

# Student Equity Plan Summary

## Contacts

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Awaiting Submittal

## Details

### Assurances

\* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

### Progress & Success

#### Process & Schedule

Our college realizes the importance of using data to measure our student equity programs' effectiveness and to inform our decision making process. Thus, our Research and Planning office will analyze data provided to us from the state Chancellor's

office to monitor overall students' progress on the indicators of (1) Successful Enrollment, (2) Fall to Spring retention, (3) Transfer to a four-year institution, (4) Completion of transfer level math and English, and (5) Earned associate degree or credit certificate over eighteen units. We will also analyze the success for disproportionately impacted (DI) groups that are described in the state Chancellor's office memos. We plan to track changes in the overall and disproportionately impacted groups' baseline data every year because we understand the importance to monitor improvements in outcomes over time. One of the goals in our college-wide educational plan is to utilize empirically based data to assist with programmatic planning. Members on the student equity committee realize the benefit of using research to evaluate the impact of student equity programs on students. Currently, program managers describe the plans to collect data when they submit their project proposals for funding, and almost all of our student equity projects and activities contain descriptions of how data will be analyzed. We plan to continue collecting data in our student equity projects. In addition, we plan to fund projects and programs that can directly impact student success through achievement of the new student equity indicators. Our college is concurrently setting goals for the Vision for Success metrics and have been working with faculty members to set realistic goals for both our Student Equity and Vision for Success metrics. Broadly, our objectives are to ensure that more students return each semester, choose a path of study quickly, pass transfer level courses, earn degrees and certificates within a limited time frame, and transfer to four-year institutions. In addition, we want to steadily reduce the equity gaps that have historically marginalized our more vulnerable student population.

### **Success Criteria**

Our Integrated Planning team meets on an ongoing basis to discuss projects, services, and programs that are supported with categorical funding. The Integrated Planning team includes various representatives from instructional services, student services, non-credit, research and planning, grants, and student equity. Program managers and project leads work together to ensure collaboration, review the College's master plan, discuss initiatives, and align goals, all the while ensuring we align with the Guided Pathways framework. Glendale Community College is also in the process of forming a Student Equity and Achievement (SEA) committee whose members will work in concert to achieve effective coordination across campus, share strategies, and continue work on the vision and plan toward equity at GCC. This committee will also give the opportunity for open dialogue and communication so that all areas are informed and will then also share information with their respective groups on campus. Our Guided Pathways steering committee has representation from our Integrated Planning team and representation from all of our divisions, ensuring campus-wide collaboration toward our goals. Further, Glendale Community College's Grants Committee meets on an ongoing basis to discuss ongoing projects and how we can best leverage all of the work that we do toward our common goals. It is imperative that we continue collaboration amongst grant personnel and ensure we meet guidelines while following our mission and vision. Further, we plan to continue gathering feedback through these committees, presentations to our faculty senate, and communication with other constituent groups across campus.

### **Executive Summary**

<https://www.glendale.edu/home/showdocument?id=35680>

## **Metrics**

### **Overall Student Population**

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	1692	1992	+17.73%
Attained the Vision Goal Completion Definition	970	1070	+10.31%
Completed Both Transfer-Level Math and English Within the District in the First Year	244	294	+20.49%
Retained from Fall to Spring at the Same College	12680	13314	+5%
Enrolled in the Same Community College	17883	18420	+3%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Hispanic or Latino	Male	Transferred to a Four-Year Institution	171	205	+19.88% ▯▮
LGBT	Female	Transferred to a Four-Year Institution	12	17	+41.67% ▯▮
Hispanic or Latino	Female	Transferred to a Four-Year Institution	242	290	+19.83% ▯▮
Disabled	Male	Transferred to a Four-Year Institution	33	40	+21.21% ▯▮
Disabled	Female	Transferred to a Four-Year Institution	43	52	+20.93% ▯▮
Disabled	Female	Enrolled in the Same Community College	281	327	+16.37% ▯▮
Hispanic or Latino	Female	Enrolled in the Same Community College	3286	4022	+22.4% ▯▮
Asian	Female	Enrolled in the Same Community College	792	929	+17.3% ▯▮
Filipino	Female	Enrolled in the Same Community College	468	534	+14.1% ▯▮
Black or African American	Female	Enrolled in the Same Community College	356	521	+46.35% ▯▮
Foster Youth	Female	Enrolled in the Same Community College	94	123	+30.85% ▯▮
American Indian or Alaska Native	Male	Enrolled in the Same Community College	24	32	+33.33% ▯▮
Black or African American	Male	Enrolled in the Same Community College	404	449	+11.14% ▯▮
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	13	25	+92.31% ▯▮
American Indian or Alaska Native	Female	Enrolled in the Same Community College	23	45	+95.65% ▯▮
LGBT	Female	Enrolled in the Same Community College	388	459	+18.3% ▯▮
LGBT	Male	Enrolled in the Same Community College	277	316	+14.08% ▯▮
Hispanic or Latino	Female	Retained from Fall to Spring at the Same College	1951	2041	+4.61% ▮▯
Black or African American	Female	Retained from Fall to Spring at the Same College	101	111	+9.9% ▯▮

