

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

Victoria Rodriguez

- All Programs
- SEA Program
 - Plans
 - Reporting
 - Analytics

- 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](#)



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Help

Workflow

Successful Enrollment

Black or African American Incomplete

Summary

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, processes, 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.



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All Programs

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Black or African American
Incomplete

Summary

3 errors

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.



Characters : 211/2500

Ideal Structure

Based on your analysis of the current process, policy, 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. (Select all that apply)

Instruction

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

Our workgroup identified that for the instructional side of the college we would ideally have fully implemented Guided Pathways, directly 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.



Characters : 345/2500

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

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

For student services, the workgroup identified that ideally we would offer more specific and personalized outreach, provide admission and financial aid 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.



Characters : 345/2500

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

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

Other

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

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



Characters : 161/2500

Institutions

Help



Data Link

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Successful Enrollment

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Incomplete

Summary

3 errors | S

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

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 student success in community college, the workgroup decided to focus on the following projects/initiatives to address our equity gaps around successful enrollment for Black & African 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 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 but did not enroll. In year one, we would identify the data 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.

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, we would implement.

Address student financial concerns by having first-time students develop and plan for how to afford college and complete 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 in year one of the student equity plan. In year two, we would aim to have 10% of first time students complete a financial plan. In year three, we would aim to have 25% of first time students complete a financial plan.

Characters : 2044/5000

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 to assist in reaching 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.

Institutions

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

