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, evidence-based decision making, 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, or lack thereof, at the college. We need to engage more student groups on campus as well as look at community leaders who are key to lending support and leadership to improve educational outcomes for some groups. More leaders of focus groups will be trained in order to learn about barriers from student cohorts and those who provide service to the students.

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. Efforts within the plans have moved toward greater integration with complementary strategies and activities planned so that the college can realize greater success with all its plans.

Not only will we integrate the equity plan with other plans, we plan to incorporate the Student Equity Plan into 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 comprehensive design for pathways includes counseling, mentors from both on and off campus, and connections to academic pursuits as well as individuals and college groups for support. 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

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The college pathway project includes academies/communities designed to increase student engagement, connections with high impact practices, access to learning communities, and embedded tutoring. The design of the pathways project is a scaled up version of our newly implemented Freshman Academy and is fostering collaboration across instruction and student services.

The creation of the student equity plan included students, faculty, administrators, and community involvement. Through governance groups, standing committees, and existing efforts, new intervention strategies were identified for implementation. Existing strategies are being reviewed for scaling up or expansion so that more affected students can be served and disproportionate impact mitigated. 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 (HIS), 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.

Leadership for the student equity plan and its implementation is under development. A new administrative position, an Associate Dean for Student Success and Equity (SSE), has been created, and the college and district approval processes are under way . Further, a review of existing committees and governance structures has identified potential groups that can shepherd the plan, monitor progress, track expenditures, and evaluate the outcomes of the plan. Completion of committee redesign and reporting lines will be completed in early 2015.

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.
- **September, October, and November 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 held a debriefing session immediately after as a professional development event. Input was solicited from the community through

the Grossmont Union High School District and the GCCCD Foundation Board. Outreach to San Diego and Imperial County community colleges (SDICCCA) to create an exchange of trainers and experts on a variety of topics to support student equity and success.

- **November 2014 Student Pathways Retreat** – more than 80 people participated in a day long retreat to recommend a structure for integrated learning, and creating belonging and high-touch services to students. With models shared from other institutions, two designs were identified that will be voted on by the college as a whole later. Implementation on the design will begin in Spring 2015.
- **December 2014** – Board of Trustees approves student equity plan.

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 in mathematics and English preparation as well as remedial progress rates, 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 cohorts to our refugee population and what we believe is an error with veterans included in this group.

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 in order to reach as many affected students as possible. 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 individuals or programs. 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 meet compliance requirements and are implemented. Plan implementation and progress are monitored by the Institutional Excellence Committee and outcomes are reported to Planning and Resources Council. 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 detailed, specific, 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. In addition, we need to expand our online resources for both faculty and students regarding success and equity resources and tools. New webpages and portals will be created to improve access to this information.

The San Diego and Imperial counties region plans to create a list of leaders/trainers on select topics regarding cultural competence and other equity related topics. Grossmont College has excellent leaders in cultural competence, research on minority groups, EOPS and foster youth programs, and more that will help not only our campus but others in our area. 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

Three opportunities exist for curriculum and program alignment and design based on existing courses. Two recent regional initiatives contribute to aligning curriculum to support student success: The East County Education Alliance, and AB 86 regional work. One additional effort can be managed internally with a re-packaging effort of courses into

new programs or ladders toward certificates and degrees that also meet business and industry needs.

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 successful 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. Through a curriculum retreat/fiesta, where financial aid and the career center offer support and guidance, the college will be able to assist all those students who seek some sort of training in 4 semesters or less. ($100,000)

3.   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, analyze disproportionate impact, and allow full time faculty to more intentionally guide this huge segment of our teaching workforce. Incentives and remuneration will be involved to entice both full and part time faculty to participate.   These academies can potentially improve course completion, consistency in grading, communication of support services to students, faculty evaluations and retention, and overall course and program completions. Faculty from the academies should have improved abilities and skills to create classroom environments conducive to learning for all students.

