Gavilan Joint Community College District

Student Equity Plan

December 18th, 2015

District: Gavilan Joint Community College District College: Gavilan College

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SIGNATURE PAGE

Gavilan Joint Community College District

Student Equity Plan Signature Page

District: Gavilan Joint Community College **Board of Trustees Approval Date:** _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature] Steven M. Kinsella skinsella@gavilan.edu
College President: Dr. Steven Kinsella Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature] Frederick E. Harris fharris@gavilan.edu
College Chief Business Officer: Frederick E. Harris Email

[Signature] Frederick E. Harris fharris@gavilan.edu
District Chief Business Officer[1]: Frederick E. Harris Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] Kathleen Moberg kmoberg@gavilan.edu
Chief Student Services Officer: Kathleen Moberg Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] Kathleen Rose krose@gavilan.edu
Executive Vice President and Email
Chief Instruction Officer: Dr. Kathleen Rose

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] Bea Lawn blawn@gavilan.edu
Academic Senate President: Bea Lawn Email

[1] If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *college* Chief Business Officer need sign.

District: Gavilan Joint Community College District College: Gavilan College

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] Denise Apuzzo — dapuzzo@gavilan.edu

CSEA President: Denise Apuzzo — Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature] Priscilla Ahmed — asgcpres@my.gavilan.edu

Associated Student of Gavilan College President: Priscilla Ahmed — Email

[Signature] Eduardo Cervantes — ecervantes@gavilan.edu — 408-848-4887

Student Equity Coordinator/Contact: Dr. Eduardo Cervantes — Email — Phone

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Context

Gavilan College is a single college district that serves a vast area encompassing 2700 miles of all of San Benito County and South Santa Clara County. The College is located 35 miles south of San Jose, California. The College District is characterized by contrast; several small cities and towns are interspersed between agricultural and semi-mountainous areas. The southern portions of the District include Gilroy, population 49,000, and Hollister, population 34,000. These two areas have lower income families with lower levels of educational attainment and higher unemployment; they also have larger migrant populations where English is not the first language spoken at home. The northern part of the District, which encompasses Morgan Hill, population 38,000, has higher income families with higher educational attainment, lower unemployment, and less diversity. As a comparison, the poverty rate in Morgan Hill is 9.9 percent while the poverty rate in Gilroy is 15.5 percent. The percentage of residents with less than a 9th grade education in Morgan Hill is 5.5 percent in contrast to 17.3 percent in Hollister. The contrast between the northern and southern portions of the District also is apparent in regard to ethnicity. In Morgan Hill 34 percent of the population is Latino and in Hollister Latinos comprises 65.7% of the population. There are also fewer social services in the San Benito portion of our district, and in the southern portion of Santa Clara County relative to the Bay Area portion of Santa Clara County.

The Gavilan College Equity Committee began with the overarching goal of providing disproportionately impacted populations the best pathways to fulfilling and meaningful lives. As the Equity Committee considered its populations, it looked to California Education Code §66010.2c, which calls for conditions where each student "has a reasonable chance to fully develop his or her potential" and the Board of governors Student Equity Policy of 1992 "to ensure that groups historically underrepresented in higher education have an equal opportunity for access, success, and transfer".

Target Groups

The Committee reviewed the research and then identified the four groups that are disproportionately impacted at Gavilan:

1. Foster youth
2. Latino
3. Low income, and
4. Male students

Once the concept of Equity had been discussed from both philosophical and campus-specific perspectives, the Committee considered the way in which the disproportionate impact has occurred and the methods that might reduce or eliminate these imbalances. Identified inequities were: Access for Asian students; Course Completion for low income and foster youth; ESL and Basic Skills Completion for low income, Latino, and students with disabilities; Degree and Certificate Completion for Latino and male students; and in Transfer for low income, Latino, Veterans, and students with disabilities.

