GC Student Equity Plan Draft

2022-2025

Background & Guidance

Student Equity & Achievement Program established in 2018

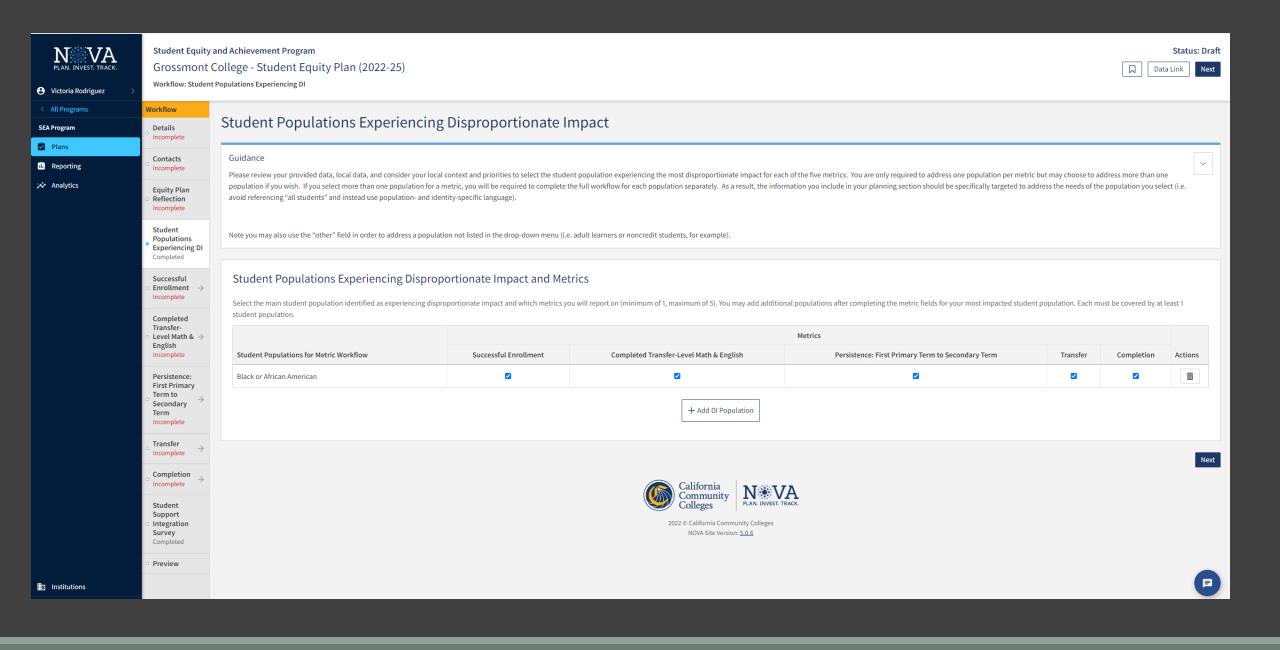
- Student Equity Plan 1.0 (2019-2021)
- Student Equity Plan 2.0 (2022-2025)

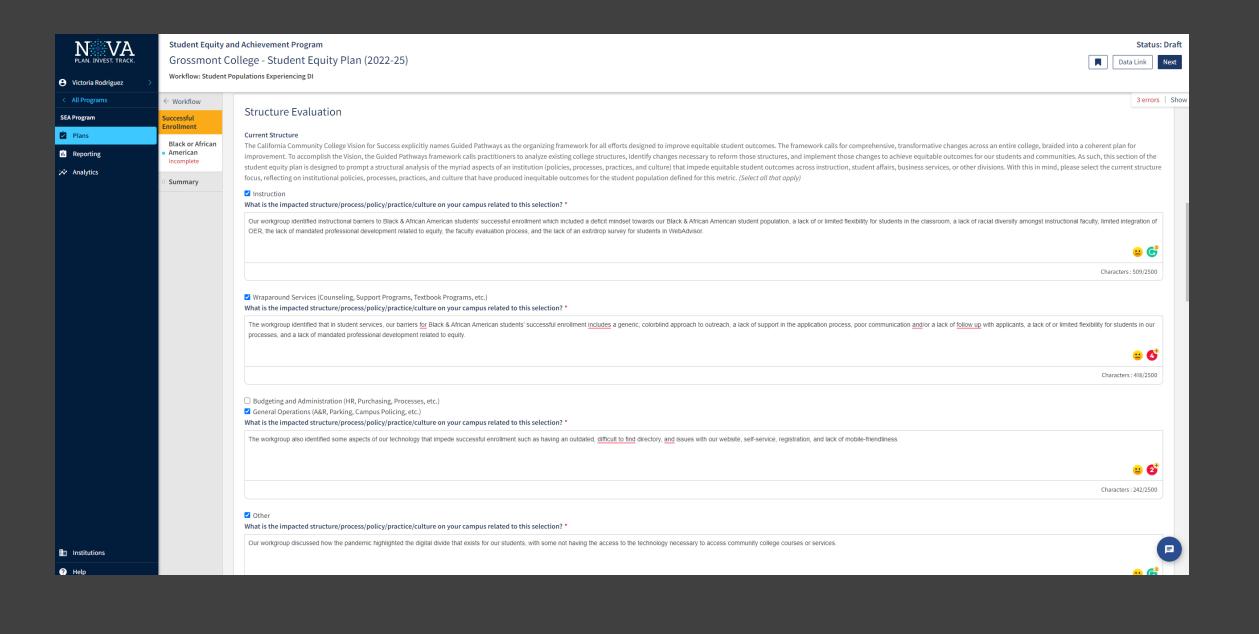
System-wide study conducted by USC on SEP 1.0.