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 (what services are accessed), and 3) programming to collect point of service information from students who access services (satisfaction and functionality of 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 critical 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, if we missed any groups, and spend more time hearing from students about their experiences and suggestions. Focus groups of students as well as 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. Future adverse impact studies may also include Dream Act students, LGBT and other groups as we become more aware of the diversity of our student body and the challenges they face. As with most data, more questions are raised from it, and the college needs additional research support and capacity to successfully identify and address disproportionate impact. Of concern is the way in which data are tracked by six-year cohorts which means that efforts to mitigate disproportionate impact may not show up in the data for several years. We need better metrics so that we can see if our interventions and strategies are achieving the results we desire for our students. ($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.	<u>Strategic Goals</u>: 1,2, 3,4 <u>GCCCD Key Performance Indicators</u>: - 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**
Advertise the college and its activities on Hispanic media in the community.	Increased participation rate for Hispanics	**SP 15**	Director of College and Community Relations

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.	Increased participation rate for Hispanics and males.	**FA 15**	Associate Dean SSE
Continue curriculum alignment with local high schools, especially in English and mathematics and the Common Core; East County Education Alliance (GUHSD)	Increased level of placement in mathematics and English courses at the college (ESL may be included); improve CTE pathways	**FA 15**	GUHSD Alliance Workgroups
Create more opportunities for the community to comment on issues of equity; more outreach in East County: churches, middle schools, social services, etc.	Improved understanding of disproportionate impact such that all college constituents can speak about the meaning of and which students are affected by disproportionate impact.	**SP 15**	Associate Dean SSE and interested college personnel
Upgrade to Open CCCApply to begin gathering data on Dream Act and LGBT students.	Integrated data about Dream Act and LGBT students in order to assess disproportionate impact	**FA 15**	IS, RPIE
Translate key student services information and parts of the webpage into Arabic and Spanish.	Increased 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	Increased participation rate for Hispanics and males.	**SP 15, FA 15**	Associate Dean SSE, Librarians, and CCC
Add visual and other components to the campus that reflect and promote student body diversity.	Improved campus identity as one of inclusiveness and sense of belonging	**SP 15**	Associate Dean SSE

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	Strategic Goals: 1, 2, 3, 4, 5
• 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.	College Key Performance Indicators: • Percent success in all courses • Percent retained in all courses • Percent of students receiving financial aid

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.	Engaged more African American students in staying in college and successful completion of courses	**FA 15**	Associate Dean SSE and Umoja leaders
Work with Guardian Scholars leaders to develop greater outreach and support for foster youth students.	Engaged more foster youth students in staying in college and successful completion of courses	**FA 15** **FA 16**	Associate Dean SSE and Guardian Scholars leaders
Analyze the courses taken by these populations to see what policies or what practices may be preventing success.	Increased course success for African Americans and foster youth	**SP 15**	IEC and Associate Dean SSE

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
• Various cohorts of the student population find low rates of success in completing basic skills sequences, as	College Key Performance Indicators: • Percent of credit students who started below transfer

measured in the college scorecard, in mathematics (ethnic cohorts) and English (cohorts above age 20). The college will respond to the low rates of success for all students. • ESL student populations are in transition and require more investigation	level and completed a college-level course in the same discipline • Percent of first time fall students who enroll in the first year in a math , English or ESL course

GOAL 1 - Increase Preparation and Remedial English and Mathematics Progress Rates			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Offer get ready for math workshops; get ready for English workshops	Improved placement and success for math and English students	**FA 15**	Math and English Dept.
Plan for/Implement embedded tutoring/supplemental instruction in basic skills sections; reform the way the college speaks about tutoring to focus on difficult courses rather than deficiencies in students.	Improved success in basic skills courses	**FA 15**	Math, English, ESL Departments
Investigate implications of "three takes" rule and how it is affecting these cohorts.	Identified and addressed barriers, options, and outcomes of affected students.	**SP 15**	Associate Dean SSE
Investigate test prep programs and post assessment boot camps and similar strategies aimed at filling learning gaps	Improved success for students	**SP 15**	Math, English, ESL Departments
Review SSSP data to see if follow up services are proportionately accessed	Increased 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	Improved placement and success for students.	**SP 15**	Math, English, ESL, Counseling Departments