Goals

The 1-year goals became:

- to increase the number of Asian students accessing Gavilan college by 1%
- to improve completion rates for Foster Youth students by 3%
- to improve completion rates for Low Income students by 2%
- to improve completion rates for Latino students by 2%
- to increase completion in ESL & basic skills classes for Latino students by 2%
- to increase completion in ESL and Basic Skills classes for Low Income students by 2%
- to increase completion in ESL and Basic Skills classes for Foster Youth students by 2%
- to increase completion in ESL & Basic Skills classes for Students with Disabilities by 1%
- to raise the number of degrees and certificates awarded to Foster Youth students by 3%,
- to raise the number of degrees and certificates awarded to Male students by 5%
- to raise the number of degrees and certificates awarded to Latinos students by 3%
- to raise transfer rates for Latino students by 2%
- to raise transfer rates for Students with disabilities by 2 %
- to raise transfer rates for Veterans by 2 %

The table below illustrates target populations with higher disproportionate gaps and the number of activities to implement per gateway/success indicator:

Gateway	Groups Experiencing Inequities	Current Gap (Percent point below average)	Goal	Number of Activities to implement in each gateway
Access	Asians	-3	-2	1
Course Completion	Foster Youth Low Income Latino	-10 -10 -4	-7 -8 -2	4
ESL & Basic Skills Completion	Latino Low Income Students with Disabilities	-4 -4 -1	-2 -2 0	5
Degree & Certificate Completion	Foster Youth Males Latino	-13 -5 -3	-10 0 0	3
Transfer	Latino Students with Disabilities Veterans	-8 -13 -9	-6 -11 -7	3
All gateways				4
Total activities				**20**

When the conversation turned to methods, the Committee reviewed effective student support models on campus. Exemplary programs such as EOPS, CalWORKs and MESA were examined for effective strategies, and ways the programs could be expanded to include more students. The Committee recognized that capitalizing on existing successful structures would be one way of serving more students in established programs, yet also understood that scalability and casting a wider net for students who were not already participating in targeted programs was essential. The goal of the Committee was to create an integrated plan with maximum effectiveness. Thus, the following concepts emerged:

1. Solidify and expand services through the EOPS, MESA, TRIO, CalWORKs and Disability Resource Center by providing additional counseling and clerical support, and provide direct student support for the new Fresh Success program.
2. Address low income, Latino, foster youth, and students with disabilities in Basic Skills with 1) a counselor, 2) a retention specialist who works in conjunction with the counselor to ensure course completion, 3) Supplemental Instruction Leaders who work with both the counselor and retention specialist to support retention and persistence, and 4) a program specialist who addresses low income, Latino, and students with disabilities in non-traditional locations, such at the off sites and online.
3. Support academic success for low income, Latino students and students with disabilities through the Learning Commons with peer mentors, online, and face to face tutors.
4. Support key staff positions in data gathering, career transfer, mental health, and inreach/outreach so that students can be recruited, learning analytics can be applied to academic and support programs to measure effectiveness, students can address issues that adversely affect their performance, and students can be guided along productive future pathways.

5. Help support professional learning to expand the Equity vision across campus and foster classroom innovation and cultural sensitivity for the impacted populations.
6. And finally, provide direct student support in such areas as book, food, and transportation vouchers and university visits.

Activities

Access

Historically Gavilan College has been successful in outreach and creating Access to college despite our wide, and varied service area. One of the strengths of the College is its ability to connect with students on an individual basis, and the staff's dedication to providing personal service. The general sense of caring for students, wide-spread Spanish speaking support staff, and closely bonded community lead many students to naturally gravitate to Gavilan. The College's persistence rate is also very good, which reflects the culture as nurturing and welcoming. However, there are district regional differences that need to be addressed, such as transportation and other barriers to education existing for low income, undocumented, or geographically distant students.

Course Completion

Under the Course Completion gateway, Equity and SSSP resources will fund a part-time counselor in EOPS who will provide program outreach to Foster Youth, low income and and Latino students. This position will also provide registration assistance, education plans, progress monitoring and follow-up. The EOPS effort to address Foster Youth will include collaboration with local Foster Youth agencies as well as the RISE coach from the Silicon Valley Children's Fund and the Independent Living Program. The outcome goal is a 10% increase in foster youth EOPS participation over the next two years. The increased outreach to foster youth, low income, and Latino students will result in EOPS program growth from 424 to 500 students. Students will gain confidence, explore their strengths, and navigate college more successfully. These outcomes will be tracked by traditional success markers, SARS reports on counseling interventions, and Student Satisfaction surveys. Additional tracking will be done for students who graduate or transfer; these students will be recognized at an Awards Banquet.

