

Student Equity Plan

2019 – 2022 Executive Summary

Mission

Student Equity’s mission is to ensure equitable educational opportunities are presented to all students and to promote student success by ensuring that policies, procedures, and practices are in place that advance the achievement of students that are disproportionality impacted in order to promote equity across the board, in particular efforts toward racial equity.

Thus, efforts support the development and implementation of academic and student support programs that enhance an equitable college campus and provide a quality learning environment.

The Student Equity & Achievement (SEA) categorical program from the State Chancellor’s Office supports most efforts, along with other funding sources across campus. Collaboratively, through our Guided Pathways framework, GCC works hard to advance the mission of Student Equity.

Linkage to the College's Mission and Vision

Student Equity’s mission directly aligns with the District’s mission and vision. Student Equity's efforts help eliminate barriers by providing opportunities and services to ensure that all students successfully reach their desired goals and gives every student an equitable chance in reaching those goals.

Glendale Community College (GCC) recognizes the importance of equity and is committed to ensuring that 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. The College’s institutional master plan incorporates goals for achieving equity and reducing gaps, and equity efforts are interwoven into all Guided Pathways efforts. Students are active participants in our decision-making process, and our improvements and progress are focused on student-centered initiatives.

Student Equity Department

GCC's Student Equity Department serves as a safe space for minoritized students and promotes a sense of belonging through race-based programming efforts and activities. We are located in San Rafael, Room 207. The Student Equity team nurtures students' accumulated cultural wealth by collectively supporting their educational journeys and celebrating successes along the way (from entry through goal completion). Student Equity Department staff work collectively with other campus departments, divisions, and entities to enhance community and sense of belonging through engagement opportunities and other support services.

Student Equity Department Contact

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www.glendale.edu/studentequity

Student Equity & Achievement (SEA)

The Student Equity and Achievement (SEA) Program was established in Education Code (EC) 78222 with the system wide goal of eliminating achievement gaps. The program is an ongoing categorical funding source from the State Chancellor's Office that requires campuses to support and maintain an equity plan per EC 78220; provide matriculation services per EC 78212; adopt placement policies per EC 78213 (AB 705) and provide all students with an education plan.

SEA also supports the Chancellor's Office Vision for Success goals.

The Student Equity Department and GCC collectively seek to increase success rates for students while eliminating equity gaps across the following Student Equity & Achievement (SEA) Program metrics:

1. **Successful Enrollment** at GCC
2. **Transfer level English and math completion** in the first year at GCC
3. **Persistence** from first primary term to second primary term at GCC
4. **Degree or Certificate Completion** within three years – students who earned one or more of the following: Chancellor's Office approved certificate, associate degree
5. **Transfer** to four-year institution within three years

SEA Data

The following is GCC's equity data based on the metrics from the State Chancellor's Office used for the 22-25 Student Equity Plan.

1. **Successful Enrollment** at GCC
2. **Transfer level English and math completion** in the first year at GCC
3. **Persistence** from first primary term to second primary term at GCC
4. **Degree or Certificate Completion** within three years – students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree
5. **Transfer** to four-year institution within three years

Programs, projects, efforts, and services aimed at helping close equity gaps are in place with iterations each year to help improve delivery.

In looking at our data and the corresponding programs associated with the metrics, we were able to recognize gaps and make adjustments and improvements to current practices as well as establish new programs, plan for the future in an effort to support our goals and further our work toward achieving desired outcomes.

Successful Enrollment in the First Year

Cohort applicants who enrolled at Glendale Community College in their first year. The proportion of cohort students who enrolled in at least one term at GCC in the selected year, among cohort applicants who applied and indicated an intent to enroll at GCC. The 2020–2021 academic year for first–time cohort is the baseline year for this metric.

Disproportionate Impact (DI) Group	Overall Percentage	DI Group Percentage	Percentage Difference	Number of Students to Achieve Equity
Asian	30.6%	16.7%	13.9%	92
Black / African–American	30.6%	17.7%	12.9%	34
Filipino	30.6%	24.6%	6.0%	16
Female	30.6%	26.7%	3.9%	382
Latinx	30.6%	26.9%	3.7%	81

Completed Both Transfer Level English and Math within the First Year

The proportion of cohort students who completed both transfer level English and math at GCC within the first academic year, among students in the cohort. The 2020–2021 academic year for first-time cohort is the baseline year for this metric.

Disproportionate Impact (DI) Group	Overall Percentage	DI Group Percentage	Percentage Difference	Number of Students to Achieve Equity
LGBT	19.0%	6.4%	12.6%	15
Black / African–American	19.0%	7.6%	11.4%	8
Latinx	19.0%	11.6%	7.4%	71
First Generation	19.0%	11.8%	7.2%	128
Male	19.0%	16.0%	3.0%	76

Persisted First Primary Term to Subsequent Primary Term

The proportion of cohort students who persisted from their first primary term of enrollment to the subsequent primary term of enrollment, among students in the cohort. The 2019–2020 academic year for first-time cohort is the baseline year for this metric.
(Example: Fall 2019 to Spring 2020; Spring 2020 to Fall 2020)

Disproportionate Impact (DI) Group	Overall Percentage	DI Group Percentage	Percentage Difference	Number of Students to Achieve Equity
Foster Youth	76.7%	50.0%	26.7%	7
Black / African–American	76.7%	58.8%	17.9%	10
Latinx	76.7%	70.5%	6.2%	82
Male	76.7%	73.5%	3.2%	93
First Generation	76.7%	73.6%	3.1%	68

Attained the Vision for Success Definition of Completion within Three Years

The proportion of cohort students who earned at least one of the following: Chancellor's office approved certificate, associate degree, or CCC baccalaureate degree within three years, among students in the cohort. The 2017–2018 academic year for first-time cohort is the baseline year for this metric.

Disproportionate Impact (DI) Group	Overall Percentage	DI Group Percentage	Percentage Difference	Number of Students to Achieve Equity
Foster Youth	9.1%	0%	9.1%	3
Students with Disability	9.1%	4.2%	4.9%	13
First Generation	9.1%	6.6%	2.5%	74
Latinx	9.1%	6.8%	2.3%	34

Transferred to a Four-Year Institution within Three Years

The proportion of cohort students who enrolled in any four-year postsecondary institution within three years, among students in the cohort who earned twelve or more units. The 2016–2017 academic year for first-time cohort is the baseline year for this metric.

Disproportionate Impact (DI) Group	Overall Percentage	DI Group Percentage	Percentage Difference	Number of Students to Achieve Equity
Asian	32.0%	8.0%	24.0%	40
LGBT	32.0%	9.1%	22.9%	11
Latinx	32.0%	18.1%	13.9%	93
Students with Disability	32.0%	20.7%	11.3%	18
First Generation	32.0%	25.4%	16.6%	181
Male	32.0%	27.9%	4.1%	251

Analysis of the equity gap data coupled with surveys and evaluations gathered from students throughout the years helps us shape programming efforts and create new programs that will help us reach our goals. As a result, we have altered processes, scaled programs that we have found successful, as well as eliminated efforts that were not working.



