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

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

Timeline (cont)

September

Final review from SS&E committee before being sent out to constituency groups

SEP draft will be info item on agendas for Classified, Academic senates,and Admin Leadership Roundtable

October

Plan will be info item on agenda for college council

Plan will be presented to Pres. Cabinet for feedback

November

SEP sent out to Pres., VPs, and Academic Senate President for final approval and signatures

November 30th - SEP submission deadline

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

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	**Classified Professionals**	**Administrators**
Lara Braff	Danielle Feliciano	Niko Crumpton
Veronica Rosales	Carmen Hernandez	Aaron Starck
Susy Munoz	Andrew Hellier	Courtney Willis
Cindi Harris	Kelly Jackson	Martha Clavelle
Gary Johnson		Victoria Rodriguez
Karolia Macias		

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

The SEP has 5 Metrics(A Picture To Follow)

1. Enrollment(We will focus on this one today)
2. Successful Completion of Math/English in 1st Year
3. Term to Term Persistence
4. Transfer
5. Completion

Data Link | Next

NOVA
PLAN. INVEST. TRACK.

👤 Victoria Rodriguez ›

‹ All Programs

SEA Program

☑ Plans

📊 Reporting

〰 Analytics

📚 Institutions

Workflow

Details
Incomplete

Contacts
Incomplete

Equity Plan
Reflection
Incomplete

Student
Populations
Experiencing DI
Completed

Successful
Enrollment →
Incomplete

Completed
Transfer-
Level Math & →
English
Incomplete

Persistence:
First Primary
Term to →
Secondary
Term
Incomplete

Transfer →
Incomplete

Completion →
Incomplete

Student
Support
Integration
Survey
Completed

Preview

Student Populations Experiencing Disproportionate Impact

Guidance

Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the most disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing "all students" and instead use population- and identity-specific language).

Note you may also use the "other" field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

Student Populations Experiencing Disproportionate Impact and Metrics

Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. Each must be covered by at least 1 student population.

Student Populations for Metric Workflow	Metrics					Actions
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion	
Black or African American	☑	☑	☑	☑	☑	🗑

＋ Add DI Population

Next

California Community Colleges | **NOVA** PLAN. INVEST. TRACK.

2022 © California Community Colleges

NOVA Site Version: 5.0.6

Student Populations Experiencing Disproportionate Impact
(This slide and the next shows a bit about the process of determining what to do with the plan)

A. Guidance

Please review your provided data, local data and consider your local context and priorities to select the student population experiencing the most disproportionate impact for each of the five metrics.

B. Student Populations Experiencing Disproportionate Impact and Metrics

Select the main student population identified experiencing disproportionate impact and which metrics that you will report on (minimum of one, maximum of five).

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 (Transfer is the exception)

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.

Results

As mentioned, we have selected Black and African-American students for this study. While we will cover the 5 metrics mentioned earlier, we will only discuss one today, 'Successful Enrollment'. We will discuss:

- Current Structure
- Analysis of Current Structure
- What an Ideal Structure Might Look Like

- The Action Steps Necessary to Implement the Ideal Structure

Victoria Rodriguez

< All Programs

SEA Program

Plans

Reporting

Analytics

← Workflow

Successful Enrollment

Black or African American
Incomplete

○ Summary

3 errors | Show

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☑ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Our workgroup identified instructional barriers to Black & African American students' successful enrollment which included a deficit mindset towards our Black & African American student population, a lack of or limited flexibility for students in the classroom, a lack of racial diversity amongst instructional faculty, limited integration of OER, the lack of mandated professional development related to equity, the faculty evaluation process, and the lack of an exit/drop survey for students in WebAdvisor.

Characters : 509/2500

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The workgroup identified that in student services, our barriers for Black & African American students' successful enrollment includes a generic, colorblind approach to outreach, a lack of support in the application process, poor communication and/or a lack of follow up with applicants, a lack of or limited flexibility for students in our processes, and a lack of mandated professional development related to equity.

Characters : 418/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☑ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The workgroup also identified some aspects of our technology that impede successful enrollment such as having an outdated, difficult to find directory, and issues with our website, self-service, registration, and lack of mobile-friendliness.

