GROSSMONT COLLEGE STUDENT EQUITY PLAN

Student equity is moving to the forefront of our collective thought process as we examine data, have collegial conversations, have difficult conversations, and agree that there is more to be done to serve our community and students well. With a strong foundation of services and programs that serve special populations as well as the broader community, Grossmont has a solid starting point from which to examine outcomes and efforts directed at increasing success for under-represented populations. We have a campus culture focused on student success and evidence, and conversations about equity and equitable outcomes are the next logical step for the college.

Quantitative data contribute to the recognition of disproportionate impact, and an initial study conducted by the district research office shows where the college should begin to look for impacted student groups. More quantitative as well as qualitative data are needed to fully understand how students may be disproportionately affected by policies and practices at the college. We need to engage more student groups on campus as well as look as community leaders who are key to lending support and leadership to improve educational outcomes for some groups.

The college strategic, SSSP, and basic skills plans contribute activities and strategies to mitigating disproportionate impact. Other planning initiatives on the campus include a distance education plan with a professional development plan coming in the near future, both of which will contribute to improving student success and addressing student groups that are affected by current policy and practice. The SSSP, basic skills, and student equity plans are aligned so as to maximize opportunities for student success and reduce redundancies.

Planning included students, faculty, administrators, and community involvement. Through standing committees and existing efforts, new intervention strategies were identified with existing strategies taking on new importance through conversations on campus. All constituent groups had the opportunity to contribute and comment on the plan prior to submission to the board for approval.

The college is a Hispanic serving institution, is identified as a Service Members Opportunity College, and serves a small number of foster youth. Also prominent in our in community are large numbers of refugees from Iraq, Iran and Afghanistan, and we expect to see the numbers of refugees added to our service area increase by over 30,000 by the year 2016.

A significant structure for much of the work outlined within the student equity plan is our student pathways project which aims to develop a comprehensive approach to helping students get started on the right foot when they first get to campus, receive the necessary support and nudging along the way, and complete the goal of transfer, degree and certificate attainment, or job advancement per their individualized goals and plans. The student pathways project is based on data about student success and two years of planning by college constituents. Added to these pathways will be efforts to focus on student cohorts experiencing disproportionate impact and mitigate those adverse impacts through

student pathways as well as targeted interventions. Our student pathways ask students to start strong, keep moving, and reach the goal.

START STRONG→ KEEP MOVING→ REACH THE GOAL

The college pathway project includes academies designed to increase student engagement, connections with curriculum, and mentors both on and off campus. The design of the pathways project is a scaled up version of our Freshman Academy, and is fostering collaboration across instruction and student services.

GC STUDENT EQUITY WORK DONE TO THIS POINT:
- **Spring 2014 -** a working group was convened to review initial student equity data and provide specific input regarding student equity challenges currently faced in the areas of access; course completion; ESL/Basic Skills Completion; Degree and Certificate Completion; and Transfer
- **June 2014** – a second working group attended the Student Equity Institute led by the USC Center for Urban Education (CUE) and, using the information gathered by the initial group as well as the Pathways to Success framework, developed the outline shown below.
- **August 2014** – the information in the outline below will be reviewed by a larger contingent of GC representatives in attendance at a Student Equity conference and any additional modifications to this outline will be included in the draft Student Equity Plan being developed for November submittal.
- **Fall 2014** – information sessions were held on campus to review student equity data with presentations made to the major committees and councils for discussion. In addition, the college used the student equity webinar offered by IEBC and debrief session immediately following as a professional development event. Input was solicited from the community through the Grossmont Union High School District and the GCCCD Foundation Board.
-

DISPROPORTIONATE IMPACT
Our data suggest disproportionate impact in the following areas:

ACCESS – affected cohorts are Hispanics and males.

COURSE COMPLETION – affected cohorts are African Americans and foster youth.

ESL AND BASIC SKILLS – all groups are affected all areas of mathematics and English, and for ESL, older students and changing demographics in east San Diego County over the last few years have caused affected ethnic groups to shift. In particular, we see a shift in ESL students to our refugee population.