Student Equity Plan Data



Background

- Data from MIS
- First-year cohort students
- Milestones as metrics
- View our college progress
- Identify racial and ethnic equity gaps



Metric Overview

- Metric 1: Successful Enrollment at GCC

2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021
38%	35%	35%	32%	31%

Successful Enrollment Equity Gaps

	2018 – 2019	2019 – 2020	2020 – 2021		
Overall	35%	32%	31%		
Asian	25%	21%	17%		
	(10%)	(11%)	(14%)	↑	☹️
Black / African–American	21%	15%	18%		
	(14%)	(17%)	(13%)	↓	☹️
Filipinx	33%	29%	25%		
	(2%)	(3%)	(6%)	↑	☹️
Latinx	28%	29%	27%		
	(7%)	(3%)	(4%)	↓	😊
White	43%	41%	39%		
	No gap	No gap	No gap	↔	😊



Metric Overview

- Metric 2: Transfer Level English and Math Completion at GCC in the First Year

2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021
10%	11%	12%	15%	19%

Transfer Level English and Math Completion Equity Gaps

	2018 – 2019	2019 – 2020	2020 – 2021		
Overall	12%	15%	19%		
Asian	9%	15%	20%		
	(3%)	No gap	No gap	↔	😊
Black / African–American	4%	4%	8%		
	(8%)	(11%)	(11%)	↑	😞
Filipinx	21%	29%	37%		
	No gap	No gap	No gap	↔	😊
Latinx	8%	9%	12%		
	(4%)	(6%)	(7%)	↑	😞
White	15%	17%	22%		
	No gap	No gap	No gap	↔	😊



Metric Overview

- Metric 3: Persistence from First Primary Term to Second Primary Term at GCC

2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
75%	76%	76%	78%	77%

Persistence Equity Gaps

	2017 – 2018	2018 – 2019	2019 – 2020		
Overall	76%	78%	77%		
Asian	73%	77%	75%		
	(3%)	(1%)	(2%)	↔	😊
Black / African–American	48%	62%	59%		
	(28%)	(16%)	(18%)	↓	😞
Filipinx	61%	75%	80%		
	(15%)	(3%)	No gap	↓	😊
Latinx	70%	72%	71%		
	(6%)	(6%)	(6%)	↔	😊
White	81%	83%	81%		
	No gap	No gap	No gap	↔	😊



Metric Overview

- Metric 4: Attainment of Certificate or Associate Degree at GCC within Three Years

2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018
5%	6%	8%	9%	9%

Certificate or Associate Degree Attainment Equity Gaps

	2015 – 2016	2016 – 2017	2017 – 2018		
Overall	8%	9%	9%		
Asian	10%	16%	14%		
	No gap	No gap	No gap	↔	😊
Black / African–American	4%	5%	6%		
	(4%)	(4%)	(3%)	↔	😞
Filipinx	6%	9%	6%		
	(2%)	No gap	(3%)	↔	😞
Latinx	7%	6%	7%		
	(1%)	(3%)	(2%)	↔	😞
White	8%	10%	10%		
	No gap	No gap	No gap	↔	😊



Metric Overview

- Metric 5: Transfer to a Four–Year Institution within Three Years

2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017
24%	26%	26%	33%	32%

Transfer Equity Gaps

	2014 – 2015	2015 – 2016	2016 – 2017		
Overall	26%	33%	32%		
Asian	15%	17%	8%	↑	☹️
	(11%)	(16%)	(24%)		
Black / African–American	15%	16%	26%	↓	😊
	(11%)	(17%)	(6%)		
Filipinx	27%	25%	29%	↓	😊
	No gap	(8%)	(3%)		
Latinx	16%	21%	18%	↑	☹️
	(10%)	(12%)	(14%)		
White	37%	44%	42%	↔️	😊
	No gap	No gap	No gap		



Student Groups Summary

Equity Gaps Still Exist

- Black / African–Americans
 - Enroll after applying
 - Complete transfer level English and math
 - Persist to next semester
 - Earn certificate or associate degree



- Latinx
 - Complete transfer level English and math
 - Earn certificate or associate degree
 - Transfer to a four–year institution
- Filipinx
 - Enroll after applying
 - Earn certificate of associate degree
- Asian
 - Enroll after applying
 - Transfer to a four–year institution

Programming Efforts Supporting Student Equity

1. La Comunidad Learning Community
 - a. La Comunidad is a race-centered learning community aimed at supporting GCC's Latinx students seeking support and community while at GCC. La Comunidad students participate in group meetings, attend social mixers and gatherings throughout the year to connect with their peers and other campus community members to establish networks, create support systems, and make long lasting friendships. This program has shown success both in quantitative and qualitative data. Iterations of it have produced a more seamless process for communication with participants. Enhancements to the Canvas shell were made; emails and text campaigns have been more strategic. Events and workshops are now focused on identity, which is what our students want. So far, students have responded positively.
2. Black Scholars Learning Community
 - a. Black Scholars is a race-centered learning community aimed at supporting GCC's Black and African American students seeking support and community while at GCC. Black Scholars participate in group meetings, attend social mixers, and other events throughout the year to connect with one another to establish networks, create support systems, and make long lasting friendships. Black Scholars are also eligible for annual scholarships. HBCU tours are offered for Black Scholars to promote transfer goals and help students explore options.
3. Guardian Scholars Support Program
 - a. The Guardian Scholars Program at GCC is designed to support current and former foster youth. Guardian Scholars are supported through individualized academic counseling. Campus resources as well as external resources are emphasized to ensure students receive the necessary tools to help guide them while in college. Emergency Grants through GCC's Foundation Office are available for Guardian Scholars who encounter obstacles and need support to keep persisting while at GCC. This program has been revamped in order to meet the needs of its students. It used to be a learning community similar to La Comunidad. However, assessments demonstrated that that was not what Guardian Scholars students needed or wanted. It is now more intentional toward providing individual and tailored support. It also emphasizes emergency grants, which are essential for Guardian Scholars to be able to stay on track at GCC. It also now provides more counselor initiated interventions vs student initiated.