to challenge placements.			
Develop and/or enhance summer transition/bridge experiences for first-time to college students.	Improved student success, persistence rates	**FA 15**	Counseling, Director of Student Pathways
Continue to investigate compressed and accelerated curriculum in basic skills	On-going with potential to increase success	**FA 16**	Math, English, ESL Departments
Implement East County Education Alliance for improving preparation of incoming high school students.	Improved student success, persistence rates	**FA 15**	Director of High School/CTE Partnerships; English, ESL and mathematics depts.
Offer Summer Bridge Program	Increase success, persistence rates for students	**FA 15**	Pathways Coor, EOPS, mathematics and English depts.

GOAL 2 - Increase ESL Success Rate for Emerging Populations			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Modify survey given to students during ESL assessment for placement	Improved identification of Middle Eastern Populations	**SP 15**	RPIE, CPIE and ESL department
Investigate why veterans who are students are using ESL placement	Confirmed that correct students are accessing ESL placement	**SP 15**	RPIE, CPIE, and ESL department

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**	College Key Performance Indicators: • Number of degrees awarded • Number of certificates awarded • Number of students who transfer to a four-year institution • Percent of degree and/or transfer seeking student who achieved at least 30 units • Closure of the achievement gap • Percent of student who completed several courses classified as CTE in a single discipline and completed a degree, certificate, or transferred • Percent of degree and/or transfer seeking students who completed a degree, certificate, or transfer related outcomes

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**
Investigate course taking patterns of affected groups to identify barriers	Identification of barriers and development of interventions	SP 15	RPIE and IEC
Develop clear curricular pathways (mapping of course sequences) aimed at	Increased success rates	**SP 15**	CCC and CPIE

student completion of degrees, certificates, and transfer.			
Ensure student access to pathways information through a web portal and ed planning software.	Increased success rates	**FA 16**	Associate Dean SSE and Pathways Coor
Obtain input from various groups throughout the campus (including those providing services and support to underrepresented students), to assist in developing best practices that will help address disproportionate impact to student populations and reduce the achievement gap.	Increased strategies and interventions for specific populations.	**SP 15**	Associate Dean SSE and ADSOC

GOAL 2 – Mitigate disproportionate impact for foster youth in attaining 30+ units.			
ACTIVITY	**EXPECTED OUTCOME**	**TARGET DATE FOR COMPLETION**	**RESPONSIBLE PERSON/GROUP**
Work with Guardian Scholars leaders to develop greater outreach, support, and incentives for foster youth students.	Increase student success and foster youth attainment of 30+ units	**FA 15** **FA 16** **FA 17**	Guardian Scholars; Associate Dean SSE

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**
Develop clear curricular pathways (mapping of course sequences) aimed at student completion of degrees, certificates, and transfer.	Completed program of study maps; increased success rates	**SP 15**	CCC and CPIE
Review of current semester schedules to identify roadblocks or gaps.	Increased success rates	**FA 15**	CCC and Enrollment Strategies

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.	Increased accountability to departments through program review	**SP 15**	CPIE and Associate Dean SSE; Program Reviews
Hold Transfer Center Workshops addressing impacted student groups (through adult re-entry and Umoja)	Held workshops; increased success rates	**Each Term**	Transfer Center
Send reminder notices and transfer workshop invitations to impacted groups	Increased success rates	**Each Term**	Transfer Center
Continue communication from the Transfer Center and to counselors regarding up to date transfer information	Increased success rates	**Each Term**	Transfer Center
Design student engagement activities that promote student leadership, self-advocacy, and support of fellow students (reference the UT model)	Increased student success and persistence rates	**SP 15**	Student Pathways Coor; Associate Dean SSE

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**
Review of current semester schedules to identify roadblocks or gaps.	Roadblocks identified; increased success rates	**FA 15**	CCC, Enrollment Strategies
Ensure student access to pathways information through a web portal and ed planning software.	Increased success rates	**FA 16**	Associate Dean SSE and Pathways Coor
Complete design of and implement student pathways project	Improved student success and persistence rates	**FA 16**	Student Pathways Coor; Associate Dean SSE

