2022-2025 Student Equity Plan Working Document-V2

For our **2022-2025 Student Equity Plan** our disproportionately impacted group of focus will be our Black/African American student population. However, we will design with both our Black & Latinx students in mind given that many of the supports that might benefit one group will also benefit the other.

Strategic Plan Draft Goals & Objectives that Might Overlap

(Potentially/Ideally all of them)

Educational Excellence: Provide clear information, reliable access and intentional support at the onset for our Black & African American students.

Targeted outreach for Black/African American students.

- Umoja
- a2mend
- ARC
- Athletics

Community Collaboration: We will support all of our Black/African American students' in achieving their educational and career goals and contributing to the greater good of our community.
Foster community partnerships with K-12 districts and regional businesses - identify how/what might benefit Black/AA students.

Completion Culture: Increase 3-year graduation rates for Black/AA students
Remove barriers to completing degrees and certificates for Black/AA students.

Equity & Antiracism: Close equity gaps for Black/AA students

Innovation & Effectiveness: Early Alert System for Institution to Review/Monitor Student Success & Completion & Technology for Students to Review/Monitor Their Own Successes/Completion & hold institution accountable

Scale up high impact practices and programs geared toward Black/AA student populations
1. Expand Umoja and A2MEND programs
   a. Faculty training program
   b. Additional coordinators or reassigned time

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Student Equity Plan Metrics for Our Black/African American Students

Metric	Current Structure *What is the college's current process/practice/policy/culture that impedes equitable outcomes for this population?*	Ideal Structure *What equity minded process/practice/policy/culture would facilitate a shift to equitable outcomes for this population?*	Action Steps *How do you plan to move from the current practice to a more ideal practice in order to achieve your stated goal?*	Audience or Recipient for process/practice/policy/culture change
Successful Enrollment (Enrollment Rate)	<u>Instruction:</u> ● Deficit mindset ● lack/limited flexibility ● Lack of diversity with faculty ● Limited OER ● Lack of mandated PD related to equity ● Faculty evaluation process ● Refusal to explore exit interview for students in webadvisor <u>Student Services:</u> ● Generic outreach ● Poor communication/ lack of follow up ● lack/limited flexibility ● Lack of mandated PD related to equity <u>Business Services:</u> <u>Other:</u> ● More availability of technology - digital divide ● Website/Self-Service/Registration/Mobile	<u>Instruction:</u> ● Guided pathways ● Follow up w/ students interested in programs ● Equity-minded pedagogy and curriculum ● Diversity in hiring <u>Student Services:</u> ● More specific outreach; personal outreach ● Assistance at high schools ● Follow-up post application <u>Business Services:</u> <u>Other:</u> ● Single sign on	<u>Instruction:</u> ● Departments could message students who declare majors, welcoming them to a program. ● Come up with creative ways interact with students (not just emails). ● Invite students in cohort or ACP to a "welcome" event to facilitate connections with students and faculty. ● Collaborate with the outreach team to adult Ed Reentry. <u>Student Services:</u> ● Assist with FAFSA ● Make Self-Service more user friendly ● Have staff to sit down with students	<u>Instruction:</u> <u>Student Services:</u> <u>Business Services:</u> <u>Other:</u>

	-Friendly		and register (expand Outreach table). Registration appointments? ● Send welcome email even students even if they have applied before ● Expand "Welcome to Grossmont" email to include more student services, especially black support resources ● Additional Welcome email to students who identified as black/African American ● Establish Black Black Resource /Significantly expand UMOJA/A2MEND ● Case management for new applications? **Business Services:** **Other:** ● Solicit help from students in CSIS to	

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			assist with web redesign. Get student perspectives on website. (possible capstone project)	

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Completion of Transfer-Level Math & English
 	