- b.** Guardian Scholars follow-up services: After assessing our students' needs in guardian scholars, we realized that there needs to be a lot more check-ins initiated by the counselor in order to stay abreast of their progress. Given the various responsibilities outside of school and the challenges they face, it was vital for us to intervene more frequently than in past years. This allows us to help Guardian Scholars at several intervals throughout the semester and have a better understanding of their needs, challenges, and accomplishments.
 - 4. La Comunidad and Black Scholars Progress Checks**
 - a.** We have a Progress Check component in place for our learning community students. These are in place and required for students so that equity counselors get a chance to provide early interventions when needed and to guide students before drop deadlines. The Progress Check component has gone through three major iterations in order to ensure that our goals are being met and that we get the desired outcomes. We altered practices after Covid required us to be fully remote. Last year, we altered the Progress Check again. We changed dates of service and deadlines in order to provide better support even earlier for students that are struggling. We added a component to celebrate success so that the Progress Check is also a highlight. The roll out of this new iteration has been extremely successful.
- 5. Mentoring Men of Color**
 - a.** GCC's Mentoring Men of Color (MMC) Program matches students with either a faculty, staff, or administrator who provide professional guidance and leadership support in an engaging and hands-on practical manner. Mentors and mentees are paired and work together on a project related to their mutual interests. They meet to work on their selected project over the course of a year. Mentees build leadership skills, enhance their oral and written communication skills, and develop bonds with other campus stakeholders. They connect with GCC on a deeper level as they work with their mentors to enhance services or programs on campus. This program was established in 2021 to meet an essential need, which is to provide support to GCC's men of color. Based on feedback gathered from mentors and mentees in the pilot year, adjustments were made for the 2022 cohort.
- 6. Mentoring STEM Students of Color**
 - a.** This program endeavors to engage and motivate STEM students who have completed some of their courses in their major and are seeking hands-on experiences to bridge theory with practice. This program was created solely based on feedback from STEM students of color seeking experiences outside the classroom. Students are matched with GCC STEM faculty in their respective major/career paths and together they work on STEM related activities, solve real-world problems, and engage in career exploration and discussions around transfer

preparation. 2022 is the first year this program is being launched. It was established after receiving feedback from many students of color that were needing motivation from something more than classroom experiences and they wanted to enhance their knowledge in their respective STEM areas.

7. Career Adventures

- a.** Career Adventures is a three-part series that helps students identify and explore careers. Phase I helps undecided students assess and evaluate values and goals and think about a general focus area. Phase II digs deeper and helps students clarify and solidify their goals and Phase III focuses on helping students explore ways to enhance their resumes and build their skills beyond the classroom and become actively involved in building their talents in their chosen fields. This program stems as a result of feedback received from learning community students that did not have time to take career exploration classes but wanted some type of guidance. Counselors also found that DI students were not taking advantage of the abundance of great resources at GCC's Career Services and therefore designed Career Adventures in a way such that it provides a warm hand off to Career Services and exposes students to their resources and encourages them to continue their exploration with them.

8. Cultural Diversity

- a.** GCC's Cultural Diversity Program engages community members, students, faculty, staff, and administrators on issues, events, and activities that impact the campus community and the populations which we serve. The Cultural Diversity Coordinator employs an equity framework to organize programming that aims to be responsive to current events and student needs, organizes events which celebrate diversity, and plans around the cultural calendar recognized by the National Education Association. Programming includes Black History Month, Armenian Genocide Commemoration, Asian Pacific American Heritage Month, Pride Week, Latinx Heritage Month, Filipinx American History Month, and Native American Heritage Month. The Cultural Diversity Program was completely reinvented in 2019 in order to be more inclusive. As a result, there are a lot more workshops and sessions offered, and a bigger variety of events produced each year to expose folks of the diversity within our communities.

9. University Tours

- a.** Each spring, the Student Equity department provides opportunities for students to participate in free trips to Northern California, Southern California, and HBCU campuses so that students explore transfer options and realize their potential. Each fall, we provide trips to local universities in the Los Angeles region.

10. Universal Adjunct Support

- a. This program was established to provide support to all GCC adjunct faculty. Division-specific activities and support occur each year in addition to campus-wide initiatives that help GCC adjunct faculty stay informed and get the support needed from GCC. Iterations of the program have occurred over the last two years after assessing needs and discussing goals and outcomes. Because it is a very new development, this program will continue to improve and alter practices with each round of evaluations.

11. Summer Bridge

- a. Summer Bridge is a one-week immersive orientation experience developed to help incoming students successfully enter college. It incorporates time management and study skills, goal setting and career exploration, Canvas and MyGCC support, Growth Mindset, Financial aid and money management, a peer mentoring component, and activities to help students learn about their responsibilities as college students. Each year, student surveys show that they are highly satisfied with the experience and would recommend it to their peers. This program will continue to scale in order to serve more and more incoming GCC students.

12. Book and Tech Loan Program

- a. In collaboration with GCC's Library Services, the Student Equity Department reserves several books in math, English, and general education subjects that are restricted for DI students only. DI students are allowed to borrow the books for the entire semester and will be required to return them at the end of the term of their loan.
- b. The Student Equity Department loans out iPads, graphing calculators, scientific calculators, keyboards, chargers, and cameras for students to borrow each semester through their tech loan program.

13. Estudianted Unidos

- a. A leadership program for Latinx students where participants work on a project together that enhances student experiences at GCC. They work with campus administrators throughout the year and learn about the campus and how it functions.

14. SPARK Mentoring Program

- a. GCC students serve as peer mentors to incoming students throughout the Summer Bridge experience. Mentors are trained and provide activities and support to their peers.

15. AB 540 Department support, including workshops, events, activities, and dedicated counselor.

Faculty Driven Equity Efforts

The institution continuously strives to improve programs and courses to enhance learning outcomes and achievement for students. Recognizing how systemic privilege pervades institutional practices and marginalizes student populations that have historically been underserved and minoritized, the College's faculty have been prolific in their efforts to reshape instructional practices to be student-centered and culturally responsive. Some examples are provided below.

Improvements Implemented

- The Curriculum and Instruction Committee (C&I) developed a [Guide for Creating Equitable Curriculum](#) to help faculty improve student success through specific antiracist changes they could immediately apply to their course design and course and program outlines. The guide provides detailed guidance on topics such as constructing course outlines, assignments, learning outcomes.
- The Aviation department commissioned a research project to compare their demographics, curriculum, and DEIA efforts with those of other community colleges and to identify and contact pilot organizations that represent female pilots and underrepresented groups to secure financial and non-financial support to address inequities due to cost and lack of mentoring.
- Faculty in the Nutrition department are actively engaged in the practices of administering authentic assessments including, but not limited to, case studies with role-playing to experience interactions between dietary managers and patients or healthcare team members. Other authentic assessments consist of mock patient nutritional screening interviews, journals, and demonstrations of cultural competence through menu adjustments and recipe modifications to fit patient preferences and needs.
- The Art History department designs courses with an eye on decolonization especially as instructors facilitate discussions about visual culture, BIPOC and LGBTQIA artists, and a broad view of global visual culture across time periods. In doing so, their courses help students from diverse backgrounds feel included and make connections between the past and present. The department is revising curriculum to update foundational 101 and 102 courses to include non-Western material.
- The Photography department excels in equitable student outcomes with course completion rates substantially higher than the College's average and the department lacks any equity gaps among sex, age, and ethnicity groups.
- The Math division has revised the catalog statements for a subset of courses using the C&I Guide for Creating Equitable Curriculum. To ensure students enter and complete transfer-level Math within one year, the division has created or redesigned ten gateway courses. They have

also revamped their Third Attempt Program to provide intensive learning support to at-risk students.