INFRASTRUCTURE AND COMMON NEEDS TO SUPPORT ALL EQUITY EFFORTS: Includes hiring of personnel, research needs,

webpage design and launch, and activities related to student pathways project

Goal 1: Increase research to collect more quantitative and qualitative data

ACTIVITY	Expected Outcome	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Assess and delve more deeply into the data, including additional disaggregation.	Further analysis will lead to recognition of other affected groups and reasons for the disproportionate impact.	**SP 15** **FA 15**	RPIE, CPIE
Train focus group leaders	15 more focus group leaders trained	**SP 15**	RPIE, CPIE
Conduct separate focus groups of students and college personnel for qualitative data	Identification of barriers and areas to address	**FA 15**	CPIE and Associate Dean SSE

GOAL 2: Human Resources

ACTIVITY	Expected Outcome	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Hire associate dean for student success and equity	Hiring complete	**SP15**	CPIE
Determine reassigned time and faculty appointments for faculty leaders	Faculty assignments recommended by academic senate; assignments complete	**SP 15** **SP 16** **SP 17**	CPIE and academic senate
Coordinate efforts with the San Diego Region (SDICCCA) on creating database of trainers	Increase faculty success rates	**SP 15**	Associate Dean SSE
Conduct needs assessment, design and offer professional development opportunities to dialogue on cultural awareness and competence as well as strategies to increase course completion.	Completed needs assessment leads to professional development plan; increased success of faculty and staff in supporting and teaching all students but especially those affected by disproportionate impact.	**SP 15** **SP 16** **SP 17**	CWPDC
Design and provide faculty and staff with communication tools related to ed	Increased success rates	**SP 16**	CWPDC

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planning and how they can help students			
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)	Increased student success and persistence rates	**FA 15** **FA 16** **FA 17**	FPDC
Create and facilitate faculty academies	Increased success, persistence rates for all students	**FA 15**	Associate Dean SSE; FPDC
Create and provide all faculty and staff with early alert and intervention strategies	Intervention strategies created and made available to faculty; increased success	**FA 15**	CWPDC and Associate Dean SSE
Purchase books and materials on equity to create a collection for professional development in the library	Collection created; increased faculty and employee success	**FA 15**	CWPDC; Librarians

GOAL 3: Improve Webpage and Technology

ACTIVITY	Expected Outcome	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Create and post webpage dedicated to diversity and inclusion (i.e. events, safe zones, clubs, courses with a diversity focus, etc.)	Webpage designed and updating responsibilities assigned	**FA 15**	Associate Dean SSE and Director College and Community Relations
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 16**	Associate Dean SSE 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	**SP 16**	Associate Dean SSE and IS

GOAL 4: Review and Re-package Curriculum and Programs

ACTIVITY	Expected Outcome	TARGET DATE FOR COMPLETION	RESPONSIBLE PERSON/GROUP
Create and facilitate 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**	Associate Dean SSE
Design a structure through which every student without a major has a career assessment and develops an educational plan in line with those interests.	Increased success rates	**SP 16**	Career Center, Counseling and Pathways Coor
Integrate AB 86 programs into credit programs	Increased success rates and job opportunities for students	**SP 16**	AB 86 Coor and Associate Dean SSE

EVALUATION

There are three areas of focus for evaluation of the plan and the items within it. First, implementation of the plan will be monitored and evaluated to ensure that the goals of the plan are met according to the timelines assigned. Second, the overall goal of the plan is to mitigate disproportionate impact where found, and each of the activities will be evaluated to see if the affected group's outcomes are improving. If not, the college will have to re-evaluate the activity and possibly redesign it. Thirdly, since most of the data used to identify groups experiencing disproportionate impact come from the college scorecard, data reviews in the middle of the cohort time frame will be necessary. The 6-year cohorts will be reviewed at three and six years so that effectiveness of the activities can be measured.

STUDENTS ON PROBATION

Data show no disproportionate impact for gender, age or ethnicity cohorts in either academic probation or lack of progress probation.