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Hispanic or Latino	Male	Retained from Fall to Spring at the Same College	1463	1549	+5.88% ▶▶◀
Black or African American	Male	Retained from Fall to Spring at the Same College	102	120	+17.65% ▶▶◀
Foster Youth	Female	Retained from Fall to Spring at the Same College	32	38	+18.75% ▶▶◀
LGBT	Female	Retained from Fall to Spring at the Same College	141	153	+8.51% ▶▶◀
LGBT	Male	Retained from Fall to Spring at the Same College	81	90	+11.11% ▶▶◀
Economically Disadvantaged	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	79	82	+3.8% ◀▶▶
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	24	28	+16.67% ◀▶▶
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	16	34	+112.5% ▶▶▶◀
Filipino	Female	Retained from Fall to Spring at the Same College	171	201	+17.54% ▶▶▶◀
LGBT	Male	Transferred to a Four-Year Institution	10	11	+10% ◀▶▶
Black or African American	Male	Attained the Vision Goal Completion Definition	10	11	+10% ◀▶▶

### Additional Categories

No population groups selected.

## Activities

### Early College Acceptance Program (ECAP)

#### Brief Description of Activity

The Early College Acceptance Program (ECAP) is designed to help high school seniors successfully matriculate into Glendale Community College. Through ECAP, our Student Outreach Services works with high school counselors to schedule tours for high school seniors to come to GCC for a full day of orientation, where students complete GCC's matriculation steps, meet faculty and staff, learn about GCC's resources, take a campus tour, and are ready for fall registration. The goal is that students

complete all requirements needed for registration and are well informed by the end of ECAP. The ECAP program is a collaboration between the Student Equity office, Student Outreach Services, our Welcome Center, the DSPS office, Placement, and Academic Counseling.

### Related Metrics

- Overall : All : Enrolled in the Same Community College
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Disabled : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College

## Summer Bridge

### Brief Description of Activity

Summer Bridge invites incoming GCC students to participate in a week-long intensive bridge program to help with a successful and smooth transition to college by introducing students to career/major exploration tools, campus resources, and important information that will help them navigate college as they embark upon this new journey. Students gain access to peer mentoring, meet faculty and staff, become familiar with the campus, learn about success strategies and college expectations, and are introduced to growth mindset interventions. Summer Bridge is coordinated through the Student Equity office and is a collaboration with Student Outreach Services, Instructional Faculty, and Counseling Faculty.

### Related Metrics

- Overall : All : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College

## Student Athlete Orientation Sessions

### Brief Description of Activity

Student Athlete Orientations are designed to inform athletes of campus recourses, requirements, and introduce them to various faculty and staff. These sessions are designed to help students learn about expectations, and where they are also encouraged to take advantage of programs designed to help them succeed.

### Related Metrics

- Overall : All : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College

## Shadow Days

### Brief Description of Activity

Shadow Days are designed to help expose high school students to college while still in high school. Interested high school students sign up for this program through their high school counselors. Shadow Days brings invited them to attend GCC and shadow a GCC Peer Mentor (current GCC student) for “a day in the life of a college student”. This gives them an opportunity to listen to college lectures, talk to college students to gain information, and explore college while still in high school.

### Related Metrics

- Overall : All : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College

## Keys to College Success Workshops

### Brief Description of Activity

Keys to College Success Workshops are taught by GCC faculty and take place in the Learning Center. These workshops are based on Growth Mindset interventions and are offered at various times throughout the semester. They are coordinated by the Learning Center Coordinator.