A second planned position under the Course Completion gateway is the Peer Tutoring Program Specialist. Working through the recently created Learning Commons, which is a facility where classroom instruction is integrated with student services and academic support, this person will provide ongoing recruitment and coaching for peer tutors and development of tutors at satellite campuses, in evening courses, and online to serve low income and Latino students. The goal is to increase student completion and success rates in gateway courses by 2% by 2017. Success will be tracked through the Scorecard, the Gavilan College GIDS database, and student surveys.

The third effort under the Course Completion gateway is to address the needs of low income, Latino, and DS students by increasing hours in the Tutoring Center by 29% in order to increase the number of students served by 20% within one year of service. The greater access will allow more students to have the key services that will enable them to complete their courses at a rate 2% higher than in the previous year. Tracking will include the number of students using the Tutoring Center, the number of students completing courses, and the number enrolling in subsequent courses. Data will be collected through the Tutoring Center Timekeeper, the Scorecard, the Gavilan College GIDS database, and student surveys.

The fourth effort under the Course Completion gateway is providing mental health intervention. Currently the College uses Kognito as a resource, and general counselors are available for crisis intervention. However, student surveys and the general climate of campus mental health across the nation require more directed services. The College is currently exploring contracting with agencies to provide mental health counseling similar to that provided for CalWORKs students. Direct counseling services will be combined with workshops, resources, software and off-campus referrals to address student mental health needs on campus. The goal is to reduce this factor as it interferes with course completion. Initially coordination of these services will be done in partnership with Counseling, special programs and the Mental Health Task Force. Members of a subcommittee will make presentations throughout the College community to inform students, staff, and faculty about mental health risks and triggers, and services available to students. Data will track use of services and subsequent success in courses for those who have used the services. Using the Maxient student intervention software that is currently being implemented, students with mental health or other challenges will be identified earlier and interventions initiated more quickly. Ideally, the effort will lead to not only greater understanding of students needing help, but also supporting students through difficult times in ways that lead to greater persistence and success.

ESL & Basic Skills

Under the ESL and Basic Skills Completion gateway, Equity will fund 4-5% of the positions in the CalWORKs Fresh-Success program; this focuses on students eligible for food stamps (200% federal poverty level) who face increased barriers for Basic Skills course completion. The program also aims to increase the number of units in which low income, Latino, and foster youth students are enrolled. The goal is for 100% of students to meet with a counselor to complete the registration and orientation requirements for Fresh-Success. In addition, 70% of these students will complete an Education Plan within the first semester as well as maintain full employment and a 2.0 grade point average. Student unit enrollment and course completion are projected to increase 4% each. Assessment for barriers, assistance in such areas as transportation, counseling, progress reports, tutoring, job readiness and case management will all be utilized to provide support to the low income, Latino, and foster youth students. Quantitative analysis will measure course completion with special emphasis on basic skills courses. Non-cognitive assessments will include college identity and self-awareness using pre- and post- surveys.

A second initiative under the ESL and Basic Skills Completion gateway is the Basic Skills Retention Specialist in collaboration with SSSP. This position will involve paraprofessional work in in-reach and referral, combined with peer mentor classroom liaisons. The Retention Specialist will assist students in one on one session and refer them as needed to SI leaders, peer mentors, and counselors. In addition, the specialist will provide a conduit between students and instructional faculty with a goal of decreasing the gap in course completion for Latino students from 4% to 2%, increasing Basic Skills course completion by 2%, and decreasing the success gap for foster youth by 2 percentage points. Success will be measured by persistence and completion data through the Chancellor's Office Basic Skills tracker and student satisfaction surveys administered each semester.

The third effort under the Basic Skills Completion gateway is the Peer Mentor/ Supplemental Instruction initiative, which is designed to address the large number of disproportionately impacted students who are enrolled in pre-transfer English courses, as well as in gateway courses in Social Sciences. SI leaders will be trained in collaborative learning strategies, information literacy, peer mentoring, and methods for tutoring reading and writing skills. They will be assigned to courses where they will help facilitate collaborative learning activities, such as writing workshops or reading discussions. Supplemental Instruction leaders will also facilitate study groups outside the classroom.