- The English division is currently aligning their contextualized learning courses to the College's Learning & Professional Pathways and providing information and encouragement to underserved students to connect with available wrap around support and join the College's learning communities—strategies that have been demonstrated to increase success rates. They are also decolonizing courses and incorporating more opportunity for student voices in assignments. The division continues to revise its curriculum sequence to meet student needs. For example, they have developed partnerships with the Noncredit Short Term Vocational program to offer summer college writing courses and steer students toward their short-term open entry writing and reading courses. To address equity gaps in the success and achievement of students who have taken English coursework, the Student Equity and Achievement program will engage in outreach to Black and Latinx students in the English division regarding joining a learning community and making use of support options offered by the division. The division will also host an open house-style gathering for these students to meet and connect with faculty.
- The Kinesiology division has revised and added equitable language to exit standards on all course outlines to guide their faculty and encourage equitable assessment practices.
- A task force of the Learning Outcomes and Assessment Committee spent eight months working on revisions to the College's Institutional Learning Outcomes (ILOs) to ensure they were updated with inclusive language for instructional courses and student services and to reflect current needs and issues. For example, a skill-based ILO was developed to support authentic assessment practices and approved by the Academic Senate on May 19, 2022.
- In collaboration with C&I, the Learning Outcomes & Assessment Committee held a workshop on creating learning outcomes that reflect diverse, equitable, inclusive, and accessible practices in furtherance of equitable curriculum.
- The College's NLE coordinators hosted the Language Equity Conference at GCC to help faculty learn practices such as culturally inclusive and linguistically sustainable pedagogy, language equity in STEM, and use of asset-based feedback.
- Equity-minded, online professional development lessons were created by GCC faculty, for GCC faculty which include topics such as understanding students' identities, Equity 101, inclusive practices for students with disabilities, and inclusive teaching.
- The Equity –Minded Practitioner Certificate was created for faculty.
- DE personnel created workshops on incorporating accessibility principles, open educational resources, and integrated learning support into DE courses.
- GCC's Team Internship Program, where teams of student interns worked under the direction of faculty coaches and are guided to solve a business challenge by an outside nonprofit organization is in its third year of implementation. Latinx students have priority consideration for spots in this program. The intern teams brainstorm solutions and present solutions to the organization.

Efforts toward Policy and Procedure Changes to Support Equitable Outcomes

It is evident that policies and procedures systemwide tend to have been created without an equity lens, leaving minoritized student groups disproportionately impacted by standards and expectations established so many years ago. The Student Equity team actively identifies shortfalls and works collaboratively to update policies and procedures that can alleviate barriers and promote access and success to all students. Assessment of current policies and procedures resulted in the following:

1. **Probation Overhaul:** Probation initiatives have been updated, counselors trained, and website improved in an effort to better inform and support students that are on academic and progress probation.
2. **3rd Attempt Course Repeat Procedures:** This process at GCC needs to be streamlined and updated. Work needs to begin around implementing a more student friendly and updated 3rd attempt procedure at GCC, one that will provide more access and be more equitable.
3. **Academic Renewal:** Student and counselor feedback resulted in the realization of the need to update BP and AR 4240 (Academic Renewal). The update has now been approved and changes are being implemented, which is going to provide many more students with access. Implementation is planned for spring 2022.

PROBATION DESIGN TEAM COMPREHENSIVE REPORT

Probation Design Team:

Johanna Quintanilla, Probation Design Team Chair/Student Equity Counselor
Carla Ruiz, Probation Lead Coordinator/Counselor
Jonn Aque, Probation Lead Support/Counselor
Anahit Boduryan, EOPS Probation Lead Support/ EOPS Counselor
Kala Jones, Admissions Operations Analyst
Dana Nartea, Communications Liaison and Data Systems
Andrineh Dilanchian, Academic Counselor
Yeranui Barsegyan, Program Manager III for Student Equity & Achievement

Purpose:

The Probation Design Team began meeting regularly starting in 2021 to address issues facing students on academic and progress probation and to figure out mechanisms for streamlining and improving procedures and practices around work surrounding students on probation at GCC.

Approach: Johanna Quintanilla conducted research on existing Student Success Probation programs and policies at other California Community Colleges, including Pasadena City College, El Camino College, Mt San Antonio College, Santa Monica College, and Chaffey College which guided the work of the Probation Design Team. The team also created surveys and received feedback from students to help direct the group on this work. During regular meetings, the Probation Design Team discussed and worked on ways of improving how GCC can best serve this student population.

The following document includes a breakdown of the work that was completed and solutions implemented. It also includes appendices that reference that work. Finally, it concludes with a set of recommendations on behalf of the Probation Design Team to GCC Deans and Vice Presidents.

Appendices:

- Appendix A: Revised proposal for AR 4240
- Appendix B: JBAY Mini Grant MOU
- Appendix C: Financial Aid Questions Answered by Christina Tangalakis
- Appendix D: Probation + Dismissal Admissions Timeline
- Appendix E: Probation Roles and Responsibilities
- Appendix F: Third Attempt Policy Presentation

- Appendix G: Academic Recovery Success Plan
- Appendix H: Email and To-Do list communications to students
- Appendix I: Probation Fall 2021 shared document list
- Appendix J: Summary of Microsoft Forms survey
- Appendix K: Summary of PASS workshop discussion responses
- Appendix L: Student responses on what they think probation is

ISSUES DISCOVERED AND WORK COMPLETED

Area	Issue Discovered	Analysis	Work Completed
Board Policies and Administrative Regulations	<p>BP 4250 Probation, Dismissal and Readmission</p> <ul style="list-style-type: none"> • Student is dismissed if they “earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive semesters.” • Student is dismissed if “the percentage of cumulative units in which the student has enrolled for which entries of “W” “I” and “NP (NC)” are recorded in three consecutive semesters reaches or exceeds fifty percent.” <p>AR 4255 Dismissal and Readmission</p> <ul style="list-style-type: none"> • “At the end of the third consecutive semester that the student is on academic or progress probation or a combination of both the student will be dismissed.” 	<ul style="list-style-type: none"> • Students are dismissed after three consecutive semesters if they do not meet a cumulative 2.0 GPA, even if they meet a 2.0 semester GPA in those three semesters and are making small improvements towards their overall GPA • Students are dismissed after three consecutive semesters if their cumulative units for “W” “I” and “NP (NC)” reaches or exceeds fifty percent, even if they do not exceed the fifty percent in each semester, in those three semesters and are making small improvements towards their overall progress • No enrollment unit limitation for students on probation or those that are readmitted after dismissal • Lack of support and connection for students who are dismissed, during the semester they are not attending GCC 	<p><i>Please see “Recommendations for the Future”</i></p>

