

## 1. Streamline on-boarding & deepen collaborations

### (Broad) Integrative Planning Goal:

To increase the number of students by streamlining onboarding, deepening collaborations with high school districts, workforce agencies, and additional community partners, in order to reflect our service population. (O/E) \*SSSP, Equity

### Brief Description of Activity

- Increase the number of students by streamlining on-boarding, deepening collaborations with high school districts, workforce agencies, and additional community partners.
  - Provide mandatory face-to-face orientation.
  - Develop systems to track the matriculation process by on-going communication with potential students.
  - Continue the promotion and integration of existing student support services such as UMOJA /Puente/Via Rapida/Guardian Scholars/Next Up.
  - Coordination of outreach with comprehensive enrollment services to improve the Adult Reentry efforts with the Enrollment Management Plan.
- Which metric(s) does this goal/activity address?
  - Do the activities listed above address disproportionately impacted (DI) groups within the metric?
  - What jumps out at you?
  - What is missing?

## 2. Reduce the number of excess units completed.

### (Broad) Integrative Planning Goal:

Reduce the number of excess units completed and time to complete.

(R/O) \*SSSP, Equity, Basic Skills

### Brief Description of Activity

Clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps, and begin the design of meta-majors that are connected to major and career exploration.

- Which metric(s) does this goal/activity address?
- Do the activities listed above address disproportionately impacted (DI) groups within the metric?
- What jumps out at you?
- What is missing?

### 3. Reduce the time it takes students to successfully complete college-level coursework from Math, English, and ESL from basic skills sequences.

(Broad) Integrative Planning Goal:

To reduce the time it takes students to successfully complete college-level coursework from Math, English, and ESL from campus-wide basic skills sequences. (R/E) \*Equity, Basic Skills

Brief Description of Activity

- Professional development to assist faculty in teaching & learning practices; emphasizing equity-minded practices, including implicit bias and cultural competency.
- Support for redesigning Math, English & ESL sequences.
- Provide data coaching to faculty and staff on student data.

- Which metric(s) does this goal/activity address?
- Do the activities listed above address disproportionately impacted (DI) groups within the metric?
- What jumps out at you?
- What is missing?

#### 4. Improve success rates and decrease equity gaps in 12 high-enrolled, gateway courses.

##### (Broad) Integrative Planning Goal:

To improve course success rates and decrease equity gaps in 12 high-enrollment, gateway courses. (R) \*Equity, Basic Skills

##### Brief Description of Activity

Our data investigation in course success rates revealed that nearly 25% of our total semester enrollment and account for 29% of all non-success, existed within our “12 Gateway Courses.” These twelve courses cut across 8 different departments and all of them have significant areas of disproportionate impact. This project is consistent with the Vision for Success, embedded within the Guided Pathways Pillars, and central to our Strategic Plan goals of retention and engagement. By focusing on the specific courses and the specific groups impacted within each one, we hope to significantly decrease the disproportionate impact across the entire college. In addition, it is our hope that this will improve success, retention and completion for each these groups and for our total student body in the aggregate. Some of the activities that will help accomplish this will be by providing:

- Targeted professional development for part-time instructors & incentivize participation including: orientation, handbook and mentorship.
  - Targeting professional development on teaching and learning, focused on equity-minded practices for faculty in the 12 identified courses.
  - Engage in systematic, process of reviewing all course syllabi (creating model syllabi, offering workshops on syllabi redesign).
- Which metric(s) does this goal/activity address?
  - Do the activities listed above address disproportionately impacted (DI) groups within the metric?
  - What jumps out at you?
  - What is missing?

## 5. Reduce the percentage of students on academic and/or progress probation and increase persistence semester to semester.

### (Broad) Integrative Planning Goal:

Reduce the percentage of students on academic and/or progress probation and increase persistence semester to semester. (R/E) \*SSSP, Equity, Basic Skills

### Brief Description of Activity

Revisit policy & procedure around academic dismissal/ probation to align our progress and probation standards for all students. Improve identification of and support for students at risk for academic or progress probation.

- Promote equity-minded teaching and learning for our faculty, staff and administrators.
  - Our faculty- especially inclusive of our part-time faculty- will have intentional and coordinated opportunities to reflect on, share, and learn about classroom practices that increase student retention and engagement – practices which help to create motivating learning environments, address the affective domain, and facilitate students’ active learning and deeper investment in their learning.
  - Strengthen Partnerships between faculty and Student Services.
  - Deepening Understanding of and Insights into the needs of particular Grossmont College Student Populations with an emphasis on disproportionately impacted groups.
- Which metric(s) does this goal/activity address?
  - Do the activities listed above address disproportionately impacted (DI) groups within the metric?
  - What jumps out at you?
  - What is missing?