Gavilan Joint Community College District

Student Equity Plan
2004-2005
Signature Page

President, Board of Trustees

__________________________________________________________________________
Laura Perry  
Date

Superintendent/President

__________________________________________________________________________
Steven M. Kinsella  
Date

Academic Senate President

__________________________________________________________________________
Ken Wagman  
Date

CSEA President

__________________________________________________________________________
Stan Botto  
Date

Associated Student Body President

__________________________________________________________________________
Domingo Payne  
Date

Student Equity Coordinator

__________________________________________________________________________
Sherrean Carr  
Date
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Executive Summary

Gavilan College is pleased to present to the California Community Colleges Chancellor's Office a Student Equity Plan which was prepared and developed by faculty, students, professional support staff, students and administration during the Spring, 2004. The plan to be implemented during the 2004-2005 academic year reflects Gavilan College's continued interest to preserve and enhance the diversity and equity of students, faculty and staff. The Plan addresses the following two goals promoting equity in:

1. Access
2. Course Completion

The activities used to implement the goals are:

1.1. Assuming adequate funding is available, continue to support programs and activities such as EOPS, CARE, CalWORKs, DSPS, TRIO, MESA, Puente, Learning Communities, First Year Experience, Outreach, Tutoring, Title V grants, and Matriculation.
1.2. Continue hiring practices that promote equal opportunity.
1.3. Increase access for Basic Skill students via an integrated Instruction/Student Services approach.
1.4. Employ effective technologies to promote student access.
1.5. The Equal Opportunity Committee will review institutional practices with respect to recruitment, hiring, and retention of employees and if appropriate recommend changes in these practices.

2.1. Assuming adequate funding is available, continue to support programs and activities such as EOPS, CARE, CalWORKs, DSPS, TRIO, MESA, Puente, Learning Communities, First Year Experience, Outreach, Tutoring, Title V grants, Matriculation.
2.2. Conduct relevant staff development activities including presentations and/or workshops at Staff Development Day.
2.3. Assess learning outcomes for all service areas.
2.4. Appoint subcommittee of President’s Council to review differential student success by demographics, determine appropriate standards, and identify strategies by which goal achievement will be attained and measured.
The following resources are budgeted:

- Categorical funding, grant funding, general fund allocations for support programs
- Human Resources general fund allocation
- General fund allocation for planning
- General fund allocation and grant funding for appropriate technologies
- General fund allocation for staff development
- General fund allocation for salaries of participating faculty and staff and assessment resources for learning outcomes development
- General fund allocation for salaries of subcommittee participants

Beginning September 1st 2004, the college’s contact person for the Student Equity Plan will be Sherrean Carr, Dean of Technical and Public Services, Vice President of Instruction and Student Services, (408) 848-4757, scarr@gavilan.edu.

Thank you for your efforts in reviewing this plan. Gavilan College welcomes your comments and suggestions.

Sincerely,

The Student Equity Plan Committee:

Simon Cooke, Student Representative
Associated Student Body President

Monica Quiroz, Professional Support Staff Representative
Assessment Specialist

Leslie Tenney, Faculty Representative
Counselor/ASB Advisor

Ken Wagman, Ex Officio Member
Faculty Senate President/Math Instructor

Terrence Willett, Supervisor/Confidential Representative, Student Equity Committee Chair
Director of Research

John Baker, Administrator Representative, Student Equity Plan Coordinator
Vice President of Student Services
(408) 848-4730
jbaker@gavilan.edu
Gavilan Joint Community College District Student Equity Plan 2004-2005

Planning Assumptions

In response to the requirement that California Community College Governing Boards have current Student Equity Plans (Title 5 Section 51026), Gavilan College has begun the process of updating its plan. This initial planning draft was created by the Student Equity Plan Committee (SEPC), a subcommittee of the President’s Council, and has been reviewed by the Associated Student Body, Faculty Senate, Professional Support Staff via the CSEA (staff union), the Manager’s Council, and the President’s Council. The California Community College Chancellor’s Office (CCCCO) recommended that the plan be developed according to five equity indicators:

