

Executive Summary for 2019-2022 Student Equity Plan

2019-22 Activities Summary

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

Progress was made with streamlining onboarding including creating an onboarding tracking report that tracks the matriculation progress of all students from first-time to returning students. The report gives access to staff and faculty to see what steps the student has completed as it helps with intentional communication with every student who has completed an application. Recently, race/ethnicity and gender were added to the report to help with intentional communication with our pilot project of retaining men of color in their first year. We are able to track if our students are coming from our feeder district as well as outside of our district. Having this information helps support our Outreach efforts. The First Year Services team hosted opportunities for students to attend in-person and online onboarding events to help students with the onboarding steps. The team collaborated with Umoja, Puente, and First Year Experience. Mandatory orientations are a larger conversation as that requires a district policy change to our board policy. From a programmatic standpoint, orientation is highly encouraged and some programs make it mandatory but it is not consistent across the college. Outreach has created a partnership with our local feeder high school district (Grossmont Union High School District) as well as making a presence within the region with other local high schools. In the fall of 2019, we had a 12 Gateway professional development workshop where we invited faculty from the courses we identified to be our 12 highest enrolled and highest DFW rate courses. During the workshop, we reviewed disaggregated outcome data for the courses, and provided pedagogical and curricular strategies for faculty to address equity gaps in their courses. The workshop was well attended and there was representation from all 12 courses. In the spring of 2022, after further review of our AB705 math data, a decision was made to remove the only remaining pre-transfer level math course we had on our schedule for fall of 2022. To prepare students that needed a refresher before entering into transfer-level math, the math department hosted a weeklong "math jam" for about 30 students. In the fall of 2021, we reviewed the demographic data on students who were on probation and/or dismissal, as well as the demographic data on our honors students. We found racial disparities between these two groups of students, with the majority of probation & dismissal students being students of color.

Evidence of Decreased Disproportionate Impact

Grossmont College recently went through our strategic planning process, which included an internal and external review of our college data. Our data scan showed that our student outcomes remained relatively stable over the course of the pandemic. Our annual unit planning process,

which includes programs reviewing disaggregated outcomes for their students, has shown a similar pattern. In the fall of 2020 we conducted another data pull to identify our 12 highly enrolled, high DFW rate courses and found that these courses had changed, with some of the courses that were previously identified, falling out of the top 12. As we moved closer to full implementation of AB705 through 19-22, we've seen the rate of students completing transfer-level math and English continue to steadily increase. However, we have noticed that while more students are getting through, we are still producing similar racial equity gap patterns seen in other courses throughout campus, where Black and African American students have the poorest outcomes of all other students in most cases. Both the math and English departments are working diligently to address these gaps, and in fact, in the spring of 2022 the math department data showed that there were no racial equity gaps for students in the BSTEM transfer-level math courses. We are working to identify the supports and techniques that allowed for that to happen to be able to scale and replicate. It should be noted that while our student outcomes did not change too significantly over the pandemic, we did see sharp decreases in enrollment, and at times retention. Outreach efforts were greatly hindered and in some cases were not able to occur at all. There were also a high number of students that needed to take excused withdrawals due to financial and health struggles directly related to the covid pandemic.

For any questions regarding Grossmont College's Student Equity Plan, please reach out to the interim Dean of Student Success & Equity, Dr. Victoria Rodriguez at victoria.rodriquez@gcccd.edu