



GROSSMONT COLLEGE
Student Success and Equity Committee
First Thursday, November 7, 2019
2:00 p.m. – 3:30 p.m.
Distance Learning Room, 70-066
MEETING SUMMARY

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
<input checked="" type="checkbox"/> Lida Rafia	<input checked="" type="checkbox"/> Benni Miranda	<input checked="" type="checkbox"/> Michael Copenhaver (Proxy for Aaron Starck)
<input checked="" type="checkbox"/> Sharon Sampson, Faculty Co-Chair	<input checked="" type="checkbox"/> Peniel Shebi	<input type="checkbox"/> Juan Carlos Reyna
	<input checked="" type="checkbox"/> Leo Rubio (Proxy for Tasha Courtney)	<input type="checkbox"/> Javier Ayala
		<input type="checkbox"/> Catherine Webb
		<input checked="" type="checkbox"/> Victoria Christine Rodriguez

ACADEMIC SENATE	CLASSIFIED SENATE	ADMINISTRATORS' ASSOCIATION
<input type="checkbox"/> Steve Davis for Denise Schulmeyer	<input checked="" type="checkbox"/> Dana Mints	<input type="checkbox"/> Nedra Brown
<input type="checkbox"/> Tracy (Brooks) Hardin	<input checked="" type="checkbox"/> Shardai Zaragoza	<input checked="" type="checkbox"/> Barbara Gallego
	<input checked="" type="checkbox"/> Diana Barajas	<input type="checkbox"/> Martha Clavelle

EX-OFFICIO	RECORDER	GUESTS
<input checked="" type="checkbox"/> Jessica Silva (Proxy for Courtney Williams)	<input checked="" type="checkbox"/> Krista Ames-Cook for Cindy Emerson	<input checked="" type="checkbox"/> Shawn Hicks, Faculty
<input checked="" type="checkbox"/> Irene Palacios		<input checked="" type="checkbox"/> Kaelin Mastronardi, ASGC Board Member
<input type="checkbox"/> James Canady		<input checked="" type="checkbox"/> Kassandra Nieves, ASGC Board Member
<input type="checkbox"/> Mike Reese		<input checked="" type="checkbox"/> Zheming Tang, ASGC Board Member
<input type="checkbox"/> Marsha Gable		<input checked="" type="checkbox"/> King Wong, ASGC Board Member
		<input checked="" type="checkbox"/> Pedro Miranda, ASGC Dir. of Website Dev.
		<input checked="" type="checkbox"/> Ben Blevins, ASGC Dir. of Student Leg.
		<input checked="" type="checkbox"/> Enya Castaneda, ASGC
		<input checked="" type="checkbox"/> Tomas Lopez, ASGC Board Member

ROUTINE BUSINESS	
1. Welcome and Introductions	Meeting convened by Sharon at 2:01 PM. Introductions made around the table. Krista Ames-Cook was the substitute Recorder for Cindy Emerson. Several ASGC Board Members attended as guests and are listed above. Proxies for committee members are noted above.
2. Public Comment	No public comments.
3. Additions/Deletions to the agenda	No additions/deletions to the agenda.
4. Approve 10/03/19 Meeting Notes & Follow-up	Meeting summary from October 3, 2019 approved as presented with a thumbs-up vote.
NEW BUSINESS	
5. Announcements & Check in	Agenda item was not discussed.
COMMITTEE REPORTS	
6. Guided Pathways update (Shawn Hicks)	<p>Shawn Hicks shared a Guided Pathways update. The overview focused on the Guided Pathways (GP) Academic and Career Pathways (ACPs) Sorting Activity (see attached handout). He's planning to share this document with GC site (all constituency groups) for input.</p> <ul style="list-style-type: none"> • Statement of Purpose • Cuyamaca has already begun the work of organizing programs into ACPs. CC's work is noted in blue text on the handout. • Students generated some proposed groupings/headings for big topics. • Recommendation from Sharon: Update wording from "allow undecided students" to "allow students with undecided majors". • Question from Michael C.: Is the term "academic and career pathways" (from Cuyamaca) what we've called "meta-majors" previously? Per Shawn, yes and we (GC) may move to using the term ACPs also. • There are several Grossmont specific programs that need to be sorted and placed IF we decide to go forward with this plan of sorting into ACPs. • Handout includes a summary of 2017 GC sorting activity. Some agreement (i.e., Health Sciences) and other disciplines had disagreement (highlighted in color). • Programs Needing Placement (2nd column on chart, text in green on handout) • Shawn noted that this is a "first pass" at this approach to place the classes/disciplines. Sharon added that the programs should be consulted for placement. Shawn confirmed that the programs will be asked. • Clarifying question from Michael C.: Distinction about COPs and COAs. <ul style="list-style-type: none"> ○ COP = Certificates of Proficiency (do not appear on transcripts, not officially recognized by state, military, and not eligible for Fin. Aid) ○ COA = Certificates of Achievement (officially recognized by state and eligible for Financial Aid)