### Related Metrics



- Overall : All : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Female : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - Foster Youth : Female : Retained from Fall to Spring at the Same College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
  - Filipino : Female : Retained from Fall to Spring at the Same College
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## Black Scholars Learning Community

### Brief Description of Activity

The Black Scholars Programs is specifically designed to help African American / Black students feel connected to the GCC campus, get involved, connect with peers, and make progress in their academic goals by offering services to help support their success. The learning community provides opportunities for engagement through workshops, social activities, social mixers, group counseling sessions, and other events designed for our GCC Black Scholars. It provides a safe space for students and many opportunities to learn about and take advantage of resources.

### Related Metrics

- Black or African American : Female : Enrolled in the Same Community College
  - Black or African American : Female : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Attained the Vision Goal Completion Definition
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## La Comunidad Learning Community

### Brief Description of Activity

La Comunidad is specifically designed to help Latinx students feel connected to the GCC campus, get involved, connect with peers, and make progress in their academic goals by offering services to help support their success. The learning community provides opportunities for engagement through specialized workshops, social activities, social mixers, group counseling sessions, and other events designed for our GCC Latinx students. It provides a safe space for students and many opportunities to learn about and take advantage of resources.

### Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
  - Hispanic or Latino : Female : Transferred to a Four-Year Institution
  - Hispanic or Latino : Female : Enrolled in the Same Community College
  - Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## Guardian Scholars Learning Community

### Brief Description of Activity

Guardian Scholars is specifically designed to help our current and former foster youth students at GCC. The Guardian Scholars program helps students feel connected to the GCC campus and make progress in their academic goals by offering services to

help support their success. Students learn about financial resources, are connected to community resources as needed, talk to designated counselors, and are provided with the opportunity for engagement through workshops, social activities, social mixers, group counseling sessions, and other events designed with them in mind. The Guardian Scholars Program provides a safe space for students and designated staff to help support them while at GCC.

#### Related Metrics

- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Female : Retained from Fall to Spring at the Same College

## Supplemental Instruction

### Brief Description of Activity

Supplemental Instruction is a program that offers collaborative learning workshops for participating classes. The workshops focus on critical thinking and problem solving exercises centered on the course material. They are scheduled outside of class time and they are led by trained student leaders. All the workshops are free to students. Supplemental Instruction helps students spend more time on the class material reviewing and discussing concepts and/or solving problems related to the course, which helps them understand the material much better; students work with each other and get a chance to ask questions, discuss ideas, and participate in ways that they would not have done in class.

#### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Filipino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Attained the Vision Goal Completion Definition

## Students Providing Assistance, Resources, and Knowledge (SPARK) Mentoring Program

### Brief Description of Activity

Students Providing Assistance, Resources, and Knowledge (SPARK) Mentoring pairs GCC students together for a peer to peer mentorship experience to help support students in their first year of college. It is an opportunity for mentors to gain leadership experience and instill their gained knowledge unto their peers; it is also an opportunity for new students to gain insight from peers. Peer mentoring provides a comfortable space for new students to feel safe asking questions and learning about college life. SPARK peer mentors also participate in Summer Bridge to help incoming students transition into GCC.

#### Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Disabled : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

- Black or African American : Male : Enrolled in the Same Community College
  - American Indian or Alaska Native : Female : Enrolled in the Same Community College
  - Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Female : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Transferred to a Four-Year Institution
- 

## Pride Center

### Brief Description of Activity

The newly developed Pride Center, housed within GCC's Multicultural and Community Engagement Center, is designed to help support our LGBTQ+ students. Student assistants and support staff help provide resources on campus, connect students with community resources, provide workshops for faculty, staff, and students, and deliver Safe Zone Trainings.

### Related Metrics

- LGBT : Female : Transferred to a Four-Year Institution
  - LGBT : Female : Enrolled in the Same Community College
  - LGBT : Male : Enrolled in the Same Community College
  - LGBT : Female : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
  - LGBT : Male : Transferred to a Four-Year Institution
- 

## Filipino Student Empowerment

### Brief Description of Activity

The Filipino Student Empowerment Project supports three major cultural events on campus: Filipino Culture Night, the Filipino Community Culture Event, and a Filipino Fiesta. These events are designed to help provide knowledge and awareness to the campus community about the Filipino culture and to help our Filipino students feel connected and supported.

### Related Metrics

- Filipino : Female : Enrolled in the Same Community College
  - Filipino : Female : Retained from Fall to Spring at the Same College
- 

## University Tours

### Brief Description of Activity

Northern California University Tours, Southern California University Tours, HBCU Tours, and Local University Tours are coordinated each year to help expose our DI students to possible transfer institutions and motivate students toward transfer. Students are encouraged to visit several campuses and learn about opportunities beyond GCC.

### Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College

- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Filipino : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Attained the Vision Goal Completion Definition
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## English 3rd Repeat Programs

### Brief Description of Activity

The English 3rd Repeat Programs aim to support students repeating courses for the 3rd time by offering intrusive advising and support services. A designated instructional faculty and counseling faculty collaborate to provide intrusive interventions to students repeating courses. Ongoing efforts will focus on early interventions, to prevent repeat of courses. With AB 705 initiatives, plans include expanding early alert with both math and English.

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
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## Project to Provide Access, Inclusion, Resources, Understanding, and Preparation (PAIR UP)

### Brief Description of Activity

Project PAIR UP is a program that provides workshops and specialized support to help DSPS students on effective use of access technology. The program increases services to DSPS students through an extensive array of workshops and specialized support. Project also includes training on effective use of access technology to support academic success; identification of disability-related specific hurdles impeding success and remediation strategies for increasing course completion and transfer rates.

### Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution
  - Disabled : Female : Transferred to a Four-Year Institution
- 

## AB 705 Implementation and Professional Development

### Brief Description of Activity

Math and English division faculty have been working on new practices, procedures, and piloting new courses to implement all changes related to AB 705. Faculty have been attending professional development opportunities including trainings, workshops, and conferences to ensure successful implementation. In addition, there has been ongoing training through the math and English divisions on campus for the faculty. This semester, campus-wide information sessions have been put into place to inform everyone of efforts and progress in this endeavor.

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## Cultural Diversity Program

**Brief Description of Activity**

GCC's Cultural Diversity release time faculty member develops and sustains a campus culture that is welcoming of diversity and facilitates the development of cultural competency among students, staff, administration, and faculty by organizing and executing educational/cultural/social activities and events designed for the exploration, promotion, and celebration of diverse cultures, particularly those represented in the GCC student community as disproportionately impacted.

**Related Metrics**

- Overall : All : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Female : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
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**Direct Assistance Emergency Fund****Brief Description of Activity**

The Direct Assistance Emergency Fund provides assistance to students in need of financial support when coming across hurdles that hinder their progress in college. It is designed to provide support to prevent students from leaving college or failing their courses due to unforeseen circumstances.

**Related Metrics**

- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Female : Retained from Fall to Spring at the Same College
  - Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
  - Black or African American : Male : Retained from Fall to Spring at the Same College
  - Foster Youth : Female : Retained from Fall to Spring at the Same College
  - LGBT : Male : Retained from Fall to Spring at the Same College
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**GCC Pride Week****Brief Description of Activity**

A week dedicated to events that support the GLBTQ+ community at GCC, GCC Pride Week includes workshops for faculty and staff, safe zone training, a community resource fair, and other activities throughout the week to support students and to inform the campus community. All are welcome to these events, some of which are led by our students.

**Related Metrics**

- LGBT : Female : Transferred to a Four-Year Institution
- LGBT : Female : Enrolled in the Same Community College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Retained from Fall to Spring at the Same College
- LGBT : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Transferred to a Four-Year Institution



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**Glendale Community College**  
**Student Equity Plan Executive Summary**

Glendale Community College (GCC) recognizes the importance of equity and is committed to ensuring administrators, faculty, staff, and students contribute to a quality learning environment that supports the development and implementation of academic and student support programs that enhance an equitable college campus. Equity efforts are interwoven throughout the college at GCC through several new and continuing initiatives, involvement and participation from various committee members, and successful ongoing expansion of projects and programs that have demonstrated positive outcomes. The College's institutional master plan incorporates goals for achieving equity and reducing gaps in learning and completion among student groups. Guided Pathways efforts also encompass equity goals and include participation from the Student Equity Committee. Student equity faculty leaders have been supporting faculty in implementing approved projects and they oversee programs in their respective divisions that engage student learning which are targeted toward achieving our equity goals. Students are active participants in our decision-making process, and our improvements and progress are focused on student-centered initiatives.

