

Narrative Format for each Vision Goal:

1. **Completion:** Increase with equity the number of California community college students who complete a meaningful educational outcome.

a. Highlights

Provide 3 specific highlights in which the identified disproportionately impacted groups were served with the goal of closing equity gaps.

1. The Veterans Resource Center distributed 120 computers, along with meal vouchers, bus passes, and basic needs kits, to meet the essential needs of Veteran students.
2. EOPS/CARE implemented a proactive communication practice to reengage students who missed their appointments.
3. A.R.C. faculty and staff developed workshops such as “ARC Accommodations Workshop” and “ARC Social Hour” to engage current and potential students. These workshops serve to provide a safe space for students to build community, better understand their accommodations, and develop practical tools, knowledge, and strategies which support academic, personal and career goals.

b. Steps

Aligning and organizing the effort of multiple programs to support shared goals will create larger impact. Name 3 concrete steps the college has taken to braid efforts/funds of programs to increase impact.

1. Gathered multiple departments to collaborate on coordinating SARS coding protocols.
2. EOPS, Success liaisons, First Year Experience, MESA, Tutoring, and ASGC collaborated to host study jams for mid-terms and final exams.
3. First Year Experience and library coordinated distress events for students during mid-term and final exams.

c. Strategies

List the 3 most effective strategies or tactics used to achieve this goal.

1. Cross-collaboration among programs to host joint events that expand outreach and engagement with disproportionately impacted student populations.

2. The college launched an online orientation program available in three languages—**English, Arabic, and Spanish**. Since its implementation, a total of **5,416 students** have completed an orientation: **English:** 5,301 students, **Arabic:** 45 students, **Spanish:** 70 students. This multilingual approach aims to increase accessibility and ensure that all students, including those from diverse linguistic backgrounds, can engage in the onboarding process successfully.
3. A.R.C. faculty and staff participate in outreach/in reach events to broaden the knowledge base of the campus community regarding A.R.C. support services and academic accommodations. These include: WOW Week, A.R.C. Open House, African American Family Night, Career Fair, Adult Re-Entry Orientation, Nursing Orientation, Athletics Study Hall, Transfer Fair, high school outreach events, Professional Development Presentations during Flex Week, Instructional Department Meetings

d. Barriers

Identify 3 important barriers the college faced in trying to achieve this goal.

1. Need for translation services across all of Student Services, especially when serving student refugees who arrive to campus with very limited English language skills.
2. Student services departments don't have a text messaging system that allows students to communicate with us; college can contact them, but they cannot reply to text messages using SARS.
3. Need for more Comprehensive Educational Planning (CEP) and consistent SARS coding to capture accurate CEP data.

e. Changes

Identify the top 3 changes your college will make to achieve this Vision Goal.

1. Coordinating SARS coding and improving the integrity of MIS data.
2. Working towards degree audit implementation.
3. Improving the capacity to provide translation services for English learner students.

2. **Transfer/Baccalaureate Attainment:** Increase with equity the number of California community college students who transfer to California State University (CSU) or University of California (UC).

a. Highlights

Provide 3 specific highlights in which the identified disproportionately impacted groups were served with the goal of closing equity gaps.

1. UMOJA and Mesa Programs took over 30 students from SDSU and HBCU's to explore campuses.
2. EOPS/CARE/NextUp partnered with Transfer Center and SDSU EOP to offer a Transfer Success Pathway (TSP) Workshop for all 1st year EOPS/CARE/NextUp students
3. UCSD and SDSU Next Steps for Admitted Students sessions. The Transfer Center collaborates with the Admissions offices of UCSD and SDSU to host admission representatives in the spring semester at Grossmont College.

b. Steps

Aligning and organizing the effort of multiple programs to support shared goals will create larger impact. Name 3 concrete steps the college has taken to braid efforts/funds of programs to increase impact.

1. PUENTE and Justice Scholars provided students with a Northern California university field trip, offering firsthand exposure to Stanford, UC Berkeley, and San Francisco State University.
2. The Transfer Center partnered with FYE to host a workshop in Spring 2024 called Get the Tea on Transfer and in Spring 2025 called Get the Scoop on Transfer.
3. The Transfer Center has collaborated with programs such as Puente, EOPS and International to host Application Assistance Sessions.

c. Strategies

List the 3 most effective strategies or tactics used to achieve this goal.

1. CSU TSP Sessions. The Transfer Center partnered with UMOJA (class visit and visits during two Study Jam sessions), Puente (class visit), EOPS, FYE (sessions and class visits), Dreamers (class visit), MESA (Kickoff event at start of semester).

Together, sessions were held to introduce students to the CSU Transfer Success Pathway.

2. The Transfer Center hosts Fall and Spring Transfer Fairs annually. Traditionally 40-50 universities attend the annual Fall transfer fair and approximately 20 universities attend the spring Transfer Fair which is a collaboration with the San Diego Education Consortium
3. Completed an application to be able to offer a Bachelor's Degree in Cybersecurity.

d. Barriers

Identify 3 important barriers the college faced in trying to achieve this goal.