1. Access
2. Course Completion
3. ESL and Basic Skills Completion
4. Degree and Certificate Completion
5. Transfer

Due to data constraints, only the second indicator is required while the others are optional. The SEPC decided to establish goals focused on access and course completion. To support the other indicators, activities would focus on course completion in key classes necessary for basic skills improvement and for meeting degree and transfer requirements. As data sharing agreements improve, the set of indicators can potentially be expanded to include transfer by demographic group.

The SEPC has determined a preliminary rating for the current status of identified outcome measures. The ratings range from satisfactory to cautionary to unsatisfactory and are color coded as green, orange, and red respectively. Definitions for these ratings are as follows:

**Satisfactory** = Indicates goal appears to have been achieved for that measure. Implies that current activities are probably effective.

**Cautionary** = Indicates goal may not have been achieved for that measure either because data do not clearly support either a satisfactory or unsatisfactory rating or that trends suggest movement away from goal achievement. Implies that current activities may not be fully effective and perhaps should be reviewed and revised.

**Unsatisfactory** = Indicates goal does not appear to have been achieved for that measure. Implies that current activities do not appear to be fully effective and should be reviewed.

The intention is for this plan to be implemented in the 2004-2005 academic year and reviewed annually thereafter. In addition, this plan will be linked to the Direction of Education strategic planning document and become part of the Educational Master Plan. Currently, several of the unit plans of departments, programs, and services address student equity issues. Once the Student Equity Plan has been completed it is likely that more departments, programs, and services will incorporate student equity goals into their unit plans. Data related to this plan can be viewed at www.gavilan.edu/research in the “News & Updates” box or by contacting Terrence Willett, Director of Research, twillett@gavilan.edu, (408) 848-4852. Questions and comments about the plan can be addressed by the Student Equity coordinator: Shereean Carr, Vice President of Instruction and Student Services, scarr@gavilan.edu, (408) 848-4757.

This plan has been printed on 100% post-consumer waste recycled paper.
Gavilan Community College Student Equity Goals

**Goal 1 (Access):** The on-campus student body demographic composition will reflect the surrounding community.

**Outcome Measures for Goal 1**

- **Outcome Measure 1.1:** Compare ethnicity, gender, and disability status of enrolled students to the local community. **Satisfactory**
- **Outcome Measure 1.2:** Compare diversity of enrolled students to employees. **Unsatisfactory**
- **Outcome Measure 1.3:** Students will indicate they feel there is equality of opportunity by demographic group on the campus climate survey. **Cautionary**

**Activities for Goal 1**

**Activity 1.1:** Assuming adequate funding is available, continue to support programs and activities such as EOPS, CARE, CalWORKs, DSPS, TRIO, MESA, Puente, Learning Communities, First Year Experience, Outreach, Tutoring, Title V grants, and Matriculation.

**Activity 1.2:** Continue hiring practices that promote equal opportunity.

**Activity 1.3:** Increase access for Basic Skill students via an integrated Instruction/Student Services approach.

**Activity 1.4:** Employ effective technologies to promote student access.

**Activity 1.5:** The Equal Opportunity Advisory Committee will review institutional practices with respect to recruitment, hiring, and retention of employees and if appropriate recommend changes in these practices.
Goal 2 (Course Completion): Students will equally succeed in classes by demographic group.

Outcome Measures for Goal 2

● **Outcome Measure 2.1**: Students will equally succeed in transfer and degree gateway classes by demographic group. **Unsatisfactory**

● **Outcome Measure 2.2**: Students will equally succeed in basic skills and ESL classes and equally persist into higher level courses by demographic group. **Unsatisfactory**

● **Outcome Measure 2.3**: Student cohorts will equally attain degrees by demographic group. **Cautionary**

Activities for Goal 2

**Activity 2.1**: Assuming adequate funding is available, continue to support programs and activities such as EOPS, CARE, CalWORKs, DSPS, TRIO, MESA, Puente, Learning Communities, First Year Experience, Outreach, Tutoring, Title V grants, Matriculation.