<u>3 Big Ideas</u>
1. Data-
  a. Timely feedback to Math/English (which requires faculty turn in grades BEFORE deadlines)
  b. Track and contact students who don't enroll in Math/English courses.
2. Creating student awareness that registering in Math/English in first semester is
	Instruction:
	● Currently offering pre-transfer level courses in Math.
	● We don't look at equity data related to transfer level course success, and develop targeted PD, policies, etc. to address what we need to change.
	● We don't have enough tutoring/support programs that focus on the individual student.
	● Revive and expand tutoring services
	
	Student Services:
	● Not enough targeted Outreach that directs students to take the transfer level course in their first year.
		Instruction:
		● More tutoring, embedded tutors
		● More student support
		● Smaller class sizes
		● Hire more diverse faculty
		● Establish a system so that when a student is in danger of not completing the class, faculty have a clear sense of what resources are available to support them (particularly important for part-time faculty)
		
		Student Services:
		● More focused outreach on building confidence to take transfer level (academic advisors, success coaches)
			Instruction:
			● Tutoring and support
			● More PD for faculty related to culturally responsive teaching and learning.
			
			Student Services:
			● Post-application email, or contact encouraging, and informing students of English/Math tutoring resources
			
			● Hire more counselors, tutors, and support staff, revive and expand
				Instruction:
				
				Student Services:
				
				Business Services:
				
				Other:

better for their future success 3. Creating faculty awareness of their role in supporting student success, particularly for Students of Color.	● Programs w/high schools in urban high schools that communicate our believe in student's capacity. ● When a student applies to the college, and has identified as black/African American, we don't have a targeted outreach effort that reaches out to that student. **Business Services:** **Other:**	● Follow-up **Business Services:** **Other:** Single sign on	tutoring services **Business Services:** **Other:**	

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Retention (Term Persistence)	**Instruction:** ● Instructors do not have a systematic way to notify support services as the college does not have an early alert system. Some instructors may reach out to the Success Coach, but	**Instruction:** ● Automatic alert systems for instructional support (tutors, coaches, counseling, etc.) ● Progress reports for all faculty on retention rates for Black/AA students	**Instruction:** ● Buy good software with **cash money $$$** Implement- CRM ADVISE (retention software in	**Instruction:** **Student Services:**

	it is not a consistent process.
	• Cannot mandate faculty or staff to attend anti-racism professional development.
	• Hire more Black/AA tutors)
	• Hire more Black/AA/Brown faculty
	
	Student Services:
	• Support is relied heavily upon Umoja.
	• There is not a systematic way for students to reach out for help and SS also does not have to monitor students until after they have been put on probation or dismissed. Once on probation, we do not have a disaggregated list to be more intrusive with our Black & African American students.
	• Do not have a dashboard to upload cohorts of students who are on probation to be intentional in support. Need the names and student information.
	• Complaint process through Student Affairs is not a streamlined process. Students who may experience a racist or unsupportive encounter do not have an avenue to voice their concern. The
		• Incentivized anti-racist, action-oriented professional development to get the 2s.
		  • Clear resources on syllabi review
		  • Clear resources on grading strategies
		• Black/AA faculty and embedded tutors are representative of student population
		• Generous reading of student behavior around academic integrity
		
		Student Services:
		• Pre-emptive student support
		• Software system for different services to communicate about wrap-around support for Black/AA students.
		• "Umoja-fy" programs so they are less dependent on Umoja for support.
		• Success coach assigned specifically to supporting Black/AA students
		• Automatically generated list of Black/AA students when they are put on probation or dismissed for services to contact.
			<mark>Ellusian</mark>)
			• The good software will make progress reports available
			• Cash money $$$ for attending trainings
			• micro-grants for realization of PD learning
			• Intentionally choose PD offerings that embed anti-racism
			• Professional development committee review process
			• Targeted recruitment for Black/AA faculty and tutors.
			• Pipeline 2 Possibilities - state recruitment program to get HBCU graduates to teach in California
			• Implement equitable hiring practices that give Black/AA applicants a fair chance
			• Plan with part-time students in
				Business Services:
				