DEGREE AND CERTIFICATE COMPLETION

    1.   PERSISTENCE – affected cohorts are Filipinos, Hispanics, and Pacific Islanders

2. 30+ UNITS – affected cohort is foster youth

3. SPAR RATES – affected cohorts are African Americans, Filipinos, Hispanics, Pacific Islanders, 20+ year olds, and disabled students

4. CTE COMPLETION – affected cohorts are African Americans, Hispanics, and 40+year olds

TRANSFER – affected cohorts are the same as those in SPAR RATES (see #3 above)

COMPREHENSIVE OVERVIEW OF EFFORTS TO ADDRESS EQUITY

The plan has five primary components creating a college-wide approach to equity rather than a "siloed" effort to support boutique or niche programs. We have chosen this approach because we need to bring equity mindedness to the entire college family and not relegate mitigation of disproportionate impact to a few. The entire college must be unified in its commitment and efforts to improve access and success for affected student groups. To facilitate the plan, the college intends to hire an administrator for student success and equity efforts that is housed under the senior dean of college planning and institutional effectiveness to reflect a college-wide commitment to equity and student success. Several campus committees play critical roles in ensuring our plans are filed and implemented and progress on plans is monitored including reporting of outcomes. Our data indicate a strong need for further research as well as technological support systems that are also integrated throughout the plan.

1.   Human Development Regarding Equity

The college is planning to invest in educating all employees about equity, disproportionate impact, and how each person at the college has a role in mitigating negative impact. The data show that a small percentage of departments or units on campus include equity goals or activities within annual plans. Program review makes regular recommendations for programs to address achievement gaps, yet many programs and departments do not have the resources or training to be able to successfully respond to these recommendations. Therefore, the college needs to provide trainers, coaches, and point people to assist all efforts across campus with diversity and equity awareness and successful strategies to improve outcomes.   This effort will be ongoing but needs funding to create momentum and compile resources and human power to change the culture toward an equity mind set. The goal is to have numerous trained individuals who can be used as divisional support people, attend committee meetings, or participate in other campus efforts where discussions about achievement gap and possible strategies can be immediately deployed. In addition, the college library has few resources on student equity in the section on professional development, and new books and materials on this topic will be added to our collection to support faculty and staff looking to learn more about equity.

The San Diego region plans to create a list of leaders/trainers on select topics regarding cultural competence and other equity related topics. These trainers can be hired or shared across the region for professional development needs bringing the best of all the colleges to each one. All of us share the same improved communities and economic growth when more students succeed within the area.($250,000)

2.   Alignment and Re-packaging of Curriculum

Two recent initiatives contribute to aligning curriculum to support student success: The East County Education Alliance, and AB 86 regional work. The East County Education Alliance is a joint effort between our community college district and our primary feeder high school district. Work on the Alliance began this Fall with task groups in English, ESL, Mathematics, Counseling and Student Engagement, and CTE formed to begin the process of improving high school courses, expectations, alignment of courses, and transitions to college. Through the Alliance we hope to see better prepared and motivated students arriving at our college.

The AB 86 efforts affect the same two institutions: our community college district and our primary feeder high school district. Through the planning grant for this year, the region has examined how best to serve adult populations who will continue to be served by the high school district. Alignment of those course and programs to credit bearing programs will be addressed in the AB 86 plan.

The college's academic programs are highly success and produce numerous certificates and degrees for students. Most of the programs are over 35 units and reside within a single department. The SB 1440 transfer degrees opened up conversations to how a degree can be created from courses outside a single discipline, and with that concept as a model, the college will coordinate the development of new certificate programs that are stackable and potentially also interdisciplinary. Our data show that students mostly persist for three semesters and easily obtain 30+ units but still fail to complete. By rearranging and re-packaging our curriculum to be more responsive to workforce and student needs, we can gain more productivity from existing curriculum. ($100,000)

3.   Part Time Faculty Academies

With an initial focus on part time faculty teaching ESL, English and mathematics, create academies for part timers within a discipline to learn of college services, reinvent course delivery and content for better engagement and success, and allow full time faculty to more intentionally guide this huge segment of our teaching workforce. Incentives and remuneration will be involved to entice full and part time faculty to participate. These academies should potentially improve course completion, consistency in grading, communication of support services to students, faculty evaluations and retention, and overall course and program completions.