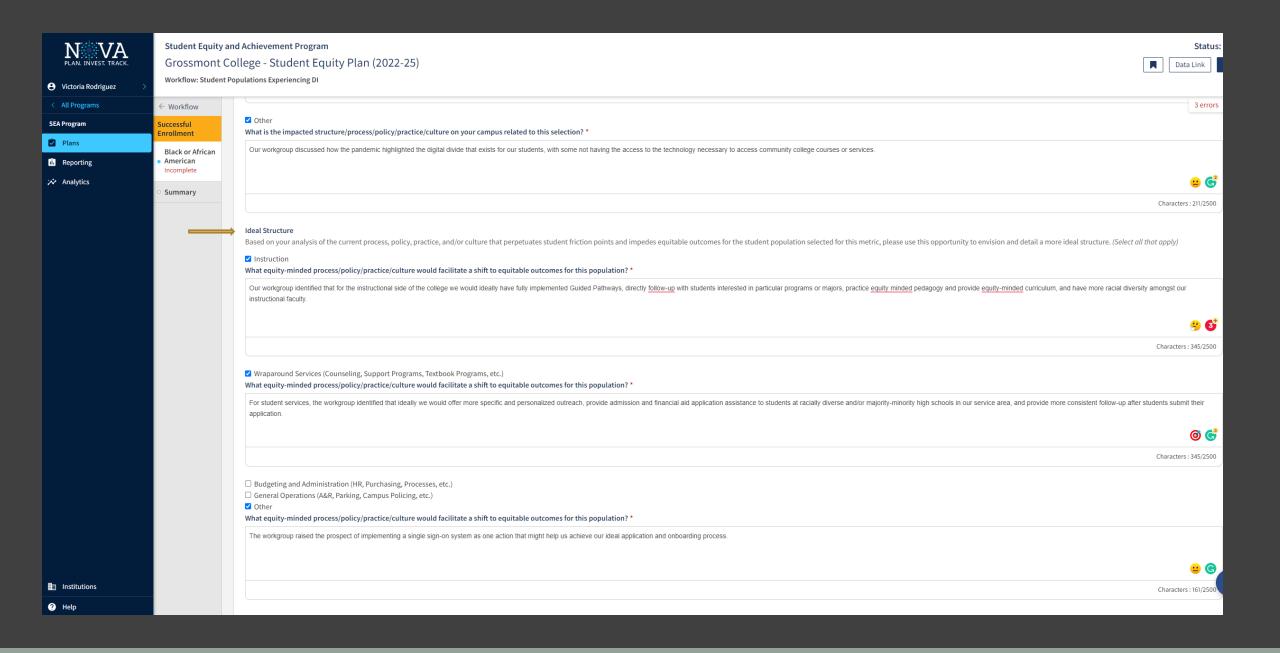
Colorblind language + activities did not target root causes

SEP 2.0

- Focus on the student journey
- State provided student equity data on relevant metrics
- Encouraged to focus on the DI population with the most severe equity gaps
- Plan is flexible & fluid