				Other:

	only process is through student conduct and that is hard to navigate and locate. **Business Services:** • Fees: What are doing to support students who may have an outstanding fee, example in the library? **Other:** • The culture needs to be shifted from a student deficit mindset. • Student marketing needs to reflect our Black & African American students to see themselves as a part of the community.	• Case management counseling for Black/AA students who are not in special programs • Student advocate for Black/AA students to help with complaint process **Business Services:** • Centralized reporting system that can coordinate various reports from campus programs • Student code of conduct with compassionate wording **Other:** • Single sign on for everything, please	mind **Student Services:** • Offer trauma-informed & equity-minded PD • Offer customer service PD • Umoja Certificate program to help train Umoja allies (probably with cash money incentives) • Review counseling policies and system for appointments • Review for A&R and Fin Aid too • Case management within Student Services • Targeted outreach to students on probation (A&R, Success Coach) • Automatic academic renewal policy? • Create trained positions for students to advocate for students and help navigate the complaint process • Plan with part-time students in mind - provide work opportunities for pt students	

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			Business Services: ● Get a good software system. ● Work group to review student code of conduct with paid student input ● Figure out best way to compensate for student time (if cannot be paid position, discounted books/class) **Other:**	

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Completion	**Instruction:** ● We tend to only include contributions from white sources as opposed to diverse sources. ● Lack of diversity in our faculty. ● We aren't ready to meet students where they are. ● Faculty lack professional development opportunities.	**Instruction:** **Student Services:**	**Instruction:** ● Shorten the number of units needed to graduate? ● How do we help students feel confident about taking transfer-level math & English? Personal growth classes for everyone	**Instruction:** **Student Services:**

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	• We do not require faculty training in DEI areas nor do we do we evaluate instruction based on DEI content. • We don't have a neutral place for students to report bias from instructors. **Student Services:** • Students being treated rudely or with contempt when seeking services. • Students don't have access to interactive ed planning software/platform to keep track of their progress or a degree audit • There isn't a central space for students, both student services and hang out/welcoming spaces. **Business Services:** • Staffing Shortages • Bureaucracy - takes too long to get anything done. Or the systems do not make sense for our students. • The students get the run-around too often. **Other:** • We don't lead by example; employees don't feel supported on campus • Course sequence is not	**Business Services:** **Other:**	or all future math students? Grossmont Scholars Program? SIP could be a good model for this. • How to address students that stay in classes when they are likely going to fail? • Build awareness around withdrawals, drops, pass/no pass options • Maybe having student ambassadors visit 12 Gateway courses to give an informative presentation on policies? Advertise more resources/workshops available • Having syllabi available in self-service when students are selecting classes • Don't downgrade idea of getting certificates. Awareness around fin aid for certificates. Celebrate it as a success!!	**Business Services:** **Other:**

| | clear to students | | **Student Services:**
• Building community for students

Business Services:

Other:
• Clear, proactive website for students that might not want to ask for help
• Address deficit-mindset amongst faculty
• Asking students what barriers we might have as an institution for graduation.
• Review of policy language. More student friendly-language in catalog.
• Opportunities for automating some of our processes? Taking burden off students as much as possible.
• Providing students with an advocate when they have to petition for something?
• Workshops for students on different policies. Academic Renewal, Vice | |

			President's List, Financial Aid (FAFSA, Pell Grants), and other topics within the catalog. Student ambassadors lead the workshops.	

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Transfer	**Instruction:** • Unclear pathways to transfer • Lack of information on credit transfer policies • Students taking too many units • Lack of flexibility in course scheduling (time + modality) **Student Services:** • Unclear pathways to transfer	**Instruction:** **Student Services:** • Clear outline of steps needed to transfer successfully (in addition to courses)	**Instruction:** **Student Services:** **Business Services:**	**Instruction:** **Student Services:** **Business Services:**

	• Transfer website has an overwhelming amount of information that is challenging to navigate • Is there enough information on schools/career options? • Deadlines are not emphasized enough **Business Services:** **Other**:	**Business Services:** **Other:**	**Other:**	**Other:**