	<p>AR 4250 Probation</p> <ul style="list-style-type: none"> • Academic Probation is calculated “for all semester units attempted” • Progress Probation is calculated after the student has “enrolled in a cumulative total of at least twelve (12) semester units” 	<ul style="list-style-type: none"> • Academic Probation policy does not align with Progress Probation policy and penalizes students as soon as they attempt any units at GCC 	<p><i>Please see “Recommendations for the Future”</i></p>
	<p>AR 4240 Academic Renewal Without Course Repetition AR 4255 Dismissal and Readmission</p> <ul style="list-style-type: none"> • After researching Academic Renewal policies for other California Community Colleges, it was found that GCC’s Academic Renewal policy had limitations, as it is not as equitable or progressive as other campuses 	<ul style="list-style-type: none"> • Student only has one opportunity to ever submit this form to Admissions and Records • Student must wait a year and a half (18 months) before they meet the time lapse for eligibility • Inconsistencies with counselors on what is the best way to calculate Academic Renewal eligibility for a student 	<ul style="list-style-type: none"> • Yeranui and Johanna began collaboration with Kevin Meza (Academic Senator, Guided Pathways Counselor Coordinator/Counselor) to start revising AR 4240 • Yeranui, Johanna, and Kevin presented proposed AR 4240 revisions to Academic Senate executive team and received support to present proposed revisions at future Academic Senate meeting for a vote: (See Appendix A: Revised proposal for AR 4240) • Yeranui, Johanna, and Kevin presented proposed AR 4240 revisions to several groups/committees, and received unanimous support on proposed revisions: Student Equity and Achievement (SEA), Diversity, Equity, and Inclusion (DEI), Academic Affairs, Student Affairs, Admissions & Records, and Student Services division • Final revised AR 4240 was sent to Roger Dickes (Academic Senate President) and was voted and passed. It will take effect once it goes through the chain. • Proposed policy would allow students to petition more than once, up until the maximum of 30 units • Proposed policy would allow students to meet time lapse after half a year (6 months)

			<ul style="list-style-type: none"> Proposed policy would allow students to meet eligibility requirement for only one tier where they demonstrate they are passing: 12 units with a 2.0 GPA
<p>Financial Aid</p>	<p>Satisfactory Academic Progress (SAP) Policy</p> <ul style="list-style-type: none"> “All attempted GCC credits and any credits transferred into GCC are included when the cumulative GPA is calculated for financial aid purposes.” 	<ul style="list-style-type: none"> Summer Bridge, EOPS, and other students who attempt only a P/NP class in their first term at GCC, start off their next term in college already on SAP Warning because the system recognizes a 0.0 GPA even if they passed the course, since there is no letter grade. 	<ul style="list-style-type: none"> Christina Tangalakis (Associate Dean of Financial Aid) has offered to clear students of SAP warning status for those that are affected by this issue after the summer sessions
	<ul style="list-style-type: none"> During the Probation Design Team meeting discussions, it was found that there are barriers to the SAP dismissal appeal process with the Financial Aid office 	<ul style="list-style-type: none"> Students were not clear on what was required as part of the SAP appeal process, such as required supporting documentation, how to put together a strong statement, and utilizing a PDF appeal form that was not user friendly 	<ul style="list-style-type: none"> Johanna introduced Christina to the John Burton Advocates for Youth (JBAY) organization’s “SAP community of practice” meetings JBAY is an organization that “improves the quality of life for youth in California who have been in foster care or homeless by advocating for better laws, training communities to strengthen local practices and conducting research to inform policy solutions.” JBAY opened applications for a mini grant proposal, in order for schools to receive funding to help eliminate barriers in the SAP appeal process for foster youth students and also the general population of students Christina and Johanna collaborated to submit a proposal for this mini grant and the proposal was approved Activities for the project and the outcomes are outlined in (See Appendix B: JBAY Mini Grant MOU)
	<ul style="list-style-type: none"> Probation Design Team experienced confusion around understanding the following topics: SAP 	<ul style="list-style-type: none"> If counselors are unclear on policies, they cannot serve students effectively and equitably. Counselors are not 	<ul style="list-style-type: none"> Probation Design Team received clarification on Financial Aid topics, through a shared document where the team submitted questions, and Christina answered the questions: (See Appendix C:

	<p>policy, CCPG policy, SAP dismissal, SAP appeals, excused withdrawals, Cal Grants, Pell Grants, repayment of aid, and external transcripts affecting GCC financial aid standing</p>	<p>fully informed on how to support our students in maintaining and regaining financial aid eligibility.</p>	<p>Financial Aid Questions Answered by Christina Tangalakis)</p> <ul style="list-style-type: none"> Christina also conducted two Financial Aid virtual trainings: One for the Probation Design Team, and one for the counseling department. Through these trainings, it was clarified that the Financial Aid office has included alternate ways to support a student’s appeal if they do not have supporting documentation
	<ul style="list-style-type: none"> Service Indicators on PeopleSoft related to Loss of CCPG are outdated but still appear on the student’s “holds” in their MyGCC student center 	<ul style="list-style-type: none"> Students are under the impression that they are still not eligible for the CCPG in the current term, even if they have returned to good standing, or have appealed and it was approved 	<p><i>Please see “Recommendations for the Future”</i></p>
Admissions and Records	<ul style="list-style-type: none"> Probation Design Team experienced confusion around understanding the following topics: People involved in probation/dismissal process, Admissions timeline of when students are placed on probation and notified, when students are placed on dismissal and notified, deadlines for submitting appeals, general behind-the-scenes process and timeline, and if external transcripts affect GCC academic standing 	<ul style="list-style-type: none"> Counselors and personnel working directly with students on probation were not clear on the timeline of how things related to probation and dismissal happen behind-the-scenes in the Admissions office, to be able to relay that accurate information to students Counselors and personnel were also not clear on who had what roles or responsibilities within probation and dismissal support for students 	<ul style="list-style-type: none"> Probation Design Team received clarification on behind-the-scenes in process for Probation and Dismissal, from Admissions and Records representatives, and from the timeline document Admissions created for this team: See Appendix D: Probation + Dismissal Admissions Timeline) Probation Design Team created a document that outlines all the people across departments that have a specific role in probation/dismissal efforts: (See Appendix E: Probation Roles and Responsibilities)
	<ul style="list-style-type: none"> Students are notified about Loss of Enrollment Priority and Loss of CCPG 	<ul style="list-style-type: none"> One week is not enough time for a student to be informed of their status, be able to meet 	<p><i>Please see “Recommendations for the Future”</i></p>

	<p>appeal form one week before priority registration starts</p>	<p>with a counselor, gather supporting documentation, and submit appeal before priority registration begins</p> <ul style="list-style-type: none"> • One week is not enough time for counseling to be able to provide a student with a counseling appointment • One week is a very short amount of time to allow Admissions to review and process appeals before priority registration begins 	
	<ul style="list-style-type: none"> • Service Indicators on PeopleSoft related to Dismissal Warning, Academic Dismissal, and Loss of Priority Registration are outdated but still appear on the student's "holds" in their MyGCC student center 	<ul style="list-style-type: none"> • Students are under the impression that they are still on warning or dismissal for academic standing related issues 	<p><i>Please see "Recommendations for the Future"</i></p>
	<ul style="list-style-type: none"> • Email communications to students do not indicate what type of probation (academic or progress or both) the student is on • Probation item on the MyGCC to-do list does not specify the type of probation • Only way to verify type of probation is through (1) the unofficial GCC transcript (students are not allowed to access their unofficial transcript on 	<ul style="list-style-type: none"> • Students are being contacted that they are on probation but they are not being informed what type of probation they are on or where they can find that information • Counselors reaching out to students on probation cannot differentiate the type of probation, unless they process each individual student's unofficial transcript first or go through the "grades" section • Other CCCs allow students access to their unofficial 	<p><i>Please see "Recommendations for the Future"</i></p>