The Student Equity Committee under the governance of the Academic Senate reviews projects and proposals and makes recommendations to the administration. The Equity Committee's interest is in advancing indicators of success established by the Chancellor's office. For 2017 – 2018, those success indicators included the following:

- Increase access and enrollment
- Increase course completion rates
- Increase ESL, English, and math completion rates
- Increase degree and certificate completion rates
- Increase transfer rates

The 2019 – 2022 Student Equity Plan includes updated success metrics, and colleges have been instructed to develop the equity plan and create goals that will align with the following metrics:

- Access – Successful Enrollment
- Retention – Fall to Spring
- Transfer to a Four-Year institution
- Completion of Transfer-Level Math and English within the First Year
- Earned Credit Certificate over 18 units or Associate Degree

Our Research and Planning office collects and analyzes data that helps establish priorities, outcomes, and goals for our programs. Through this research, Glendale Community College has identified disproportionately impacted groups within the state–mandated target populations and validated the findings based on the analyses using the “Percentage Point Gap Method” suggested by the State Chancellor’s office. Disproportionately impacted student groups are those that achieve success at much lower rates than students who achieve average rates. The data was then used in the development of strategies that address the gaps found within the success indicators.

The development of the Student Equity and Achievement (SEA) Program has resulted in the termination of the Integrated Plan. The SEA Program aims to consolidate the categorically funded Basic Skills Initiative, Student Success and Support Program for credit and noncredit, and Student Equity. Colleges, however, must maintain a student equity plan to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.

During the past several years, the Integrated Planning team has been actively collaborating in their collective efforts toward aligning goals and initiatives to ensure maximum outcomes. The recent changes resulting in the development of the SEA Program has redirected the Integrated Planning team’s charge at Glendale Community College, as the group has been discussing, designing, and has proposed a new Student Equity and Achievement Committee at GCC. This committee will review and make recommendations to the College Executive Committee on institutional policies, procedures, and practices to advance the achievement of all students with an emphasis on eliminating the achievement gaps for students from traditionally underrepresented groups. The committee will make such recommendations using the Guided Pathways framework.

## **GOALS**

Glendale Community College has identified goals for various student groups who are achieving below college wide averages and need assistance to improve their success on various academic indicators. In the fall of 2015, the research team identified disproportionately impacted student groups, and goals were established to serve as a benchmark for success based on the indicators provided by the Chancellor’s office. In 2016 – 2017, Research and Planning updated



this information and identified progress in the gaps. The following metrics, as provided by the Chancellor's Office, were used to assess gaps and create goals.

### **Access**

GCC will continue to maintain a commitment to increase access for students identified in the equity plan through strategic and continuous planning and evaluation.

### **Course Completion**

GCC will continue to increase the course completion rates among students identified in the equity plan and continue to monitor and address disparities identified among these students.

### **ESL and Basic Skills Completion**

GCC will continue to develop and implement educational strategies that increase student success in ESL and basic skills courses in Math, English and Reading for students identified in the student equity plan.

### **Degree and Certificate Completion**

GCC will increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity groups.

### **Transfer**

GCC will continue to increase transfers to 4-year institutions among targeted equity groups.

The 2019 – 2022 Student Equity plan has been aligned with the system's new Student Success Metrics. Colleges have been directed to use the Student Success Metrics Dashboard to access their data for their overall student population and then set three-year goals from the Student Success Metrics for each student equity population shown to have disproportionate impact in Access, Retention, Transfer to a four-year institution, Completion of transfer-level math and English, and earned certificate over 18 units or associate degree.

**Access** – the proportion who enrolled in the same community college in the selected year

GCC will continue to maintain a commitment to increase access for students identified in the equity plan through strategic and continuous planning and evaluation. Activities that support this metric will continue to be evaluated and those that are successful will be scaled up for maximum results.

**Retention** – the proportion retained from fall to spring at the same college in the selected year

GCC will continue its efforts to increase the retention rates among students identified in the equity plan and monitor progress in ongoing efforts.

**Completion of transfer-level math and English** – the proportion who completed both transfer level math and English within the district in the first year

GCC will continue to develop and implement educational strategies that increase student success in math and English course completion. With AB 705, GCC's math and English divisions have worked diligently to implement curriculum changes, pilot best practices, and measure success. Faculty in these areas will continue to work toward this goal and progress will be evaluated and change implemented as necessary.

**Degree and Certificate Completion** – students who earned one or more of the following: Chancellor's Office approved certificate, associate degree and had enrollment in the selected or previous year

GCC will increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity groups.

**Transfer to four-year institution** – students who completed at least 12 units at the community college at the same time and exited the community college system, the number who transferred to a CSU or UC Institution.