**Activity 2.2**: Conduct relevant staff development activities including presentations and/or workshops at Staff Development Day.

**Activity 2.3**: Assess learning outcomes for all service areas.

**Activity 2.4**: Appoint subcommittee of President’s Council to review differential student success by demographics, determine appropriate standards, and identify strategies by which goal achievement will be attained and measured.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Lead</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Assuming adequate funding is available, continue to support programs and activities such as EOPS, CARE, CalWORKs, DSPS, TRIO, MESA, Puente, Learning Communities, First Year Experience, Outreach, Tutoring, Title V grants, and Matriculation.</td>
<td>Sherrean Carr, Vice President of Instruction and Student Services</td>
<td>Categorical funding, grant funding, general fund allocations for support programs</td>
</tr>
<tr>
<td>1.2. Continue hiring practices that promote equal opportunity.</td>
<td>Joe Keeler, Vice President of Administrative Services</td>
<td>Human Resources general fund allocation and Staff and Faculty Diversity Fund</td>
</tr>
<tr>
<td>1.3. Increase access for Basic Skill students via an integrated Instruction/Student Services approach.</td>
<td>Sherrean Carr, Vice President of Instruction and Student Services</td>
<td>General fund allocation for planning</td>
</tr>
<tr>
<td>1.4. Employ effective technologies to promote student access.</td>
<td>Joe Keeler, Vice President of Administrative Services</td>
<td>General fund allocation and grant funding</td>
</tr>
<tr>
<td>1.5. The Equal Opportunity Advisory Committee will review institutional practices with respect to recruitment, hiring, and retention of employees and if appropriate recommend changes in these practices.</td>
<td>Joe Keeler, Vice President of Administrative Services</td>
<td>General fund allocation for salaries of subcommittee participants</td>
</tr>
<tr>
<td>2.1. Assuming adequate funding is available, continue to support programs and activities such as EOPS, CARE, CalWORKs, DSPS, TRIO, MESA, Puente, Learning Communities, First Year Experience, Outreach, Tutoring, Title V grants, Matriculation.</td>
<td>Sherrean Carr, Vice President of Instruction and Student Services</td>
<td>Categorical funding, grant funding, general fund allocations for support programs</td>
</tr>
<tr>
<td>2.2. Conduct relevant staff development activities including presentations and/or workshops at Staff Development Day.</td>
<td>Sherrean Carr, Vice President of Instruction and Student Services</td>
<td>General fund allocation for staff development</td>
</tr>
<tr>
<td>2.3. Assess learning outcomes for all service areas.</td>
<td>Sherrean Carr, Vice President of Instruction and Student Services</td>
<td>General fund allocation for salaries of participating faculty and staff and assessment resources</td>
</tr>
<tr>
<td>2.4. Appoint subcommittee of President's Council to review differential student success by demographics, determine appropriate standards, and identify strategies by which goal achievement will be attained and measured.</td>
<td>Steve Kinsella, President/ Superintendent</td>
<td>General fund allocation for salaries of subcommittee participants</td>
</tr>
</tbody>
</table>
Evaluation Schedule and Process

The Student Equity Plan will be evaluated and, if necessary, revised annually according to the following process:

- Outcome measures will be reviewed, revised if necessary, and updated along with recommendations annually by the Student Equity Plan Subcommittee with input from support committees identified in activities 1.5 and 2.4
- Updates will be presented to the President’s Council approximately one year after the adoption of the Student Equity Plan for review, input, and approval
- Revised updated plans will then be presented to the Gavilan College Board of Trustees for review, input, and approval
- The initial plan will be sent to the Board of Governor’s and subsequent updates will be available for their review as they request

Primary responsibility for ensuring the continuation of this planning, implementation, and evaluation cycle will rest with the Vice President of Student Services or equivalent unless a different person is designated by the Gavilan College District.
Student Equity Plan Timeline

The following is a plan to approach the completion of the new Student Equity Report.