Guided Pathways update
(continued)

- Request from Barbara for a clear disclaimer that the COPs are not eligible for Financial Aid and will not appear on transcripts, etc.
- Question from Sharon: Were surveys done at Cuyamaca related to this? Have surveys been done at GC? Per Shawn, there have been some student focus groups, however not a wide-spread survey.
- Overview continued (last page). Shawn is seeking several opinions before this is sent out. Sharon commented that this approach is good, especially for students who are planning to transfer since the 4 year universities already group their programs in a similar way.
- Clarification request from Benni: What are ACPs? Shawn expanded and explained on the groupings, which are a natural grouping of majors in a bigger topic.
- Comment from Lida: Even on the overview page, the distinction of COAs and COPs may be important; possibly not on the first groupings page, but should be clearly identified and known so students can make informed decisions.
- Next Guided Pathways meeting will be on November 21, 2019 (3rd Thursday) from 11:00 AM to 12:30 PM in the ASGC Board Room.

Meeting Summary continues on next page

DISCUSSION	
<p>7. Revisit Equity beliefs and statement (5th review)</p>	<ul style="list-style-type: none"> • The Constituency Equity Beliefs Statement was presented at Academic Senate and there was much discussion at two meetings, with follow up suggestions re: wording. • Academic Senate proposal to table the beliefs statement at this time. • Missing input re: beliefs statement from ASGC. • Protocol question from Michael Copenhaver: Even though the beliefs statement has not been finalized or approved as a college, is it okay for an individual manager to begin implementing some of the statements in his/her own departments? Per Sharon, yes. • Question from Lida to the group: Are there any reports back from the other constituency groups? <ul style="list-style-type: none"> ○ Steve Davis asked: What is the next step after the constituency group(s) have made suggestions for changes? Per Sharon, the constituency group(s) should make (incorporate) the proposed changes (in the draft). ○ From Classified (Dana): Okay to wait for other groups. ○ From ASGC (Benni): Draft has been shared with ASGC and will be discussed at today's ASGC Board Meeting. Based on recent College Council meeting, ASGC felt that its input should be revised. Benni stated that he will coordinate the revisions and updates and will forward the draft. • Decision to table further discussion, related to the constituency equity beliefs, to the December meeting. Another read of the comments will be done in December, no vote on this yet. A consolidated draft will be recommended to College Council down the road.
<p>8. Student Equity Plan Activities follow up to the last meeting. Read through student equity plan activities with constituencies and departments. Please take a look at metrics and activities and think about:</p> <ul style="list-style-type: none"> • Are the activities listed address DI groups within the metric? • What is missing? 	<ul style="list-style-type: none"> • <u>Links from SSE website:</u> <ul style="list-style-type: none"> ○ Student Success Integrated Planning Framework ○ Executive Summary of the Integrated Plan (2017-2019): Basic Skills Initiative, Student Equity, and Student Success and Support Program ○ Student Equity Plan (Sept. 5, 2019 meeting – backup documentation) • Lida shared that the state said you (GC) have three separate plans and we would like for you to integrate them into one plan. We (at GC) had already done a lot of work when we did our strategic plan. <ul style="list-style-type: none"> ○ 2017-2018: Development of Integrated Plan ○ Looking at the goals from a bigger lens so the goals would be aligned with the strategic plan and overlay these with the Guided Pathways (GP) framework. <ul style="list-style-type: none"> ▪ Goal #2: Reduce the number of excess units completed and time to complete. (GP and metamajors not specifically stated, however this is how the goal would be achieved.) ▪ The asterisks indicate the funding source(s) for the 5 goals. ▪ The Student Equity Plan (that was due in June) is a working draft that is in progress. ○ Student Equity Plan (2019-2022) - Executive Summary <ul style="list-style-type: none"> ▪ Student Equity looks at 5 metrics (on left column) from the state, additionally disaggregating these by different groups. • <u>Poster/Carousel Activity:</u> <ul style="list-style-type: none"> ○ Review of the 5 goals = <ul style="list-style-type: none"> ▪ Access – definition from the state, and disproportionately impacted (DI) groups ▪ Retention Fall to Spring ▪ Transfer Level Math & English ▪ Transfer to a 4-year university ▪ Completion – earned a degree