	<p>MyGCC), or (2) “grades” section in the MyGCC student center</p>	<p>transcript on their student center/portal, unlike GCC that does not allow students the ability to access their own unofficial transcript record through their MyGCC student center</p>	
	<ul style="list-style-type: none"> • “Request to Count the Higher Grade” is not automated and a form must be submitted to Admissions to manually process on transcript, for every single course a student repeats 	<ul style="list-style-type: none"> • Many students were placed on probation or dismissed, even though they should not have been, solely because they did not submit form to Admissions or submitted it after academic standing was posted 	<ul style="list-style-type: none"> • Kala informed Probation team that Admissions is working with the IT department to automate Count the Higher Grade in the students’ records, and the goal is to have this implemented by Fall 2022 • IT and Admissions are currently in the testing environment, and they hope to do a soft launch sometime during Summer 2022
	<ul style="list-style-type: none"> • Process of getting approval for repeating a class for a third attempt is different for every division • Most divisions do not allow students to enroll in the class until after the term starts, after getting approval from the instructor and division • Students email instructors to try to enroll in their class for a third attempt and they do not get responses; instructors are usually out during intersessions, which is when students are trying to add • EW policy has eliminated requiring the steps to 	<ul style="list-style-type: none"> • The current third attempt process is extremely confusing to students as the process varies for each division • Students that are not allowed to enroll until after the semester begins fall behind • Many students give up on attempting to take a class for third attempt at GCC due to complicated processes that prevent access and end up repeating the class at another community college • Ed Code allows enrollment without restrictions or blocks for 3rd attempt. • The process was established years ago due to the fact that the district did not receive apportionment for third attempts. We do now get 	<ul style="list-style-type: none"> • Yeranui and Orlando Roybal (Student Equity counselor) analyzed 3rd attempt process at other CCCs • Yeranui, Orlando, and Johanna presented on Third Attempt Policy to all division chairs: (See Appendix F: Third Attempt Policy presentation) • Task force was established (Richard Cortes, Yeranui Barsegyan, Orlando Roybal, Johanna Quintanilla, Mayra Sierra, and Gabriel Gomez) to discuss options for revamping and streamlining third attempt processes at GCC. That is currently in progress.

	<p>appeal due to it not counting as an attempt.</p> <ul style="list-style-type: none"> - It is equitable to allow access without restrictions. We can provide support once they're in the class, but blocking enrollment restricts students to even try. 	<p>apportionment for 3rd attempt, which was a decision-making factor for this policy in the first place. Therefore, the process needs to be reviewed and updated.</p>	
<p>Counseling</p>	<ul style="list-style-type: none"> • Every special counseling program had a different process for working with their students on probation • Probation Contract was not being utilized by all counselors and there are no consequences for students who do not meet the conditions of the contract 	<ul style="list-style-type: none"> • There is no consistency or streamlined process of how to work with all probation students across campus • There was not a clear reason for still having the Probation contract that looked outdated and seemed like most counselors were not utilizing 	<ul style="list-style-type: none"> • Yeranui and Johanna met with special counseling program managers to clarify individual probation processes • Gathered information on which programs were utilizing or not utilizing the Probation contract or Canvas probation workshop • Probation Design Team completed redesigned Probation Contract into an Academic Recovery Success Plan that students can take away at the end of a counseling appointment: (See Appendix G: Academic Recovery Success Plan) • Academic Recovery Success Plan provides students with specific steps to return to good standing, and allows the counselor space to refer them to academic and non-academic campus resources, as well as make detailed notes
	<ul style="list-style-type: none"> • Probation webpage on counseling website was outdated since 2019 	<ul style="list-style-type: none"> • There was nowhere on the counseling website where students could find basic information on what is probation, types of probation, consequences, and what support is recommended for them to return to good academic standing 	<ul style="list-style-type: none"> • Updated and improved probation page on counseling website, to include basic information on what is probation, different types, consequences, steps to return to good standing, and on campus support (academic and non-academic)

	<ul style="list-style-type: none"> Lack of Canvas probation workshop participation 	<ul style="list-style-type: none"> Most students on probation were not completing the Canvas probation workshop 	<ul style="list-style-type: none"> Johanna and Carla worked with Shant Shahoian (Learning Center) and Aisha Conner-Gaten (Library) to review the Canvas probation workshop and discuss how we can tailor it to fit the pedagogical approach we are aiming for as an institution Revamped entire Canvas probation workshop and renamed it “Path to Academic Strategies and Success (PASS)” workshop (launched for Winter/Spring 2022) Embedded discussions into PASS workshop to gather qualitative data from students themselves on what academic and non-academic challenges they experienced that contributed to their probation standing Students who complete PASS workshop are now being tracked through Canvas, due to quiz at the end to verify completion
	<ul style="list-style-type: none"> Counselors were confused on how excused withdrawals (EWs) notated on students transcripts during the pandemic would impact a student’s academic or financial aid standing 	<ul style="list-style-type: none"> Counselors help students calculate their GPA and pass rate, to advise students on how to return to good academic standing, so they must be informed on the student’s current progress percentage Counselors are not fully informed on how EWs will impact a student’s academic standing, since the EWs remain on the transcript but are not calculated in the pass rate Counselors are not fully informed on how EWs will impact a student’s financial aid standing, since sometimes these EWs are not calculated in their progress percentage, if a student’s appeal is reviewed 	<p style="text-align: center;"><i>Please see “Recommendations for the Future”</i></p>