December 2003
Establish at the December 3rd President's Council a campus project committee:
Coordinator: John Baker, Vice President of Student Services
Researcher: Terrence Willet, Director of Research
Faculty member: Leslie Tenney, Counselor
Student: Simon Cooke, President of the Associated Student Body
Professional Support Staff: Monica Quiroz, Assessment Specialist, Immediate Past President of CSEA
Ex Officio: Ken Wagman, Math Instructor, Faculty Senate President

January 2004
Data collection and then distribute to project committee

February 2004
Committee convenes and reviews assignment and tasks
I. Assess/Review indicators
   A. Access
   B. Course Completion
   C. ESL and BASIC Skills Completion
   D. Degree and Certificate Completion
   E. Transfer

II. Identify current program/services that advance and promote quality of student success for underrepresented students by
   a. ethnicity  b. gender  c. disability

March 2004
Establish Goals and related activities to achieve goals with a budget and evaluation plan.
Present to President's cabinet and distribute to college community.

April 2004
Revise and send our for second round of review by college

May 2004
Complete project and send to president's council for approval

August 2004
Send project report to Board of Trustees for approval

September 2004
Report to Chancellor's Office
Outcome Measure Data Sources and Examples

Outcome Measures for Goal 1 (Access): The on-campus student body demographic composition will reflect the surrounding community.

Outcome Measure 1.1: Compare ethnicity, gender, and disability status of enrolled students to the local community.

Data for Outcome Measure 1.1: Gavilan students, high school seniors, and residents aged 18 and over from the same cities in general had statistically equivalent ethnic distributions. http://www.gavilan.edu/research/reports/ethncomp.pdf

Outcome Measure 1.2: Compare ethnicity of enrolled students to employees.

Data for Outcome Measure 1.2:

<table>
<thead>
<tr>
<th>Known Ethnicity</th>
<th>Full Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Administrator</th>
<th>Clerical</th>
<th>Maintenance</th>
<th>Professional</th>
<th>Technical</th>
<th>All Employees</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>0%</td>
<td>1%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>9%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Latino</td>
<td>13%</td>
<td>10%</td>
<td>25%</td>
<td>56%</td>
<td>73%</td>
<td>43%</td>
<td>36%</td>
<td>26%</td>
<td>49%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>75%</td>
<td>84%</td>
<td>69%</td>
<td>39%</td>
<td>27%</td>
<td>43%</td>
<td>61%</td>
<td>68%</td>
<td>41%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Known ethnicity count</td>
<td>53</td>
<td>98</td>
<td>16</td>
<td>18</td>
<td>22</td>
<td>7</td>
<td>59</td>
<td>273</td>
<td>4653</td>
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<tr>
<td>Total Count</td>
<td>73</td>
<td>113</td>
<td>19</td>
<td>18</td>
<td>22</td>
<td>9</td>
<td>64</td>
<td>318</td>
<td>4824</td>
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<tr>
<td>Unknown ethnicity percent of total</td>
<td>27%</td>
<td>13%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
<td>22%</td>
<td>8%</td>
<td>14%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Data from Fall 2003. Student data does not include members of the Police or Fire Academies.

Faculty = persons who hold academic-rank titles such as counselor, librarian, professor, associate professor, assistant professor, instructor, lecturer, healthcare, learning disabilities, DSPS, EOPS professionals, or the equivalent

Administrator = persons whose assignments require primary responsibility for management of the institution

Clerical = persons who conduct secretarial/clerical activities, internal and external communications, recording and retrieval of data and/or information and/or other paperwork (excluding information technology staff).