Student Equity Plan Activities <i>(continued)</i>	<ul style="list-style-type: none"> ○ Posters for carousel activity / small group discussions around the room. <ul style="list-style-type: none"> ▪ Review each metric and discuss/determine: <ul style="list-style-type: none"> ✓ Do the activities listed address DI groups within the metric? ✓ What is missing? ○ Some of the data was not available before and there is new data on the Executive Summary that we didn't have before. ○ Question from Lida: Do we want to organize based on the metric (posters) or the activity (goal)? Committee members and guests broke into groups based on the metrics and Lida handed out additional materials that outlined the activity. ○ Handouts related to Poster Activity: <ul style="list-style-type: none"> ▪ Packet with Activity Overviews (attached) ▪ Summary of Posters and Responses (attached) ○ Small groups came back together to the large group at 3:25 PM for debrief and wrap up. ○ Lida commented that there was some engaging dialogue and asked if this activity was helpful. ○ Per Lida: What were some of the conversations? <ul style="list-style-type: none"> ▪ Leo shared that the LGBTQ group seems to be a need for each of the metrics/groups. Maybe we (GC) should start a LGBTQ center to show additional support and provide resources. New buildings should have gender neutral bathrooms. Would like to see more support. Lida offered to meet with Leo for additional conversations. ▪ Comment from another ASGC rep. about counseling – is it possible to make appointments on smart phones (i.e., through an app)? Request for schedule to be more flexible to work with when students are available. The idea of “more counselors” could be accomplished with student or peer counselors who are trained and know how to guide students. ▪ Benni shared about Retention – need for “marketing” and how students are becoming blind to some of the posters; think of ways to engage students so they become more involved and care about their own education; possibly consider “digital” marketing on campus, since these may be more intriguing to students. ▪ Sharon & Lida shared that Bldg. 60 (and possibly Bldg. 10) have some digital screens for marketing, and it is coming (although slow). ▪ Inquiry about “Grad Guru” app/program – per Diana B., this has not been as successful as we'd like except in the month of August. ○ Information on posters will be shared in the notes and will be revisited at the December meeting. Please share with your constituency groups.
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FOR CONSENSUS	

FOLLOW-UP		
Who	Item	Timeline
All SS&EC Members	Bring feedback from the Equity Beliefs Statement from constituency members to December meeting.	Before next meeting on Dec. 5, 2019

WORK AHEAD

NEXT MEETING: Thursday, December 5th in the Distance Learning Room, 70-066 between 2:00 pm - 3:30 pm

Meeting adjourned at 3:33 PM