services. GJS connects students with a robust network of on- and off-campus resources to eliminate barriers to success, including housing, employment, mental health, and legal support. The program shares space with several of our other equity programs in a location on campus that we refer to as The Village. This allows for cross-program events and collaboration across programs honoring students' intersectional identities. GJS also partners closely with our campus's Accessibility Resource Center, Career Center, and Mental Health Services to ensure holistic, coordinated support across departments. GJS hosts an annual Graduation and Transfer Celebration, honoring students' resilience, academic accomplishments, and continued educational aspirations.

## **8. Low-Income Adults \***

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Grossmont College-Adult Reentry Center will implement a coordinated set of structural and programmatic strategies to expand equitable access, persistence, and completion for low-income adult learners, a disproportionately impacted population. Guided by Vision 2030 and the Student Equity and Achievement (SEA) Program, the College will remove systemic barriers and strengthen institutional capacity through flexible scheduling, stackable credentials, and the establishment of an Adult Learner Success Hub that integrates outreach, onboarding, advising, and support services. Credit for Prior Learning (CPL) will be scaled to recognize work and life experience, while course scheduling will be optimized for working adults. Outreach partnerships with the East Region Adult Education Consortium, community-based organizations, and local employers will increase awareness and entry points for reentry and working students. Targeted campaigns such as "Finish What You Started" will promote affordable and flexible educational pathways. To strengthen persistence and retention, Grossmont will launch Adult Learner Success Cohorts that provide case-managed counseling, proactive advising, and peer mentoring, supported by embedded tutoring and early alert systems. Faculty and staff will participate in professional learning focused on inclusive, adult-centered, and culturally responsive pedagogy. Financial and basic needs barriers will be addressed through expanded childcare, transportation, and textbook assistance, as well as an Emergency Aid Fund for low-income students. Integration of SEA and Basic Needs resources will ensure holistic support for food, housing, and technology needs. Collaboration with Strong Workforce and regional employers will align short-term programs with living-wage job opportunities, expand paid internships and apprenticeships, and embed career counseling within adult learner pathways. Collectively, these structural and programmatic strategies aim to increase completion and transfer outcomes for low-income adult learners by 15 percent, reduce retention gaps by 10 percentage points, and advance equitable economic mobility for all disproportionately impacted student populations.

This work is done in addition to and in partnership with the work that our CalWORKs, CARE, Dream Center, and Justice Scholars, programs do to support our low-income adult student population.

## **9. Credit for Prior Learning \***

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Grossmont College is in the early stages of developing a strong Credit for Prior Learning (CPL) framework that recognizes the knowledge and skills students bring from their professional and life experiences. We recently hired our first CPL faculty coordinators to help build this foundation and ensure students receive credit for what they already know and can do. Initial efforts will focus on identifying which student groups stand to benefit most from CPL opportunities—such as veterans, working adults, and students with significant industry experience. The coordinators will also lead the development of a clear, accessible process for students to apply for CPL, including a campus handbook and a dedicated webpage outlining eligibility, submission steps, and examples of accepted prior learning. This pilot will begin within our Career and Technical Education (CTE) division before expanding college-wide. By starting within CTE, we can align CPL practices with industry standards and advisory board recommendations to ensure the credits awarded reflect current workforce competencies. Ultimately, this initiative supports both equity and workforce goals by helping students accelerate completion, reduce costs, and move more quickly into the workforce with credentials that recognize their existing experience and expertise.

## **10. Dual Enrollment \***

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)



Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Grossmont College is committed to advancing Vision 2030, ensuring high school students graduate with at least 12 units of dual enrollment credit. We will expand early exposure by offering dual enrollment opportunities beginning in 9th grade, with pathways aligned to transfer and career options.

Enrollment barriers will be reduced by streamlining CCAP and concurrent enrollment processes between K–12 districts and the college, supported by intentional training for counselors and informational sessions for students and families. Grossmont will increase the number of CCAP courses offered, prioritize outreach to students who are disproportionately impacted (low-income, first-generation, foster youth, students with disabilities, English learners, and undocumented students), and explore the design of a summer bridge program that prepares students for college-level success.

Grossmont will increase the number of students graduating from high school with 12 or more units of dual enrollment credit by embedding intentional academic pathways at every partner high school, starting in 9th grade. Educational support will be enhanced through targeted communication about tutoring, English/math support centers, and culturally responsive teaching.

Pathways will be aligned with students' career goals, increasing certificate and degree completion while they are still in high school. Metrics will include disaggregated course success rates, early completion of transfer-level English and math, and postsecondary enrollment immediately following graduation. Grossmont would like all CCAP students to complete a college educational plan and career assessment, supported through counseling courses, orientations, and workshops. Through these strategies, Grossmont College will expand equitable dual enrollment participation, remove structural barriers, and ensure that disproportionately impacted students are supported from 9th grade through high school graduation, facilitating a successful transition into degree, transfer, and career pathways.

#### **11. Strong Workforce Program/Perkins \***

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Each semester, our Workforce Development efforts connect students to guided career exploration activities aligned with academic majors through the Career Services Center. In partnership with instructional faculty, Career Services, and Work-Based Learning, we integrate career planning into classroom instruction and co-curricular engagement. These collaborations intentionally connect academic programs with real-world workforce pathways. Through Guided Pathways ACP Homebases, we will also provide engaging videos and interactive content to help students link their academic interests to potential professions.

Work-Based Learning staff will expand in-class career presentations—traditionally focused in Career and Technical Education (CTE)—to reach a broader range of disciplines. These sessions will bring industry insights and labor market data directly into classrooms, helping students across all majors understand how their studies align with current workforce needs and pathways.

Career Services will continue to use the Career Coach platform, developed through Perkins and Strong Workforce funding, to guide personalized career exploration. The platform allows students to assess interests and skills, explore occupational data, and identify academic programs aligned with workforce opportunities. This integration of technology, curriculum, and counseling ensures that every student can see a clear connection between their education and long-term career outcomes.

To support our Student Equity Plan, we also propose launching a “First Year, First Career” campaign. This initiative would focus on first-year students—especially first-generation and disproportionately impacted groups—by offering structured career exploration and workforce readiness opportunities through the Career Services Center.

Our Career Center also collaborates closely with industry advisory boards to ensure our programs stay aligned with workforce needs. These partnerships strengthen the connection between education and employment, giving students direct access to employer perspectives and opportunities to develop relevant skills. Together, these efforts create a seamless bridge from education to employment, ensuring every student has access to a clear and supported workforce pathway.

This work will continue in partnership with instructional faculty and Career Services.

## 12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered



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