Maintenance = people whose duties result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds

Professional = people employed for the primary purpose of performing academic support, student service, and institutional support activities whose assignments require either college graduation or comparable experience

Technical = people whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as offered in many 2-year technical institutes

Outcome Measure 1.3: Students will indicate they feel there is equality of opportunity by demographic group on the campus climate survey.

Data for Outcome Measure 1.3: 2002 Campus Climate Survey http://www.gavilan.edu/reports/cc02.pdf. The report suggested that people of various ethnicities feel an equality of opportunity as do women. However, men appeared to feel a sense of disconnectedness with the college community.
Outcome Measures for Goal 2 (Course Completion): Students will equally succeed in classes by demographic group.

Outcome Measure 2.1: Students will equally succeed in transfer and degree gateway classes by demographic group.

Outcome Measure 2.2: Students will equally succeed in basic skills and ESL classes and equally persist into higher level courses by demographic group.

Data for Outcome Measures 2.1 and 2.2: Success rates by demographic groups for selected classes from Fall 1998 to Spring 2003, http://www.gavilan.edu/research/reports/sepdata.pdf

<table>
<thead>
<tr>
<th>Class</th>
<th>African-American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Native American</th>
<th>White, non-Hispanic</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% success</td>
<td>% success</td>
<td>% success</td>
<td>% success</td>
<td>% success</td>
<td>% success</td>
</tr>
<tr>
<td>Math 233</td>
<td>50%</td>
<td>56%</td>
<td>55%</td>
<td>105</td>
<td>50%</td>
<td>1,155</td>
</tr>
<tr>
<td>English 1A</td>
<td>63%</td>
<td>70%</td>
<td>72%</td>
<td>196</td>
<td>63%</td>
<td>1,611</td>
</tr>
<tr>
<td>ESL 520 level</td>
<td>100%</td>
<td>3%</td>
<td>80%</td>
<td>85</td>
<td>61%</td>
<td>1652</td>
</tr>
<tr>
<td>Math 400</td>
<td>64%</td>
<td>25%</td>
<td>48%</td>
<td>29</td>
<td>48%</td>
<td>648</td>
</tr>
<tr>
<td>English 420</td>
<td>46%</td>
<td>24%</td>
<td>69%</td>
<td>54</td>
<td>52%</td>
<td>584</td>
</tr>
<tr>
<td>English 440</td>
<td>45%</td>
<td>38%</td>
<td>51%</td>
<td>78</td>
<td>47%</td>
<td>704</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Female</th>
<th>Male</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% success</td>
<td>% success</td>
<td>% success</td>
</tr>
<tr>
<td></td>
<td>enrolled</td>
<td>enrolled</td>
<td>enrolled</td>
</tr>
<tr>
<td>Math 233</td>
<td>58%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>English 1A</td>
<td>72%</td>
<td>61%</td>
<td>100%</td>
</tr>
<tr>
<td>ESL 520 level</td>
<td>64%</td>
<td>58%</td>
<td>75%</td>
</tr>
<tr>
<td>Math 400</td>
<td>55%</td>
<td>44%</td>
<td>n/a</td>
</tr>
<tr>
<td>English 420</td>
<td>60%</td>
<td>47%</td>
<td>n/a</td>
</tr>
<tr>
<td>English 440</td>
<td>54%</td>
<td>44%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>No Verified Disability</th>
<th>Learning Disabled</th>
<th>Other Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% success</td>
<td>% success</td>
<td>% success</td>
</tr>
<tr>
<td>Math 233</td>
<td>55%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>English 1A</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>ESL 520 level</td>
<td>62%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Math 400</td>
<td>53%</td>
<td>47%</td>
<td>47%</td>
</tr>
<tr>
<td>English 420</td>
<td>54%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>English 440</td>
<td>48%</td>
<td>56%</td>
<td>56%</td>
</tr>
</tbody>
</table>
Outcome Measure 2.3: Student cohorts will equally attain degrees by demographic group.