With the basic skills part time faculty academies as a model, full time faculty in transfer courses where part timers teach more than half the sections also want to participate in part timer academies. The basic skills leaders, working with faculty professional development,

can construct curriculum where the course-content component can be plugged in from any discipline. ($250,000)

4.   Technology

In order to gather more data, improve access, and create more interventions, the college needs to increase its technological capability. Three main features surfaced that will assist with mitigating disproportionate impact: 1) a webpage dedicated to success and equity strategies for instructors, 2) expanded use of student swipe cards and gathering information from students via the services they access on campus, and 3) programming to collect point of service information from students who access services. Students currently "swipe" in to tutoring centers, but the college has not expanded those swipe efforts across campus to other facilities and activities where success and equity strategies are deployed. More information about who is using these services will help the college focus efforts and create additional interventions. The college is currently redesigning its web presence and will have the opportunity to translate key information into Spanish and Arabic, create a portal for high school counselors, and through the professional development committees, establish an exchange of practices that increase success for all students but specifically lead to greater success of affected populations. ($70,000)

5.   Research

Initial data were collected to help identify the student cohorts to most likely experience disproportionate impact across the five areas identified in Title 5. However, we still need to examine why these particular groups are included in our initial disproportionate impact study. Focus groups of students and instructors need to be conducted to learn more about cultural issues, barriers, and what support needs to exist in order to mitigate disproportionate impact. We also need research support to integrate our key performance indicators (KPIs) and the college standards and targets with our student equity plan. We have little data on veterans and foster youth, in particular, and the college has a significant number of Iraq, Iran and Afghani refugees that are difficult to identify with current tools. ($50,000)

ACCESS: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

DATA SUMMARY	
The Hispanic population is an average of 8.7 percentage points higher in the service area than within the college student population. However, that average has decreased from 2008 to 2013 by 3.5 percentage points. On average, there are 6.9 percentage points fewer males in the GC student population than in the service area. This discrepancy has also improved from 2008- to 2013 (from 8.6% to 6.9%). Our primary feeder high school district has Early Assessment Program (EAP) data that indicate a significant number of students are underprepared for college level work. Of the students taking the EAP in English Language Arts, the participation rate in taking the EAP was about 80% for the ethnicities of African American (slightly lower at 74.9%), Asian, Hispanic, and White populations. However, the percentages of students successfully ready for college are 10, 30, 12 and 24, respectively. For mathematics, the participation rates were lower with 65% of African Americans choosing to take the test, 72% of the Asians, 66% of Hispanics, and 73% of White students. Readiness for university mathematics was quite low: 5.4 %, 15.4%, 8.5 %, and 14%, respectively.	Strategic Goals: 1,2, 3,4 Key Performance Indicators: • Increased proportion of high school graduates enrolled at GC • Increased number of students applying for financial aid • Student demographics representative of our service area • Increased economic impact to community

GOAL 1 - Mitigate disproportionately low participation rates of Hispanics and males.			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Start advertising the college and its activities on Hispanic media in the	Increase participation rate for Hispanics	**SP 15**	Director of College and Community Relations

community.			
Assess and delve more deeply into the reasons behind the access data, including additional disaggregation and focus groups.	Further analysis will lead to recognition of other affected groups and reasons for the disproportionate impact.	**SP 15**	RPIE CPIE
Increase GC course offerings for junior and senior high school students (concurrent enrollment), including focused courses for disproportionately/adversely-impacted students identified through early assessment.	Increase participation rate for Hispanics and males.	**FA 15**	Student Equity Coor
Continue curriculum alignment with local high schools, especially in English and mathematics and the Common Core; East County Education Alliance (GUHSD)	Increase level of placement in mathematics and English courses at the college (ESL may be included); improve CTE pathways	**FA 15**	GUHSD Alliance Workgroups
Translate key sections of the college webpage into Spanish.	Increase participation rate for Hispanics and males.	**SP 15**	Director of College and Community Relations
Create more opportunities for the community to comment on issues of equity; more outreach in East County: churches, middle schools, Hispanic markets, etc.	Create understanding of disproportionate impact.	**SP 15**	Student Equity Coor
Upgrade to OpenCCCApply to begin gathering data on LGBT students.	Use data about LGBT students in order to assess disproportionate impact	**FA 15**	IS, RPIE
Translate key student services information for prospective students into Arabic and Spanish.	Increase participation rate for Hispanics and males.	**SP 15**	SSC
Create a portal on the college webpage for high school counselors to increase easy access of programs of study maps and other college prep information for high school students.	Increased understanding of the college's programs, essential high school preparation, opportunities, and services for high school students.	**SP 15**	Counselors