GCC will continue their ongoing efforts aimed at increasing transfer rates to 4-year institutions among targeted equity groups.

## **ACTIVITIES**

Student Equity has strategically funded activities to achieve the goals outlined in the Student Equity plan aimed at closing gaps for DI students. This section will highlight projects

funded through Student Equity and include tables showing expenditures for the associated projects. A full list of the projects and funding are included in the charts below.

GCC increased access for veterans by developing a more rigorous marketing campaign to increase enrollment. Publications and videos were developed to promote our Veterans Resource Center, student assistants were hired to help in the Center as well as increased outreach efforts to local high schools. Assistance to adults with disabilities in the noncredit/Garfield campus included pre-orientation and orientation services. Shadow Days provided opportunities for high school students to attend GCC and shadow a college-level peer mentor and learn what it looks like for a “day in the life of a college student”.

<b>ACCESS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Veterans	\$74,247	\$85,061	\$29,570
Garfield Disability Specialist (noncredit)	\$51,750		
Shadow Days/Latino	\$22,998	\$23,348	\$30,015
<b>Total</b>	<b>\$148,995</b>	<b>\$108,409</b>	<b>\$59,585</b>

Several activities were developed through instruction and student services that focused on increasing **course completion** for disproportionately impacted student groups. Through the use of equity funds, GCC purchased iPads for student use to enable students to complete class assignments, complete research, and stay up-to-date with information in regards to enrollment, financial aid, as well be able to access Canvas. Summer Bridge provides incoming students with support for a smooth transition into college. DI students are encouraged to partake in the Summer Bridge program to get oriented and connected to GCC prior to their first term as college students. Black Scholars, La Comunidad, and Guardian Scholars are three learning communities developed and maintained with equity funds. These learning communities serve many of our Latinx, Black/African American, and current and former foster youth students at GCC by providing a wide range of support services and activities and events that help students stay engaged, connected, and involved. There is also a focus on professional development in GCC's equity plan to increase faculty and staff awareness of strategies and promising practices for serving disproportionately impacted students.

Through Integrated Planning, some projects were funded by other categorical sources in some years and equity in others. Every effort was made to leverage collaboration to maximize outcomes and become more efficient with implementation of projects and programs. Some

efforts have already been institutionalized due to their success, such as the hiring of our noncredit/Garfield counselor.

<b>COURSE COMPLETION (Retention) AND COLLEGE LEVEL ESL/ ENGL, MATH COMPLETION</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Summer Bridge /Learning Communities	\$335,386	\$320,940	\$441,715
English Faculty Leader	\$64,979	\$74,057	\$26,400
Math Faculty Leader/Embedded tutors	\$72,507	\$80,807	\$23,185
Math At-Risk	\$36,160	\$50,325	
Math Discovery Center	\$1,000	\$2398	\$8,597
Acceler. Pathways for Non Steam APNSM	\$32,236	\$39,972	
Online Library Math	\$3,450		
Math Workshops/BSI	\$34,957		
ESL Faculty Leader	\$66,160	\$57,157	\$22,955
Embedded Tutors/ESL	\$28,622	\$41,340	
Course Pairing/ESL	\$10,050		
Credit ESL 3 <sup>rd</sup> repeat	\$9350		
ESL 151+Library		\$8424	
Students with Disabilities	\$2,800		
Support for Math Adjunct	\$31,241	\$24,200	\$31,396
Interdisciplinary Faculty Leader	\$23,914	\$33,935	\$31,052
Expanded S.I.	\$64,845		\$79,185
Race Based Curriculum	\$2358		
Embedded S.I.		\$8509	
Studio Arts/Diversity Workshops & Lectures	\$1,580		
WAC Writing across curriculum	\$51,419	\$47,549	
Library support for D.I Students	\$90,000		
Bus Passes	\$9,320	\$27,400	\$10,725
Meal Vouchers	\$31,500	\$53,707	\$99,680
English Adjunct Faculty/Resources	\$16,370	\$9846	
English 3 <sup>rd</sup> Attempt Program			\$32,760
Emergency Assistance Fund		\$43,943	\$22,800
Growth Mindset/Keys to College Success	\$13,357	\$13,228	
Cultural Diversity Coordinator	\$26,450	\$31,307	\$20,490
The Learning Center Enhancement	\$40,994	\$38,581	\$60,059
Study Hall	\$5,060		
Women's History Month	\$5,680	\$5,710	
Information Competency	\$14,400		
New Faculty Orientation	\$2,000		
Staff Development	\$9,500		
Faculty Diversity Internship	\$13,200		\$19,550
Adjunct Websites	\$9,200		
Website for DI-Related GCC Initiative	\$15,160	\$2,340	
<b>TOTAL</b>	<b>\$820,015</b>	<b>\$1,015,675</b>	<b>\$930,549</b>

Activities focused on **degree and certificate completion** included direct services for students, tutoring, group counseling and food needs for our students (highlighted in the above

table). Funding for projects including Pathways, Math 101, and Breakfast Club was discontinued after evaluation and analyses were conducted.

