GROSSMONT COLLEGE

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Student Success and Equity Committee
First Thursday, November 4, 2021
2:00 p.m. – 3:30 p.m.
Zoom Meeting https://cccconfer.zoom.us/j/99830903945
NOTES DRAFT

Purpose: The primary purpose of the Success and Equity Committee is to support and lead innovative campus initiatives that strengthen student access and success in an environment that fosters equity, diversity, and inclusion. The Committee makes recommendations to the College Council regarding student success and equity initiatives, programs and plans.

Through the integrated efforts of academic and student services, the Student Success and Equity Committee engages in data analysis and dialogue to provide a platform for collaboration and communication which focus on equity-minded student success, a culture of inclusivity, global consciousness, and a respect for diversity across all student success and equity efforts and throughout the College.

The Student Success and Equity Committee also serves in a coordinating and advisory role with administrators who implement the work of approved plans.

CO-CHAIRS	ASSOCIATE STUDENTS OF GROSSMONT COLLEGE	ADVISORY
☒ Joan Ahrens	☐ Courtney Etnyre	☒ Aaron Starck
☒ Jessica Silva Proxy for Karolia Macias	☐	☐ Javier Ayala
	☐	☒ Victoria Christine Rodriguez

ACADEMIC SENATE	**CLASSIFIED SENATE**	**ADMINISTRATORS' ASSOCIATION**
☒ Sharon Sampson	☒ Janet Shipstead	☒ Nedra Brown
☒ Ava Gill	☒ Michele Martens	☐ Wayne Branker
	☒ Andrew Hellier	☒ Martha Clavelle
EX-OFFICIO	**CPIE**	
☒ Courtney Williams	☒ Cindy Emerson	
☒ Steve Davis	☒ Veronica Rosales	
☐ Gary Johnson	☒ Kay Watson	
☐ Marshall Fulbright	**GUEST:**	
☐ Marsha Gable		

ROUTINE BUSINESS	
1. Welcome/Introductions	Joan welcomed everyone to the meeting and introductions were made.
2. Approve 10/07/2021 meeting notes	Approved

OLD BUSINESS	
Continue with Governance Review Activities	Committee members reviewed the discussion of similarities and differences between five California Community Colleges regarding their SSE committee purpose and responsibilities. The colleges were Long Beach, San Diego City, Laney College, Contra Costa, Palomar, and Mira Costa. The committee reviewed our purpose and responsibilities and recommended we add the below responsibilities. **RESPONSIBILITIES** • Use the RP Group's Student Support (Re)defined "Six Success Factors That Support Student Achievement" (i.e., Directed, focused, nurtured, engaged, connected, and valued) as a frame for all planning, professional development, and activities around equity. • Develop, implement, and evaluate the Grossmont College Student Equity Plan to ensure that its budget, activities, and recommendations are in compliance with State goals, policies, and procedures. • Ensure the active involvement of all groups on campus—including the Faculty Senate, Classified Senate, Associated Students of Grossmont College (ASGC), all faculty, administrators, staff, student services representatives, students, and community members in town hall meetings—in the development of the Student Equity Plan. • Advocate for the development, implementation, and evaluation of policies and procedures to facilitate the success of our targeted student populations. • Advise college shared governance groups on issues pertaining to student equity. **MEMBERSHIP** The committee discussed adjusting membership to update position changes and ensure inclusivity. Below are the recommendations. **Ex-officio member:** Change the Basic Skills Initiative Chair to Academic Transition Coordinator. (GC no longer has a Basic Skills Coordinator.) **Advisory members:** *Remove:* Title V Director-position ended. *Add:* 1st year Services Coordinator, UMOJA Coordinator, Puente Coordinator, A2MEND Coordinator, Foster Youth Counselor/FA, Justice Scholars, Extended Opportunity Programs & Services (EOPS) Associate Dean, Cooperative Agencies Resources for Education (CARE), Accessibility Resource Center (ARC) Director, CalWorks Director, Dream Center Coordinator, Student Engagement Coordinator. **ACCREDITATION STANDARDS** The committee clarified and added the written accreditation responsibilities of the Student Success and Equity Committee **Standard I.B.5-9** **1.B. Institutional Effectiveness** **5.** The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. **6.** The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps

	and evaluates the efficacy of those strategies. **7.** The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. **8.** The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. **9.** The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) **Standard II.B. 1-4** **II. B. Library and Learning Support Service** **1.** The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17) **2.** Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. **3.** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. **4.** When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17) **Standard II.C. 1-8** **II. C. Student Support Services** **1.** The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15) **2.** The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. **3.** The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless

	of service location or delivery method. (ER 15) **4.** Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances. **5.** The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies **6.** The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16) **7.** The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. **8.** The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records We will refine the responsibilities and membership at our next meeting. Aaron Stark stated There should be a prioritization list of equity goals. There should be a measurement on qualitative and quantitative goals. The prioritization of a list will help disseminate so we can align.
4. Strategic Plan 2022-28 Update: a) New Vision & Mission b) Fall Workshop-Next Steps	Reviewed the New Vision and Mission Statement that the Strategic Plan Steering Committee voted to recommend to the Governing Board at the November 9th meeting. Joan stated as we develop our student equity plan it will align with our vision and mission statement. Victoria shared the external and internal data which she will cover in more depth at the Fall workshop on October 27th and 28th. Persistence's rates were dropping. If you would like to be a facilitator at the fall workshop please let Cindy know and she will send you the link to the training session.
FOR CONSENSUS	
5. Committee Norms	This item was tabled and will be moved to the top of the agenda at the December meeting.
INFORMATION	
6. SSE Dean Position Posted	The Interim SSE Dean position closes tomorrow.
7. Review Equity Plans from several college	We will start reviewing equity plans. Joan and Jessica will put sample equity plans on our google website for the SSEC members. We will review approximately 2 plans per meeting and look at data to put together an action plan. Martha Clavelle stated The Center for Urban Education (CUE) which has

	merged with the USC Race and Equity Center found that many of the SSE plans throughout the state are not actionable. We want to make sure our plan is actionable.	
NEW BUSINESS		
8.		
FOLLOW-UP		
Who	**What**	**Timeline**

Next meeting: Thursday, December 2, 2021; 2:00 pm – 3:30 pm
Thursday, February 3, 2022, 2:00 pm – 3:30 pm