Characters : 242/2500

☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Our workgroup discussed how the pandemic highlighted the digital divide that exists for our students, with some not having the access to the technology necessary to access community college courses or services.

Structure Evaluation (the following is an example of how for each metric we identified the current structure for study)

A. **Current Structure** (Successful Enrollment)-

The California Community College Vision for Success explicitly named Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across the entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcome for our students and communities.

As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices and culture) that impeded equitable student outcomes across instruction, student affairs, business services, or other divisions. We chose the following for analysis:

Question: What is the impacted structure/process/policy/practice/culture on your campus related to this section?

Answer: Our work group identified structural barriers to Black and African American students' successful enrollment, which included a deficit mindset towards our Black and African American student population, a lack of or limited flexibility in the classroom, a lack of racial diversity amongst instructional faculty, limited integration of OER, the lack of mandated professional development related to equity, the faculty evaluation process, and the lack of an exit/drop survey for students in WebAdviser.

2. Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

Question: What is the impacted structure/process/policy/practice/culture?

Answer: The workgroup identified that in student services our barriers for Black and African American students' successful enrollment include a generic, colorblind approach to outreach, a lack of support in the application process, poor communication and/or a lack of follow up with applicants, a lack of or limited flexibility with students in our processes, and a lack of mandated professional development related to equity.

3. **General Operations** (A&R, Parking, Campus Policing, etc.)

Question: What is the impacted structure/process/policy/practice/culture?

Answer: The workgroup also identified some aspects of our technology that impede successful enrollment such as having an outdated, difficult to find directory, and issues with our website, self-service, registration, and lack of mobile friendliness.

4. Other(There is an option to insert additional information as desired)

Question: What is the impacted structure/process/policy/practice/culture?

Answer: Our workgroup discussed how the pandemic highlighted the digital divide that exists for our students with some not having the access to the technology necessary to access community college courses or student services.

IDEAL STRUCTURE (this is an example of how for each metric, successful enrollment in this case, we need to identify ideal structures)

Based on your analysis of the current process, policies, practice and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure for some or all the areas identified above.

1. Instruction

Question: What equity minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Answer: Our workgroup identified that for the instructional site for the college we would ideally have fully implemented Guided Pathways, direct follow up with students interested in particular programs or majors, practice equity minded pedagogy, and provide equity minded curriculum, and have more racial diversity amongst our instructional faculty

2. Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

Question: What equity minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Answer: For student services, the workgroup identified that ideally we would offer more specific and personalized outreach, provide admission and financial aide application assistance to students at racially diverse and/or majority/minority high schools in our service area, and provide more consistent follow up after students submit their application.

4. Other

Question: What equity minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Answer: The workgroup raised the prospect of implementing a single sign-on system as one action that might help us to achieve our ideal application and on-boarding process.

Action Steps (Example for how each metric (successful enrollment in this case) we need to identify action steps)

Question: How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)?

Answer: Based on the analyses of our college's current and ideal structure, and a review of related research reports on factors that contribute to Black and African America student success in community college, the workgroup decided to focus on the following three projects/initiatives to address our equity gaps around successful enrollment for Black and African American students.

1. Implementation of an outreach contact tracking system that would allow for outreach, success coach and counseling teams to track how students have heard about us, what parts of onboarding students completed, and whether or not students have been contacted regarding their onboarding status and resources available to them. 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 and did not enroll. In year one, we would identify needs of both outreach and counseling related to onboarding. In year two, we would 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.

2. Implementation of a cohort tracking system that would allow us to track the outcomes of our students by key metrics related to their progress and completion. In year one, we would identify the metrics of focus. In year two, we would collaborate with IT RPIE to develop a dashboard or report. In year three, we would implement the tracking system.