Conduct outreach to local libraries about programs and support services to students	Increase participation rate for Hispanics and males.	**SP 15, FA 15**	Student Equity Coor, Librarians, and CCC

COURSE COMPLETION: The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.	
DATA SUMMARY Two groups are struggling to complete classes at the same rate as their peers: African Americans and foster youth. While most groups have a course completion rate between 63.6% and 76%, African Americans and foster youth complete courses at rates of 52.6% and 48.9%, respectively.	<u>Strategic Goals</u>: 1, 2, 3, 4, 5 <u>Key Performance Indicators</u>: - Improved retention - Closure of the achievement gap - Enhanced professional development opportunities - Increased number of collaborative activities with the community

GOAL 1 - Mitigate disproportionate impact in successful course completion for African Americans and foster youth.			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Work with Umoja Program leaders to develop greater outreach and support for African American students.	Engage more African American students in staying in college and successful completion of courses	**SP 15**	Student Equity Coor and Umoja leaders
Assess and delve more deeply into the reasons behind the course completion data, including additional disaggregation and focus groups	Further analysis will lead to recognition of other affected groups and reasons for the disproportionate impact.	**SP 15**	RPIE and CPIE
Create and provide all faculty and staff with early alert and intervention strategies for these populations.	Increase course success for African Americans and foster youth	**FA 15**	CWPDC and Student Equity Coor
Through faculty academies, incorporate elements of universal design into course planning and delivery methods	Increase course success for African Americans and foster youth	**FA 15**	Student Equity Coor

Analyze the courses taken by these populations to see what policies or what practices may be preventing success.	Increase course success for African Americans and foster youth	**SP 15**	IEC and Student Equity Coor

ESL/BASIC SKILLS COMPLETION: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

DATA SUMMARY	Strategic Goals: 1, 2, 3, 4, 5
• All segments of the student population find low rates of success in completing basic skills courses in mathematics and English. Disproportionate impact can be calculated, however even the reference group realizes limited success. In response, rather than identify groups that are experiencing adverse impact, the college will respond to the low rates of success for all students. • ESL student populations are in transition and require more investigation	Key Performance Indicators: • Increased proportion of high school graduates enrolled at GCCCD • Improved retention • Increased degree/certificate completion rates • Improved transfer rate • Closure of the achievement gap • Enhanced professional development opportunities • Increased local employer/business satisfaction

GOAL 1 - Increase Remedial English and Mathematics Progress Rates			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Get ready for math workshops; get ready for English workshops	Improve placement and success for math and English students	**FA 15**	Math and English Dept.
Conduct post assessment boot-camps	Accelerate students into transfer level courses	**FA 15**	Math, English, ESL Departments
Plan for/Implement embedded tutoring/supplemental instruction in basic skills sections; reform the way the college	Improve success in basic skills courses	**FA 15**	Math, English, ESL Departments

