<u>Access:</u> Successful Enrollment
(**Related to Goal #1**: Streamline Onboarding)

ACTIVITY POSTER:

Definition: Students who enrolled in the SAME community college indicated in CCC Apply in the selected year.
# of students enrolled at Grossmont vs. # of students who apply to Grossmont

Disproportionately Impacted (DI) student groups within this metric:

Female:
Black/African American
Filipino
Foster Youth
Veteran
White
LGBT *

Male:
Black/African American

<u>Access</u>: Successful Enrollment

(**Related to Goal #1**: Streamline Onboarding)

ACTIVITY RESPONSES:
- Why are some DI groups in Female and not in Male?
- What about low-income students, are they a DI group?
- What part of the process did they stop?
- Collaborations:
  - Correctional Institutions
- How do we account for students that apply to Grossmont College who don't enroll here, but enroll at Cuyamaca College?
- What stands out:
  - Undocumented students are not listed
  - Homeless students
  - Disaggregated Immigrant population

Completion: Earned a Credit Certificate or Degree
(**Related to Goal #2**: Reduce the Number of Excess Units)

ACTIVITY POSTER:

Definition: UNDUPLICATED # of students who complete a degree or credit certificate.

Disproportionately Impacted (DI) student groups within this metric:

Female:
American Indian or Alaska Native
Some other race
Foster Youth
LGBT *

Male:
American Indian or Alaska Native
More than one race
Native Hawaiian/Pacific Islander
Some other race
Foster Youth
LGBT *

<u>Completion:</u> Earned a Credit Certificate or Degree

(**Related to Goal #2**: Reduce the Number of Excess Units)

ACTIVITY RESPONSES:

- Increase capacity of counselors
    - Hard to get an appointment
- Use registration email; ~~promote the use of GCCCD emails~~
    - Use the email to ~~promote~~ inform students about student services
    - Examples: Counseling, ASGC, Benefits Card, Financial Aid, Clubs, EOPS, etc.
- Make counseling mobile (accessible)
- Employ competent students as counselors
- Metrics that address this goal = completion, transfer
- Yes, the activities listed address DI groups within the metric (e.g., formalizing and piloting program maps, begin the design of meta-majors that are connected to major and career exploration).
- What jumps out: Perhaps "excess units" could be changed from a number to a percent over program units required.
- What's missing? Counseling along the way. More counselors! Where does the pathway start? Needs to start sooner.

Momentum: Transfer Level Math & English

(Related to Goal #3: Reduce the Time from Basic Skills Sequences)

ACTIVITY POSTER:

Definition: Students who complete transfer math and English in their first academic year.
# of students who complete transfer ENG and MATH in 1ˢᵗ year vs. # of first-time students in a given year

Disproportionately Impacted (DI) student groups within this metric:

Female:
Disabled
Black/African American
Latinx
Asian
LGBT *
Veteran

Male:
Disabled
Black/African American

Momentum: Transfer Level Math & English

(**Related to Goal #3**: Reduce the Time from Basic Skills Sequences)

ACTIVITY RESPONSES:
- Is there an option to identify as more than one DI group?
- Would identifying as more than one DI group affect the data?
- Addresses Reduce the Time metric
- DI Groups addressed Black/Latinx, but do we need to do more work in this area?
  Specifically: equity-minded practices, implicit bias training, cultural competency training

Transfer: Students Who Transfer to a 4-year Institution (Unduplicated Students)

(Related to Goal #4: Improve and Decrease Equity Gaps in 12 Gateway Courses)

ACTIVITY POSTER:

Definition: UNDUPLICATED students who transfer to a 4-year institution.

Disproportionately Impacted (DI) student groups within this metric:

Female:
Disabled
Alaska Native/American Indian
Native Hawaiian/Pacific Islander
Foster Youth
LGBT *

Male:
Asian
Native Hawaiian/Pacific Islander
Foster Youth

Transfer: Students Who Transfer to a 4-year Institution (Unduplicated Students)

(Related to Goal #4: Improve and Decrease Equity Gaps in 12 Gateway Courses)

ACTIVITY RESPONSES:

- Increase Transfer Center Counselors
- ~~No way to track students who transfer without a degree~~
- No successful out-of-state & private university transfer data
- ADT admitted data

Retention: FALL to SPRING

(**Related to Goal #5**: Reduce the Percentage on Academic and/or Progress Probation)

ACTIVITY POSTER:

Definition: Students who persist from fall to spring.
# of students who persist from fall to spring vs. # of students enrolled in fall

Disproportionately Impacted (DI) student groups within this metric:

Female:
Black/African American

Male:
Veteran
LGBT *

Retention: FALL to SPRING

(**Related to Goal #5**: Reduce the Percentage on Academic and/or Progress Probation)

ACTIVITY RESPONSES:

- Create a shared space
- Creating more sense of belonging; create a community
- Helping students find out how they learn (workshops)
- Effective & intentional marketing of programs (e.g., TVs, Instagram)
- Getting students to understand benefits of involvement
- Find connections between course and programs/clubs
- Encourage department clubs