		and it's found that not counting EW(s) would work in the student's favor	
	<ul style="list-style-type: none"> • Probation Design Team was not clear on what communications were being sent out to students on probation (email communication and MyGCC student center to-do list), and found that communications were inconsistent 	<ul style="list-style-type: none"> • Counselors need to be informed of what is being communicated to students on probation, because their role is to help these students design a plan of strategies to return to good standing 	<ul style="list-style-type: none"> • Probation Design Team made important changes to email and student center communications, to ensure consistent and clear information is being sent to students on probation: Appendix H: "Email and To-Do list communications to students" • Communication that is sent to students was shared by Carla with the entire counseling department so they are aware of what is being communicated to students
	<ul style="list-style-type: none"> • No baseline data for students on probation • Lack of data collection and progress tracking for students that are on probation, receive support services, and are dismissed or return to good standing • Multiple counselors contacting the same students on probation because there is no system of tracking 	<ul style="list-style-type: none"> • There is no data on how many students on probation utilize support services, and if those who do access support services return to good standing, continue on probation, or are dismissed • No data on whether support services are actually working to help students return to good standing • Some students felt "harassed" and annoyed at constant probation communication from multiple counselors across multiple programs 	<ul style="list-style-type: none"> • Carla organized shared document where we can track all students on probation (general population and special programs) and who is communicating with those students: Appendix I: "Probation Fall 2021 shared document list" • Every special counseling program identified a "probation lead" for their program, and they were provided with access to this shared document • Carla facilitated virtual meetings for most special program probation leads to meet and provide feedback on utilization of shared probation document
<ul style="list-style-type: none"> • Lack of data collection from probation students on what challenges they experienced that led to probation 	<ul style="list-style-type: none"> • Support services recommended for students on probation are mostly academic, and do not address non-academic needs. If we do not know what non-academic challenges students are struggling with, counselors cannot support students fully 	<ul style="list-style-type: none"> • Microsoft Forms survey emailed to all students on probation (sent twice during Fall 2021) to gather data on what challenges (academic and non-academic) students experienced that contributed to their probation standing: (See Appendix J: Summary of Microsoft Forms survey) 	

		to address those challenges impacting their academics	<ul style="list-style-type: none"> Survey responses were shared with Drew Yamanishi (Dean of Student Services) and Tzoler Oukayan (Dean of Student Affairs) Embedded discussions into PASS workshop to gather qualitative data from students themselves on what academic and non-academic challenges they experienced that contributed to their probation standing: (See Appendix K: Summary of PASS workshop discussion responses)
	<ul style="list-style-type: none"> Students feel stigma and confusion with term “probation” 	<ul style="list-style-type: none"> Students associate the term “probation” to juveniles, the prison system, or crime Students feel like they are being punished, shamed, single out, and not supported with the current language being used 	<ul style="list-style-type: none"> Probation Design Team presented to the Student Services Division and received support on adopting new term of “Academic Recovery” to replace “Probation” As part of PASS workshop discussion, data was collected from students on what they think “probation” is and this supported that students believe there is a negative connotation around that term: (See Appendix L: Student responses on what they think probation is)

RECOMMENDATIONS FOR THE FUTURE

Area	Issue Discovered	Recommendations
Board Policies and Administrative Regulations	<p>BP 4250 Probation, Dismissal and Readmission</p> <ul style="list-style-type: none"> Student is dismissed if they “earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive semesters.” Student is dismissed if “the percentage of cumulative units in which the student has enrolled for which entries of “W” “I” and 	<ul style="list-style-type: none"> The team recommends GCC modify the policy and look at students’ semester GPAs if they are improving, to avoid dismissal The team recommends GCC modify the policy and look at students’ semester progress percentage if they are improving, to avoid dismissal The team recommends implementing unit limitations for those on probation or recently reinstated, as a way to have an incentive for students to connect with a counselor. Currently there is no incentive for probation students to meet with a counselor. For example, other CCC campuses limit

	<p>“NP (NC)” are recorded in three consecutive semesters reaches or exceeds fifty percent.”</p> <p>AR 4255 Dismissal and Readmission</p> <ul style="list-style-type: none"> • “At the end of the third consecutive semester that the student is on academic or progress probation or a combination of both the student will be dismissed.” 	<p>students to 9 units in a Fall/Spring semester when on probation, or 6 units when reinstated after dismissal.</p> <ul style="list-style-type: none"> • The team recommends more support for students who are dismissed, to keep them connected to GCC and increase retention. This recommendation includes a consistent counselor that can meet with students who are dismissed and those who are reinstated, and also offering dismissed students noncredit Math/English review courses (Garfield campus) during dismissal to help them stay connected and review content for those who still need additional support in their Math and English credit classes.
	<p>AR 4250 Probation</p> <ul style="list-style-type: none"> • Academic Probation is calculated “for all semester units attempted” • Progress Probation is calculated after the student has “enrolled in a cumulative total of at least twelve (12) semester units” 	<ul style="list-style-type: none"> • The team recommends GCC modify the policy for academic probation to align with progress probation and begin calculations after students first attempt 12 units, instead of calculating standing as soon as they attempt any class at GCC. • The team recommends the above to also align with policies at other CCCs, which start calculating academic standing after 12 attempted units.
	<p>AR 4240 Academic Renewal Without Course Repetition</p> <p>AR 4255 Dismissal and Readmission</p> <ul style="list-style-type: none"> • After researching Academic Renewal policies for other California Community Colleges, it was found that GCC’s Academic Renewal policy had limitations, as it is not as equitable or progressive as other campuses 	<ul style="list-style-type: none"> • The team recommends GCC consider adopting a “Progress Renewal” policy, in addition to our existing Academic Renewal policy. Progress Renewal would facilitate completion of student’s educational goals by allowing them to disregard a maximum number of units on the transcript for the following notations: “W”, “NP”, and “NC”
Financial Aid	<p>Satisfactory Academic Progress (SAP) Policy</p> <ul style="list-style-type: none"> • “All attempted GCC credits and any credits transferred into GCC are included when the cumulative GPA is calculated for financial aid purposes.” 	<ul style="list-style-type: none"> • The team recommends that GCC Student Services continue working closely with the office of Financial Aid to find solutions for any other SAP issues like this that affect students being eligible for financial aid
	<ul style="list-style-type: none"> • During the Probation Design Team meeting discussions, it was found that there are barriers to the SAP dismissal appeal process with the Financial Aid office 	<ul style="list-style-type: none"> • The team recommends that collaboration with the JBAY organization continues, to receive more support for foster youth students, and also to inform our SAP process and policies, as JBAY conducts SAP research on what barriers are affecting students
	<ul style="list-style-type: none"> • Probation Design Team experienced confusion around understanding the following topics: SAP policy, CCPG policy, 	<ul style="list-style-type: none"> • The team recommends regular annual Financial Aid trainings for all counselors, to review financial aid policies and appeal processes