speaks about tutoring to focus on difficult courses rather than deficiencies in students.			
Assess and delve more deeply into the reasons behind the ESL/Basic Skills data, including additional disaggregation and focus groups	Understand more about students, barriers and reasons behind disproportionate impact	**SP 15**	RPIE, CPIE
Investigate implications of "three takes" rule and how it is affecting these cohorts.	Understand potential barriers and directions to affected students.	**SP 15**	Student Equity Coor
Investigate test prep programs and those aimed at filling learning gaps	Improve success for students	**SP 15**	Math, English, ESL Departments
Review SSSP data to see if follow up services are proportionately accessed	Look for opportunities to increase services, interventions, and outreach to student cohorts	**FA 15**	SSC
Track implementation of both online orientation and advising efforts to ensure that students are receiving correct information about placement and options to challenge placements.	Improve placement and success for students.	**SP 15**	Math, English, ESL, Counseling Departments
Develop and/or enhance summer transition/bridge experiences for first-time to college students.	Improve student success, persistence rates	**FA 15**	Counseling, Director of Student Pathways
Continue to investigate compressed and accelerated curriculum in basic skills	Potential to increase success	**FA 15**	Math, English, ESL Departments
East County Education Alliance for improving preparation of incoming high school students.	Improve student success, persistence rates	**FA 15**	Director of High Sch/CTE Partnerships; English, ESL and mathematics depts.
Full and part time faculty academies	Increase success, persistence rates for all students	**FA 15**	Student Equity Coor
Summer Bridge Program with EOPS	Increase success, persistence rates for all students	**FA 15**	EOPS, mathematics and English depts.

DEGREE/CERTIFICATE COMPLETION: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.
TRANSFER: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

DATA SUMMARY	Strategic Goals: 1, 2, 3, 4, 5
• Many groups are affected in ability to persist, complete 30 units, complete a certificate, degree or meet transfer readiness criteria, and complete CTE programs. Overall, these are the segments of the population that are included in some way (for each measure in this area, the specific group(s) adversely affected will be identified):**African American** (degree) • **Hispanic** (degree & transfer) • **Pacific Islander and Filipino** (degree & transfer) • **20+ year olds** • **Disabled** (degree & transfer) • **Foster Youth**	Key Performance Indicators: • Increased proportion of high school graduates enrolled at GCCCD • Improved retention • Increased degree/certificate completion rates • Improved transfer rate • Closure of the achievement gap • Enhanced professional development opportunities • Increased local employer/business satisfaction • Increased placement rate in the workforce • Increased licensure/certification pass rate • Increased economic impact to community

GOAL 1 - Mitigate disproportionate impact for Filipinos, Hispanics, and Pacific Islanders with respect to persistence.			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Assess and delve more deeply into the reasons behind the persistence data, including additional disaggregation and focus groups	Further analysis will lead to recognition of other affected groups and reasons for the disproportionate impact.	**SP 15**	RPIE, CPIE
Complete design and implement student pathways project	Improved student success and persistence rates	**FA 15**	Student Pathways Coor; Student Equity

ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
			Coor
Design student engagement activities that promote student leadership, self-advocacy, and support of fellow students (reference the UT model)	Increase student success and persistence rates	**SP 15**	Student Pathways Coor; Student Equity Coor
Add visual and other components to the campus that reflect and promote student body diversity.	Improve inclusiveness and sense of belonging	**SP 15**	Student Equity Coor
Incorporate into new faculty orientation/professional development a number of items related to student equity and success (e.g., Grossmont data and implications, college student success initiatives, college resources, syllabus review process)	Increase student success and persistence rates	**FA 15**	FPDC
Conduct needs assessment, design and offer professional development opportunities to dialogue on cultural awareness and competence as well as strategies to increase course completion.	Increase success of faculty and staff	**SP 15**	CWPDC
Curriculum Rearranging Fiesta to repackage existing courses into certificates of less than 30 units (and stackable) that meet workforce demands.	Increased number of certificates available for students	**SP 15**	Student Equity Coor

GOAL 2 – Mitigate disproportionate impact for foster youth in attaining 30+ units.			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Assess and delve more deeply into the reasons behind the 30+ data, including additional disaggregation and focus groups	Further analysis will lead to recognition of other affected groups and reasons for the disproportionate impact.	**SP 15**	RPIE, CPIE

Design a structure through which every student has a career assessment and develops an educational plan in line with those interests.	Increase student success and foster youth attainment of 30+ units	**SP 15**	EOPS; Guardian Scholars
Supply bus passes for transportation to school	Increase student success and foster youth attainment of 30+ units	**FA 15**	Guardian Scholars; Student Equity Coor
Supply textbook vouchers	Increase student success and foster youth attainment of 30+ units	**FA 15**	Guardian Scholars; Student Equity Coor