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PLAN. INVEST. TRACK. Victoria Rodriguez		College - Student Equity Plan (2022-25) Populations Experiencing DI	Data Link	Ne
✓ All Program ✓ Plans	Successful Enrollment Black or African American Incomplete Summary	Action Action Steps* How do you plan to move from the current and ideal structure, and a review of related research reports on factors that contribute to Black student success in community coilege, the workgroup decided to focus on the following projects/initiatives to address our equity gaps around successful enrollment American students: Implementation of an outreach contact tracking system that would allow for outreach, success coach, and counseling teams to track how students heard about us, what parts of onboarding students have completed, and whether or not students have been contacted regarding their onboarding status and retem. Having a system where applicants are identified and tracked would also allow for planning of race-specific community outreach, and easier collection of data on students who applied but did not enroll. In year one, we would identify the data needs of both outreach and counseling related to onboarding work with IT to ensure implementation and access to the system and/or report where the data would be housed. In year three, we would implement the tracking system. Implementation of a cohort tracking system that would allow us to track the outcomes of our students by key metrics related to their progress & completion. In year one, we would identify the metrics of focus. In year two, we would collaborate with IT and RPIE to develop a dashboard or report. In year three, and videos in year one of the student equity plan, in year two, we would aim to have 10% of first time students develop and plan for how to afford college and complete a financial plan. In year three, we would aim to have 25% of first time students complete a financial plan. Address student financial concerns by having first-time students develop and plan for how to a first time.	sources available to g. In year two, we would , we would implement.	ld did significant significan
		Chancellor's Office Supports Supports Needed The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide your ideal structure for this population and metric? Field Guidance & Implementation Technical Assistance/Professional Development Data & Research Policy & Regulatory Actions Technology Investments & Tools Proof of Concept Pilots Strategic and Operational Communication Explanation of Supports Needed You may use this space to explain your selections.	to assist in reaching	
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? Help				

Formation of Student Equity Plan Workgroup

Recruited volunteers from Student Success & Equity Committee, Planning and Institutional Effectiveness Committee, Strategic Planning Committee, & Guided Pathways team.

Faculty

Lara Braff
Veronica Rosales
Susy Munoz
Cindi Harris
Gary Johnson
Karolia Macias

Classified Professionals

Danielle Feliciano Carmen Hernandez Andrew Hellier Kelly Jackson

Administrators

Niko Crumpton Aaron Starck Courtney Willis Martha Clavelle Victoria Rodriguez

^{*}Joan Ahrens, Kay Watson, Javier Ayala, Sharon Sampson, Janet Shipstead, Heriberto Vasquez, Marshall Fulbright, Pearl Lopez, Ariana Huesias

Timeline

March 3rd – SS&EC creates SEP timeline & guiding principles, discuss operationalization of strategic plan

March 14th – SEP Workgroup reviews student outcome data from environmental scan, choose DI group to focus on, discuss alignment with strategic plan goals

April 7th – SS&EC hears report out from workgroup, work on describing our Current Structures.

April 21st – SEP Workgroup works on Ideal Structures & Action Steps

May 5th – SS&EC hears presentation on student racial climate survey results, report out from workgroup, discusses whether we're targeting root causes

May 19th – SEP Workgroup continues to work on Action Steps and identify who we'd need to include to operationalize.

June 2nd – SS&EC hears report out from workgroup, and continues to discuss whether the actions we've included target root causes, are race-conscious, and research-based. Also discuss which actions should be prioritized and how we will measure effectiveness

Selecting our Disproportionate Impact Student Group of Focus

Workgroup decided to focus on our Black & African American student population for all 5 metrics.

- Both state provided & local data shows that our Black & African American students tend to have the lowest outcomes of all racial-ethnic student groups
- State provided DI data shows that Black & African American students have consistently experienced disproportionate impact for 4 out of the 5 metrics

Also decided to plan with our Latinx students in mind too, given our status as an HSI, understanding that some of our Black students also identify as Latinx, and that supports for one group will most likely benefit the other too.

Connection to Grossmont's Vision, Mission, & Strategic Plan

Vision

Empowered through a culture of inclusivity, Grossmont College strives to maintain our student-centered philosophy while working to support the ever-changing needs of our students. Along with ensuring student success, Grossmont College continues to advance our antiracism and equity work as we venture further into the 21st century.

Mission

Grossmont College serves the diverse population of our surrounding community and beyond by creating clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students. We work collaboratively to cultivate an equitable student-centered learning environment, and we hold ourselves accountable for improving student outcomes through ongoing assessment, evaluation, and data-informed decision making. Grossmont College offers associate degrees; transfer preparation, including Associate Degrees for Transfer; certificate programs; career education and workforce development.

Strategic Plan Goals

Educational Excellence, Completion Culture, Innovation & Effectiveness, Operational Excellence, Community Collaboration