1. Increased activity and collaboration with the Transfer Center has strained capacity with current staffing/funding levels.
2. Limited access to up-to-date student cohort data restricts the programs' ability to identify students in need of transfer support and conduct timely outreach for transfer planning.
3. Financial aid only covers courses within a student's Program of Study, but misalignment between CSU/UC STEM transfer requirements and local degree requirements forces students to take unfunded required courses to meet transfer eligibility. This disproportionately impacts first-generation, low-income, and disproportionately impacted students who rely on financial aid to afford their education.

e. Changes

Identify the top 3 changes your college will make to achieve this Vision Goal.

1. Develop a cohort-based, key progress-point transfer support dashboard for use across multiple student services offices.
2. Develop and implement CEP/ADT workshops designed to inform students of the academic and transfer requirements necessary for successful completion.
3. Working towards degree audit implementation

3. **Units to Completion:** Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

a. Highlights

Provide 3 specific highlights in which the identified disproportionately impacted groups were served with the goal of closing equity gaps.

1. CalWORKs offers multilingual options for all onboarding services (program application and orientation, appointments, and other student services).
2. 42 MESA students graduated in the Academic Year 2024-2025 (year two of the program).
3. The Transfer Center partnered with FYE to deliver two transfer-focused workshops—*Get the Tea on Transfer* (Spring 2024) and *Get the Scoop on Transfer* (Spring 2025). Offered during the second semester of the FYE cohort, these workshops supported students as they transitioned into their second year at Grossmont by introducing them to key transfer resources, services, and planning tools.

b. Steps

Aligning and organizing the effort of multiple programs to support shared goals will create larger impact. Name 3 concrete steps the college has taken to braid efforts/funds of programs to increase impact.

1. Instituting the Calculus Instructional Support Lab (CISL) for students who need help
2. Promoting career events and workshops through multiple departments and programs
3. Promoting academic and career pathways (ACP)/guided pathways to students

c. Strategies

List the 3 most effective strategies or tactics used to achieve this goal.

1. Increasing student exposure to STEM industry professionals (preferably Grossmont alumni)
2. The Transfer Center provides transfer counseling appointments to assist students with transfer exploration, comprehensive education planning, cross-enrollment and TAG eligibility, SDSU and UC transfer pathways, and understanding ADT requirements and their applicability within the CSU system.
3. Implementation of block scheduling

d. Barriers

Identify 3 important barriers the college faced in trying to achieve this goal.

1. Students do not have access to required classes due to many factors (e.g., work schedule, campus does not have the class every semester, family obligations, prerequisite clearances),
2. Limited access to real-time student progression data makes it difficult to identify students who are taking courses outside their ADT pathway or program of study.
3. Limited one-on-one counseling capacity reduces opportunities for timely CEPs, resulting in students enrolling in unnecessary courses.

e. Changes

Identify the top 3 changes your college will make to achieve this Vision Goal.

1. Establishing cohorts of students who take the same STEM classes to encourage a sense of belonging and academic success
2. Bringing more UC and CSU campus representatives from STEM departments to talk to students about research and career opportunities
3. Establishing Academic Excellence Workshops (AEWs) which are structured, peer-led sessions designed to reinforce key course concepts, promote collaborative learning, and strengthen problem-solving skills to increase student completion

4. **Workforce:** Increase with equity the proportion of California community college students who earn a living wage.

a. Highlights

Provide 3 specific highlights in which the identified disproportionately impacted groups were served with the goal of closing equity gaps.

1. Through Guided Pathway work in collaboration with WFD to facilitate a community of practice exploring integration career exploration into discipline specific instruction (25 faculty)

2. Expanded employer partnerships and community outreach in Culinary and CSIS programs to provide direct job pipelines and hands-on training for underrepresented students.
3. MESA students participated in SDSU STEM Shadow Day where students spend one day at a company such as NAVAIR or Northrop Grumman.

b. Steps

Aligning and organizing the effort of multiple programs to support shared goals will create larger impact. Name 3 concrete steps the college has taken to braid efforts/funds of programs to increase impact.

1. Collaborate with Professional Development to provide training in non-credit course design for CSIS to design seamless student pathways between non-credit and credit offerings
2. Braided community outreach initiatives with public events such as **(ask Javier Ayala for examples)** and established partnerships to enhance recruitment, enrollment, and job placement support in Culinary, Computer Science and Information Systems, Business, and Administration of Justice departments.
3. Established and conducted regional employer advisory boards to align curriculum updates and incorporate workforce trends across all CTE programs.

c. Strategies

List the 3 most effective strategies or tactics used to achieve this goal.

1. Upgraded facilities, equipment, and kitchens to industry standards for hands-on training in high-demand fields.
2. Strengthening employer partnerships to create direct employment pipelines and address regional labor shortages.
3. The Grossmont College Cyber Security program has been designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD).
4. Developed Certificate of Proficiency and Achievement and associate's degree in Applied Artificial Intelligence (AI).

d. Barriers

Identify 3 important barriers the college faced in trying to achieve this goal.

1. Regional labor shortages in hospitality and ICT sectors limit immediate job placement opportunities.
2. Need for ongoing equipment and technology upgrades to keep pace with industry demands.
3. Limited initial community awareness, requiring expanded efforts to recruit underrepresented students.

e. Changes

Identify the top 3 changes your college will make to achieve this Vision Goal.

1. Integrate artificial intelligence and emerging technologies into the curriculum to enhance high-wage job preparation.
2. Further expand noncredit programs and certificates for faster entry into living-wage jobs.
3. Expand our credit for prior learning opportunities.