

Student Equity and Achievement Program Produced: 11/07/2022 05:06 PM PST Victoria Rodriguez

# Grossmont College - Student Equity Plan (2019-22): Certified

## Details

### Assurances

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

### Progress & Success

#### Process & Schedule \*

Standing committees at Grossmont College regularly discuss data related to student success and equity as they conduct business. The Planning & Institutional Effectiveness Committee leads an additional systematic review and analysis of KPI data each spring. This review and analysis forms the basis for decisions about next steps, within college leadership, within committees (including the Student Success & Equity Committee and College Council), and across initiatives that support the college's 2016-2022 Strategic Plan. The Student Equity Plan (and its predecessor, the 2017-2019 Integrated Plan) were intentionally aligned with the college's Strategic Plan, so that as the Strategic Plan is evaluated, progress toward student equity goals can be measured. The college will conduct its mid-point evaluation of the Strategic Plan in Fall 2019. A summative evaluation will be conducted at the conclusion of the plan to inform next steps for student equity goals related to access, retention, completion, degree/certificate completion, and transfer. Both the formative and summative evaluations will be facilitated by the office of College Planning & Institutional Effectiveness, and will include direct input from the Student Success & Equity Committee, Planning & Institutional Effectiveness Committee, Academic Senate, Classified Senate, and College Council.

#### Success Criteria \*

Grossmont College operates under the model of shared governance and has recently restructured itself to ensure that equity-minded, integrated conversations have a reliable path for planning, implementing and budgeting. A Student Success and Equity Committee (SSEC) was established to centralize the institution's focus on student achievement and foster equitable outcomes. Importantly, the SSEC is part of the institution's governance structure. Membership of the committee comes from all constituent groups and campus departments. The SSEC is responsible for creation and moderating of the Student Equity Plan. The SSEC meets monthly to evaluate progress made on the goals and facilitate interaction between committees, departments, college administrators, faculty and programs related to matriculation and equity to reach the identified goals. To make better informed decision the committee will work with the institutional research department to collect, analyze and share data. This will enable the committee to assess activities, address issues and expand on practices that are working towards student success.

### Executive Summary

<https://www.grossmont.edu/college-info/planning/student-success-and-equity/default.aspx>

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**Metrics**

**Overall Student Population**

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	1975	2039	+3.24%
Attained the Vision Goal Completion Definition	1556	1634	+5.01%
Completed Both Transfer-Level Math and English Within the District in the First Year	419	456	+8.83%
Retained from Fall to Spring at the Same College	12023	12331	+2.56%
Enrolled in the Same Community College	18015	20799	+15.45%

**Disproportionately Impacted (DI) Student Groups**

Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Male	Attained the Vision Goal Completion Definition	8	12	+50% ▮▮◀
LGBT	Female	Attained the Vision Goal Completion Definition	14	19	+35.71% ▮▮◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	2	5	+150% ▮▮◀
Foster Youth	Female	Attained the Vision Goal Completion Definition	12	15	+25% ▮▮◀
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	1	2	+100% ▮▮◀
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	2	3	+50% ▮▮◀
Some other race	Male	Attained the Vision Goal Completion Definition	4	6	+50% ▮▮◀
More than one race	Male	Attained the Vision Goal Completion Definition	30	36	+20% ▮▮◀
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	1	2	+100% ▮▮◀
Some other race	Female	Attained the Vision Goal Completion Definition	4	6	+50% ▮▮◀
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	2	+100% ▮▮◀
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	4	6	+50% ▮▮◀
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	7	9	+28.57% ▮▮◀
Asian	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	5	7	+40% ▮▮◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	10	13	+30% ▯▯◀
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	63	76	+20.63% ▯▯◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	3	5	+66.67% ▯▯◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	3	5	+66.67% ▯▯◀
Veteran	Male	Retained from Fall to Spring at the Same College	289	305	+5.54% ▯▯◀
LGBT	Male	Retained from Fall to Spring at the Same College	110	120	+9.09% ▯▯◀
Black or African American	Female	Retained from Fall to Spring at the Same College	372	386	+3.76% ▯▯◀
Veteran	Female	Enrolled in the Same Community College	160	170	+6.25% ◀ ▯▯
LGBT	Female	Enrolled in the Same Community College	481	499	+3.74% ◀ ▯▯
Foster Youth	Female	Enrolled in the Same Community College	247	259	+4.86% ◀ ▯▯
Black or African American	Male	Enrolled in the Same Community College	839	857	+2.15% ◀ ▯▯
Filipino	Female	Enrolled in the Same Community College	630	648	+2.86% ◀ ▯▯
Black or African American	Female	Enrolled in the Same Community College	1026	1071	+4.39% ◀ ▯▯
White	Female	Enrolled in the Same Community College	3576	3790	+5.98% ◀ ▯▯
LGBT	Female	Transferred to a Four-Year Institution	17	19	+11.76% ▯▯◀
Foster Youth	Male	Transferred to a Four-Year Institution	5	8	+60% ▯▯◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Female	Transferred to a Four-Year Institution	19	23	+21.05% ▶▶◀
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	2	3	+50% ▶▶◀
Asian	Male	Transferred to a Four-Year Institution	42	49	+16.67% ▶▶◀
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	2	3	+50% ▶▶◀
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	2	4	+100% ▶▶◀
Disabled	Female	Transferred to a Four-Year Institution	71	82	+15.49% ▶▶◀
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀▶
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀▶
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	0	2	+100% ▶▶◀

**Additional Categories**

No population groups selected.

**Activities**

**Streamline on-boarding & deepen collaborations**

**Brief Description of Activity \***

Increase the number of students by streamlining on-boarding, deepening collaborations with high school districts, workforce agencies, and additional community partners. -Provide mandatory face-to-face orientation -Develop systems to track the matriculation process by on-going communication with potential students -Continue the promotion and integration of existing student support services such as Umoja /Puente/Via Rapida/Guardian Scholars/Next Up. Coordination of outreach with comprehensive enrollment services to improve the Adult Reentry efforts with the Enrollment Management Plan.

**Related Metrics**

- Overall : All : Enrolled in the Same Community College

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

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

### Brief Description of Activity \*

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

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Retained from Fall to Spring at the Same College

## Reduce the number of excess units completed.

### Brief Description of Activity \*

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

### Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- More than one race : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Veteran : Male : Retained from Fall to Spring at the Same College

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

## Reduce the time it takes students to successfully complete college- level coursework from Math, English and ESL from basic skills sequences.

### Brief Description of Activity \*

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

### Related Metrics

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

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

### Brief Description of Activity \*

-Revisit policy & procedure around academic dismissal/ probation to align our progress and probation standards for all students. Improve identification of and support for students at risk for academic or progress probation. -Promote Equity-Minded Teaching and Learning for our faculty, staff and administrators. Our faculty- especially inclusive of our part-time faculty- will have intentional and coordinated opportunities to reflect on, share, and learn about classroom practices that increase student retention and engagement – practices which help to create motivating learning environments, address the affective domain, and facilitate students' active learning and deeper investment in their learning. -Strengthen Partnerships between Faculty and Student Services -Deepening Understanding of and Insights into the needs of particular Grossmont College Student Populations with an emphasis on disproportionately impacted groups

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College



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

## Certification

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