Data for Outcome Measure 2.3:
Student Right To Know Cohorts.

Student Right To Know (SRTK) refers to a Federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. SRTK is a "cohort" study; that is, a group of students who are first-time freshmen, who are enrolled full-time in a fall term, and are degree-seeking. Their outcomes are measured over a period of time. One outcome measure is Completion (the total number of students in the cohort who earn either a degree, a certificate, or who successfully completed a two-year-equivalent transfer-preparatory program). The tracking period of the cohorts is three (3) years, at which time the SRTK rates are calculated and made public. To fully understand what SRTK rates mean for a college, one should also know its limitations. For example, the cohort group can be quite small compared to the entire Community College population, and is therefore not fully representative of all educational activities at a college.

The above explanation was excerpted from the California Community College Chancellor’s Office STRK website at www.cccco.edu/divisions/tris/mis/srtk.htm, which contains detailed explanations of STRK methods as well as STRK data for California Community Colleges.

| Ethnicity                  | Rate | Cohort Size | Rate | Cohort Size | Rate | Cohort Size | Rate | Cohort Size | Rate | Cohort Size | Rate | Cohort Size | Rate | Cohort Size | Rate | Cohort Size | Rate | Cohort Size | Rate | Cohort Size |
|---------------------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|
| Nonresident alien         | 100% | 1           | 50%  | 4           | 0%   | 1           | 0%   | 1           | 100% | 2           | 0%   | 0           | 0%   | 5           | 0%   | 0           | 30%  | 6           |
| African-American          | 20%  | 10          | 0%   | 8           | 0%   | 0           | 7%   | 12          | 40%  | 5           | 17%  | 6           | 30%  | 10          |
| Native American           | 0%   | 1           | 0%   | 2           | 100% | 1           | 0%   | 3           | 20%  | 5           | 0%   | 1           | 50%  | 2           |
| Asian/Pacific Islander    | 50%  | 6           | 40%  | 10          | 40%  | 5           | 50%  | 6           | 60%  | 10          | 27%  | 11          | 28%  | 18          | 41%  | 17          |
| Hispanic                  | 23%  | 47          | 34%  | 67          | 21%  | 53          | 26%  | 58          | 35%  | 78          | 36%  | 69          | 35%  | 60          | 32%  | 85          |
| White, non-Hispanic       | 39%  | 99          | 45%  | 109         | 41%  | 74          | 32%  | 114         | 31%  | 74          | 39%  | 113         | 42%  | 107         | 38%  | 88          |
| Other/Unknown             | 29%  | 7           | 33%  | 9           | 50%  | 6           | 28%  | 25          | 63%  | 8           | 40%  | 15          | 21%  | 14          | 18%  | 17          |
| Male                      | 36%  | 88          | 37%  | 116         | 35%  | 82          | 26%  | 107         | 30%  | 89          | 39%  | 119         | 25%  | 91          | 28%  | 111         |
| Female                    | 31%  | 83          | 41%  | 93          | 31%  | 58          | 32%  | 106         | 39%  | 100         | 36%  | 94          | 45%  | 115         | 40%  | 108         |
| Total                     | 34%  | 171         | 39%  | 209         | 34%  | 140         | 29%  | 213         | 35%  | 189         | 38%  | 213         | 36%  | 206         | 34%  | 219         |

Cohort size is the total number of students of a particular ethnicity or gender in a given year who were identified as full-time, first-time, degree-seeking students.

Rate is the percentage of the cohort that obtained a degree or certificate within three years of beginning at Gavilan.

Examples: In 1993, 47 Hispanics were full-time, first-time, degree-seeking freshman and within three years, 23% of them had earned a degree or certificate. In 2000, 111 males were full-time, first-time, degree-seeking freshman and within three years, 28% of them had earned a degree or certificate.