<b>Degree and Certificate Completion</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Pathways	\$5,000		
Math 101	\$18,000		
Cal Works Fathers	\$2,725		
Breakfast Club		\$56,500	
Food Pantry		\$5,492	
<b>Total</b>	<b>\$25,725</b>	<b>\$61,992</b>	

Several **transfer** programs were created to address the various needs of DI students. These include several college tours such as the Northern and Southern California trips and the Historically Black Colleges and University (HBCU) tours. GCC's SPARK peer mentoring program (addressed below) also aims to increase indicators such as **course completion and degree/certificate completion**.

<b>TRANSFER</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Transfer Academy	\$60,984	\$83,242	\$25,300
So. Calif Trip/No.Cal trip/ HBCU		\$24,020	\$22,228
Avalaunch	\$6,150		
GRREAT	\$30,451		
SPARK	Included in Summer Bridge/Learning Community	\$39,774	\$22,100
Latino Leadership Academy, Estudiantes Unidos	\$22,240	\$23,220	
<b>TOTAL</b>	<b>\$149,825</b>	<b>\$170,256</b>	<b>\$69,628</b>

Below are the funds used for the operations of the Student Equity Program.

<b>COORDINATION AND RESEARCH AND PLANNING</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Administrator, Researcher and RT S.E. Coordinators and Faculty Leaders	\$281,400	\$353,881	\$417,468
FileMaker upgrade	\$14,000		
Web SMS/EMS Program	\$120,000	\$29,290	\$7,321
Senate exec		\$34,027	\$20,000
<b>TOTAL</b>	<b>\$415,400</b>	<b>\$383,171</b>	<b>\$437,468</b>

Evaluation of projects and programs supported through student equity are essential in helping determine the strategic direction of the student equity program. Decisions on future funding and allocations will be based on data indicating successful outcomes in helping close gaps. Projects that have demonstrated and will continue to show success in closing our equity gaps will be scaled up and enhanced to help positively affect more DI students. Those that do not show success will not receive continued funding. For 2018 – 2019, activities that support the goals are highlighted below and these will be carefully reviewed. Further, our updated metrics from the Chancellor’s office and the goals created in our 2019 – 2022 student equity plan will also help guide our targeted activities.

2018 – 2019 activities:

**Advocates for Student Access and Participation (ASAP):**

- Guides Probation 1 students through a year-long self-reflection and support program to help them get back on track.

**Cultural Diversity Lecture Series:**

- To promote cultural competency among constituents by organizing and executing educational/cultural/social activities and events designed for the exploration, promotion, and celebration of diverse cultures, particularly those represented in the GCC student community as disproportionately impacted (DI).

**Dream Resource Center:**

- Help support our Dreamer students, coordinate events, and work on outreach and retention efforts.

**English Division 3rd Attempt Program:**

- Aims to support students repeating courses for the 3rd time by offering intrusive advising and support services.

**Filipino Student Empowerment Program:**

- Supports three major cultural events on campus: Filipino Culture Night, Filipino Community Culture Event, and 3rd Annual Filipino Fiesta.

**Learning Center Enhancement:**

- English Grammar Workshops: Facilitate workshop through the learning center to help students succeed in English.
- Keys to College Success Workshops: Through our Learning Center, providing workshops based on Growth Mindset interventions.

**Math Adjunct Support:**

- A training and mentorship program for adjunct faculty to ensure that teaching excellence is a priority, provide workshops that focus on a range of math education topics including awareness of DI student issues, practical teaching methods for the classroom, and general math education theory

**Non-Credit Career Enhancement:**

- Career Assessments for DI students (Strong II, MBTI, Knowdell Career Values Card Sorts, Choices 360 site license)

**Project to Provide Access, Inclusion, Resources, Understanding, and Preparation (PAIR UP):**

- Workshops and specialized support to help DSPTS students on effective use of access technology.

