

## Student Success and Equity Committee

### 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.

### Responsibilities

- Advocate for the development, implementation, and evaluation of policies and procedures to facilitate the success of our targeted student populations.
- 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.
- Advise in the development and collaboration of the various college plans, grants, and initiatives that address student access, success, and equity efforts.
- 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.
- ~~• Develop a shared vision for the College's student access, success and equity efforts.~~
- In conjunction with the Planning and Institutional Effectiveness Committee, use student access, success, and equity data and research to support the continuous improvement of programs and services of the college as a whole.
- ~~• Increase collegewide awareness of student access, success and equity efforts.~~
- 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.
- Provide a venue to dialogue and integrate student access success and equity efforts collegewide.
- To help enhance the College's ability to be student-ready, identify disproportionately impacted and vulnerable student populations, and inform and support professional development and cultural competency preparation.
- ~~• Consult and coordinate with the Academic Senate to ensure appropriate engagement~~

~~when dealing with Academic and Professional matters (the 10+1).~~

- Advise college shared governance groups on issues pertaining to student equity.
- Make recommendations to the College Council.
- Continually compile evidence related to accreditation Standard III.B. and Standard III.C., as well as other relevant accreditation requirements, and monitor college's ongoing compliance with these requirements.

## Membership

### Co-chairs:

Dean, Student Success & Equity

Classified or Faculty selected by constituency group (Rotates annually)

### Constituency Members:

President, Academic Senate or designee +2

President, Classified Senate or designee + 2

President, Associated Students or designee + 2

President, Administrators' Association or designee + 2

### Ex-officio Members:

Associate Dean, Student Services

Coordinator, Basic Skills Initiative

Chair, Counseling Academic

Transition Support Coordinator

Vice President of Academic Affairs

Vice President of Student Services

### Advisory members:

Sr. Dean, College Planning & Institutional Effectiveness

Dean, Admissions & Records and Financial Aid

~~Director, Title V – Grant closed, position ended~~

1<sup>st</sup> year services Coordinator and/or Counselor,

UMOJA Coordinator & Puente Coordinator?A2Mend,

Foster Youth, Justice Scholars, EOPS Associate Dean,

CARE, ARC Director, CalWORKs

Dean, Career/Technical Education (CTE) and Workforce Development

District Research and Planning Analyst (campus-based)

## Meeting Dates

First Thursday, 2 – 3:30 p.m.

[Link to agendas and minutes:](#)

## Accreditation Standards

### **Standard 1.B 5-9**

#### **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**

#### **B. Library and Learning Support Services**

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.

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**

### **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.