	<p>SAP dismissal, SAP appeals, excused withdrawals, Cal Grants, Pell Grants, repayment of aid, and external transcripts affecting GCC financial aid standing</p>	
	<ul style="list-style-type: none"> • Service Indicators on PeopleSoft related to Loss of CCPG are outdated but still appear on the student’s “holds” in their MyGCC student center 	<ul style="list-style-type: none"> • The team recommends that Financial Aid clean up their outdated service indicators at the end of each term, as to provide the student with a clear and accurate account of their holds
<p>Admissions and Records</p>	<ul style="list-style-type: none"> • Probation Design Team experienced confusion around understanding the following topics: Admissions timeline of when students are placed on probation and notified, when students are placed on dismissal and notified, deadlines for submitting appeals, general behind-the-scenes process and timeline, and if external transcripts affect GCC academic standing 	<ul style="list-style-type: none"> • The team recommends that a clearer timeline is shared internally with all counselors, so they are better informed of how the process works behind the scenes in Admissions, and therefore, are better able to guide students
	<ul style="list-style-type: none"> • Students are notified about Loss of Enrollment Priority and Loss of CCPG appeal form one week before priority registration starts 	<ul style="list-style-type: none"> • The team recommends that Admissions office informs students of their priority enrollment date and loss of priority enrollment status at least TWO or THREE weeks before priority registration begins • Two or three weeks would allow a student more time to meet with a counselor, gather supporting documentation, and submit an appeal before priority registration begins • Two or three weeks would allow the counseling department to be able to accommodate more students for appointments • Two or three weeks would allow Admissions more time to review and process appeals before priority registration begins
	<ul style="list-style-type: none"> • Service Indicators on PeopleSoft related to Dismissal Warning, Academic Dismissal, and Loss of Priority Registration are outdated but still appear on the student’s “holds” in their MyGCC student center 	<ul style="list-style-type: none"> • The team recommends that Admissions regularly clean up outdated service indicators • The team recommends Admissions to work with the IT department to mask notification of priority enrollment date but not remove it, so students do not lose their enrollment date if their appeal is approved. Currently students see this priority enrollment date and try to enroll in classes on the assigned date but are not able to due to the Loss of Priority Enrollment overriding their ability to enroll.

	<ul style="list-style-type: none"> Email communications to students do not indicate what type of probation (academic or progress or both) the student is on Probation item on the MyGCC to-do list does not specify the type of probation Only way to verify type of probation is through (1) the unofficial GCC transcript (students are not allowed to access their unofficial transcript on MyGCC), or (2) “grades” section in the MyGCC student center 	<ul style="list-style-type: none"> The team recommends Admissions be transparent with students about what type of probation they are on, so the student knows how to best improve their academic standing and is aware of the consequences for each level of probation The team recommends Admissions to work with the IT department in order to allow students access to their unofficial transcripts on their student center, and to be able to view their progress percentage, not just their GPA in “academic” tab
	<ul style="list-style-type: none"> “Request to Count the Higher Grade” is not automated and a form must be submitted to Admissions to manually process for every single course a student repeats 	<ul style="list-style-type: none"> The team recommends Admissions and IT to finalize the automated process for Count the Higher Grade, in order to decrease the number of students who should not be on probation or academic dismissal
	<ul style="list-style-type: none"> Process of getting approval for repeating a class for a third attempt is different for every division Most divisions do not allow students to enroll in the class until after the term starts, after getting approval from the instructor and division Students email instructors to try to enroll in their class for a third attempt and they do not get responses 	<ul style="list-style-type: none"> Please see (See Appendix F: Third Attempt Policy presentation) for a comprehensive list of Third Attempt recommendations
Counseling	<ul style="list-style-type: none"> Every special counseling program had a different process for working with their students on probation 	<ul style="list-style-type: none"> The team recommends that counseling and special programs adopt a uniform process of working with students on probation, such as everyone utilizing the “Academic Recovery Success Plan” and encouraging students to complete the entire PASS Canvas workshop
	<ul style="list-style-type: none"> Probation webpage on counseling website was outdated since 2019 	<ul style="list-style-type: none"> The team recommends that the counseling department continue to update the information on the probation webpage every semester
	<ul style="list-style-type: none"> Lack of Canvas probation workshop participation 	<ul style="list-style-type: none"> The team recommends that the counseling department continue modifying and updating PASS workshop every semester to make it more interactive and increase student participation

		<ul style="list-style-type: none"> The team recommends that if the PASS workshops are offered in person in the future, they are revamped to be more interactive for students and that there are incentives for students to participate
	<ul style="list-style-type: none"> Counselors were confused on how excused withdrawals (EWs) notated on students transcripts during the pandemic would impact a student’s academic or financial aid standing 	<ul style="list-style-type: none"> The team recommends that the counseling department collaborate with Admissions and Financial Aid to provide all counselors with updated and clear information, through trainings or guest presentations at division meetings or Academic Information meetings
	<ul style="list-style-type: none"> Probation Design Team was not clear on what communications were being sent out to students on probation (email communication and MyGCC student center to-do list), and found that communications were inconsistent 	<ul style="list-style-type: none"> The team recommends that all communications are regularly reviewed to ensure they are up-to-date and that the information is consistent
	<ul style="list-style-type: none"> No baseline data for students on probation Lack of data collection and progress tracking for students that are on probation, receive support services, and are dismissed or return to good standing Multiple counselors contacting the same students on probation because there is no system of tracking 	<ul style="list-style-type: none"> The team recommends all counseling probation leads continue using shared document every semester, to continue tracking which students are on probation, and who is contacting and reaching each student The team recommends tracking data of how many students were on probation, how many completed necessary steps (PASS workshop, accessed resources, counseling, etc.), and analyzing data to determine if our prevention strategies were effective or not effective in helping students return to good standing The team recommends revamping the Early Alert System to have better communication between student, counselors, and instructor, and collaborate to help students succeed
	<ul style="list-style-type: none"> Lack of data collection from probation students on what challenges they experienced that led to probation 	<ul style="list-style-type: none"> The team recommends that the counseling department continue gathering data through the survey and PASS workshop, to identify non-academic issues students are experiencing that are preventing them from being in good standing (financial, mental health, basic needs, childcare, employment, family responsibilities, etc.)
	<ul style="list-style-type: none"> Students feel stigma and confusion with term “probation” 	<ul style="list-style-type: none"> The team recommends the term “Academic Recovery” be adopted campus-wide to replace “Probation” The team recommends developing a consistent program for supporting students on probation that would focus on retention, follow-up, and completion (involving a consistent counselor, GCC counseling interns, Admissions, Financial Aid, etc.)

		<ul style="list-style-type: none">• The team recommends launching a “Student Success” campaign to increase visibility of student success efforts across campus to help ALL students (including those on probation/dismissal) to eliminate the stigma and shame when singling out only students on probation
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End of Report

Note: Appendices available upon request

2020-21 Allocation Amount & Expenditures

Expenditure Type	Amount	Percentage of Allocation
1000 - Instructional Salaries	2,364,228	45.46%
2000 - Non-Instructional Salaries	863,385	16.6%
3000 - Employee Benefits	694,884	13.36%
4000 - Supplies and Materials	707,962	13.61%
5000 - Other Operating Expenses and Services	565,708	10.88%
6000 - Capital Outlay	4,775	0.09%
Total Expenditures	5,200,942	100%

2019-2020 Allocation Amount & Expenditures

Expenditure Type	Amount	Percentage of Allocation
1000 - Instructional Salaries	3,073,008	59.09%
2000 - Non-Instructional Salaries	555,331	10.68%
3000 - Employee Benefits	826,129	15.88%
4000 - Supplies and Materials	198,152	3.81%
5000 - Other Operating Expenses and Services	371,970	7.15%
6000 - Capital Outlay	54,130	1.04%
7000 - Other	122,222	2.35%
Total Expenditures	5,200,942	100%