**Puerto Rico-An Exhibition and Spanish Language Guided Study:**

- Exhibition featuring artwork exploring Latino social identity; Collaboration with Contextualized Learning Coordinator to bring integrated themes into different classes; Public lectures and in-class demonstrations by working artists; Develop artist interviews and other audio in Spanish

**Restorative Justice Project:**

- Coordination of events on campus for previously incarcerated student population

**Supplemental Instruction (SI):**

- Supplemental Instruction is a program that offers collaborative learning workshops for participating classes. The workshops focus on critical thinking and problem solving exercises centered on the course material. They are scheduled outside of class time and are led by trained student leaders.

**Social Science Lecture Series with the theme of “The World of the Uniquely Abled”:**

- Lecture series provided to campus community aimed at addressing the needs of DSPTS students by educating faculty, staff, and students.

**Students Providing Assistance, Resources, and Knowledge (SPARK) Mentoring for Summer Bridge and fall term:**

- Pairs GCC students together for a peer to peer mentorship experience to help support students in their first year of college. Peer mentors are also trained and they implement activities to help students connect with one another during Summer Bridge.

**Student Athlete Orientations:**

- Designed to inform athletes of campus recourses, requirements, and introduce them to various faculty and staff.

**Summer Bridge:**

- Invites incoming GCC students to participate in a week-long intensive bridge program to help them transition into college, explore major and career options, get connected with GCC faculty and staff, and learn about campus resources.

#### **Welcome Center:**

##### **Early College Acceptance Program (ECAP)**

- Brings high school seniors into GCC to complete matriculation steps, meet faculty and staff, get orientation and campus tours, so that they are ready for fall registration.

##### **Shadow Days**

- Interested high school students sign up to come to GCC and shadow a GCC Peer Mentor for “a day in the life of a college student”.

#### **Learning Communities:**

- **Black Scholars, Guardian Scholars, and La Comunidad** help students feel connected to the campus and support them as they progress toward their goals by offering services to help guide them throughout their educational journey at GCC. The learning communities provide a safe space on campus for students, create opportunities for students to connect with their peers, provide opportunities to explore options in degree and transfer attainment, and provide students a vehicle to navigate college. Includes direct support and emergency assistance.

#### **University Tours:**

- **Northern California University Tours, Southern California University Tours, HBCU Tours, and Local University Tours** are coordinated each year to help expose students to possible transfer institutions and motivate students toward transfer.

#### **LGBTQ+ Pride Center:**

- Developed to help support LGBTQ+ students at GCC.

#### **GCC Pride Week:**

- An annual week-long event that includes workshops for faculty and staff, safe zone training, a community resource fair, and other activities throughout the week to support LGBTQ+ students and to inform the campus community.

### **ASSESSMENT**

Evaluation of projects and programs supported through student equity will result in decisions on future funding and allocations, as they have in prior years. Projects that have demonstrated success in closing our equity gaps will be scaled up and enhanced to help positively affect more DI students. Those that do not demonstrate success will not receive continued funding. Additionally, our updated metrics from the Chancellor’s office and the goals created in our 2019 – 2022 student equity plan are guiding our targeted activities.



For the 2019–2022 Student Equity Plan, the Chancellor’s Office provided the following metrics for colleges to consider when setting goals – (1) Successful Enrollment, (2) Fall to Spring Retention, (3) Transfer to a four–year institution, (4) Completion of transfer level math and English, (5) Earned associate degree or credit certificate over eighteen units. GCC analyzed the data and found improvements for some disproportionately impacted groups. There has been a decrease in gaps with the following student groups and indicators.

For veteran students and students with disabilities, we have been narrowing the gap in successful enrollment.

For African–American, LGBT, and veteran students, we have successfully narrowed the gaps for fall to spring semester retention.

For African–American and Latino students, we have been narrowing the gaps in transfer rates to a four–year institution.

For LGBT and veteran students, we have been narrowing gaps in completion of transfer level math and English in their first year.

For African–American, Latino, LGBT, and foster youth students, we have been narrowing the gaps for earning an associate degree or credit certificate.

Glendale Community College is committed to ensuring that we continue to support students who have been identified as disproportionately impacted. These results are promising and we will continue to implement successful activities, projects, and support programs so that we continue progress toward our goals and eventually close gaps for all of our DI students within all metrics.