3. Address student financial concerns by having first time students develop and plan for how to afford college and complete a mandatory orientation over the summer. This effort would be a partnership between financial aid, counseling and outreach. To implement this initiative, we would first develop "how to afford college" workshops and videos of the student equity plan. In year two, we would aim for 10 percent of first-time students to complete a financial plan. In year three, we would aim for 25% of first-time students to complete a financial plan.
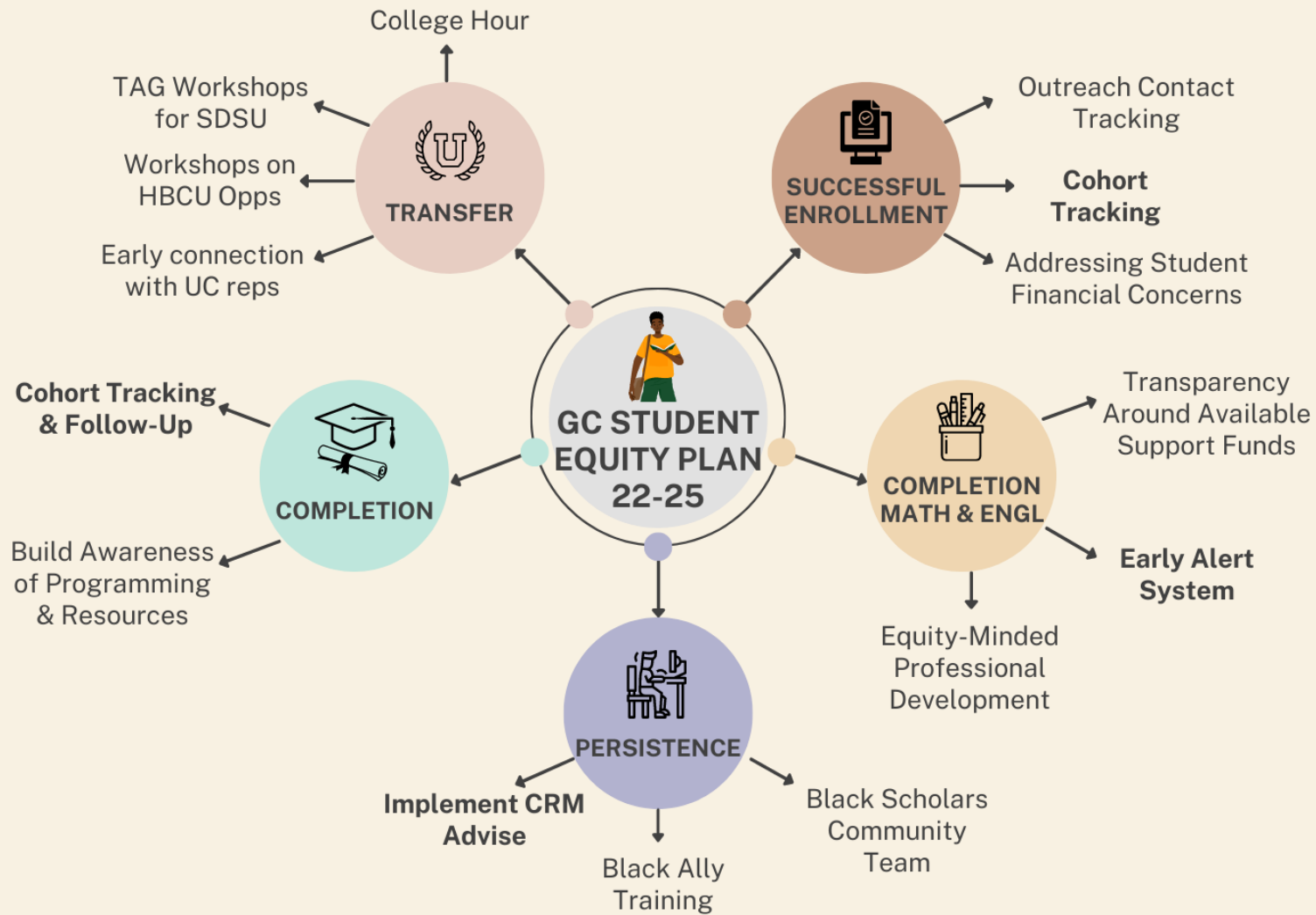
GC Student Equity Plan

The following picture will show you all the goals for each metric.

The activities that are highlighted are highlighted because they are overlapping ideas/activities but also support that specific metric.

Feedback

Please provide any feedback in the following google link:

https://docs.google.com/forms/d/e/1FAIpQLSfdTl2joGv2ag7bW6O7uWKvfyizUjuTk53W9zKkrqsCBTh8BA/viewform?usp=sf_link

Thank you!