GOAL 3 – Mitigate disproportionate impact with African Americans, Filipinos, Hispanics, Pacific Islanders, 20+ year olds, and disabled students in SPAR rates (includes transfer).			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Assess and delve more deeply into the reasons behind completion data, including additional disaggregation and focus groups	Further analysis will lead to recognition of other affected groups and reasons for the disproportionate impact.	**SP 15**	RPIE, CPIE
Design a structure through which every student has a career assessment and develops an educational plan in line with those interests.	Increase success rates	**FA 15**	Counseling and Pathways Coor
Development of clear curricular pathways (mapping of course sequences) aimed at student completion of degrees, certificates, and transfer.	Increase success rates	**SP 15**	CCC and CPIE
Review of current semester schedules to identify roadblocks or gaps.	Increase success rates	**SP 15**	CCC and Enrollment Strategies
Ensure student access to pathways information through a web portal and ed planning software.	Increase success rates	**FA 15**	Student Equity Coor and Pathways Coor
Provide faculty and staff with communication tools related to ed	Increase success rates	**FA 15**	CWPDC

planning and how they can help students			
Curriculum Rearranging Fiesta to repackage existing courses into certificates of less than 30 units (and stackable) that meet workforce demands.	Increased number of certificates available for students	**SP 15**	Student Equity Coor
Ensure regular and broad access to, and dialogue around, key success indicators, including action plans (in annual plans or program review) based on identified equity gaps.	Increase understanding of students' needs	**SP 15**	CWPDC; Student Equity Coor
Purchase books and materials on equity to create a collection within the professional development section of the library	Increase faculty and employee success	**SP 15**	CWPDC; Librarians
Purchase Red Canyon software (licenses) and necessary hardware for tracking students' use of services on campus	Track student use of services and success of services in meeting student need	**SP 15**	Student Equity Coor and IS
Create electronic point of service surveys to gather feedback from students about the usefulness of services used	Track student use of services and success of services in meeting student need	**FA 15**	Student Equity Coor and IS
Design and implement student pathways project	Improved student success and persistence rates	**FA 15**	Student Pathways Coor; Student Equity Coor
Transfer Center Workshops addressing impacted student groups (through adult re-entry and Umoja)	Increase success rates	**SP 15, FA 15**	Transfer Center
Transfer Center to send reminder notices and transfer workshop invitations to impacted groups	Increase success rates	**SP 15, FA 15**	Transfer Center
Continue communication from the Transfer Center and to counselors regarding up to date transfer information	Increase success rates	**SP 15, FA 15**	Transfer Center
GOAL 4 – Mitigate disproportionate impact for African Americans, Hispanics, and 40+ year olds in completing CTE certificates and degrees.			

ACTIVITY	EXPECTED OUTCOME	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Assess and delve more deeply into the reasons behind the completion data, including additional disaggregation and focus groups.	Further analysis will lead to recognition of other affected groups and reasons for the disproportionate impact.	**SP 15**	RPIE, CPIE
Design a structure through which every student has a career assessment and develops an educational plan in line with those interests.	Increase success rates	**FA 15**	Counseling and Pathways Coor
Development of clear curricular pathways (mapping of course sequences) aimed at student completion of degrees, certificates, and transfer.	Increase success rates	**SP 15**	CCC and CPIE
Review of current semester schedules to identify roadblocks or gaps.	Increase success rates	**SP 15**	CCC, Enrollment Strategies
Ensure student access to pathways information through a web portal and ed planning software.	Increase success rates	**FA 15**	Student Equity Coor and Pathways Coor
Provide faculty and staff with communication tools related to ed planning and student success.	Increase success rates	**FA 15**	CWPDC
Coordinate efforts with the San Diego Region on creating database of trainers	Increase faculty success rates	**SP 15**	Student Equity Coor
Curriculum Re-packaging Fiesta to repackage existing courses into certificates of less than 30 units (and stackable) that meet workforce demands.	Increased number of certificates available for students	**SP 15**	Student Equity Coor
Design and implement student pathways project	Improved student success and persistence rates	**FA 15**	Student Pathways Coor; Student Equity Coor