The Peer Mentors/Supplemental Instruction leaders will work collaboratively with the Retention Specialist and the Basic Skills counselor to provide comprehensive support for pre-transfer level students. The goal is support the students at two levels below transfer when they move to English one level below transfer, where only 26% of them currently succeed. The second goal is to further prepare students at one level below transfer so that more than 43% of them will be able to succeed at the English transfer level.

A fourth effort under the Basic Skills Completion gateway is the part time Basic Skills counselor. This position will be funded by Basic Skills and Equity in a shared partnership where the needs of low income and Latino students will be addressed through population-specific orientations, acceleration advising, classroom workshops, education plans, and one on one counseling. The Basic Skills counselor will work hand in hand with the Retention Specialist and the Peer Mentor/ Supplemental Instruction leaders to decrease the gap in course completion for Latino students from 4% to 2% and increase Basic Skills course completion by 2%.

The last effort for the Basic Skills gateway is the Math Lab Coordinator. This position will double the number of hours the Math Lab can be open under the guidance of a specialist and allow the Lab to serve low income and Latino students at the satellite campuses as well as at the main Gavilan facility. The goals are increased use of the Math Lab and elevated student success and persistence numbers. Participation will be tracked through Timekeeper, and persistence and success through the Scorecard and the Gavilan College GIDS database.

Degree/Certificate Completion

Under the Degree and Certificate Completion gateway, a Program Specialist with an emphasis on Retention will be integrated into the co-located MESA and TRIO programs. With this support the programs will provide a heartier set of core services: tutoring, academic support, and college and transfer orientations. Because students will have a venue for feedback from a professional and guidance in academic matters, the expectation is that a higher percentage of students will file for a certificate or degree or seek to transfer. SARS will allow tracking of retention counseling data and graduation data will be disaggregated by program participants with a goal of a 3% increase in TRIO program degree and certificate completion and an 8.5% increase in transfer rates. An additional 60 students will be served, and the position will be funded TRIO and Equity.

Transfer

Under the Transfer gateway, a full time Transfer/Career Coordinator has been restored to the College. Associated activities include a Transfer/Career Center, supplemental instruction, a Transfer/Career day on campus, university visits, and a job placement and intern database. Coordination with CTE and Categorical programs to increase transfer and graduation awareness is also intended to support Latino, foster youth and low-income students. A new part time Veterans and DRC counselor will support these particular groups to increase transfer rates. Outcomes will be measured by tracking workshop and university visit attendance through Banner and SARS, campus surveys, and transfer data.

Student Equity Funding and Other Resources

The initiatives outlined in this plan reflect the Gavilan College Equity Committee's vision that integrated efforts are the surest avenues tor success. Thus, in addition to working collaboratively through the inclusive membership on the Equity Committee, the Committee members have created efforts that involve resources and/or funding from their programs, such as EOPS, DRC, MESA, TRIO, and CalWORKs, and grants such as SSSP, Basic Skills, STEM, and Title V. The intent is to have continuous dialogue through the Equity Committee meetings so that all efforts contribute to the goal of ensuring that those students who have been disproportionately impacted have an equal opportunity for access, success, and transfer.

The total amount allocated by the chancellor's office for Equity is $536,278. The total amount from other initiatives is: $434,818. The total amount for equity efforts is around: $857,596.

Contact Person

Equity Committee Chairperson **Dr.Eduardo Cervantes** can be reached at **408-848-4887** or by e-mail at ecervantes@gavilan.edu.

PLANNING COMMITTEE AND COLLABORATION

PLANNING COMMITTEE PROCESS AND COLLABORATION

Equity Funds Application and Planning Process

With the intention of engaging broader campus participation, the Equity committee developed proposal forms so that staff and faculty could apply for Equity funds in spring 2015. The proposal forms: (see attachment 1).

1. Ensured that the proposed activity would impact and target the groups in which the College is producing inequitable outcomes.
2. Asked that applicants explain how the activity is socially and/ or culturally relativistic to the populations that were experiencing inequities.
3. Required appropriate data, research or relevant information to make their cases.
4. The application also asked how targeted/direct services to the students experiencing inequities would be implemented. This is based on the premise that the College must be proactive in reaching out to students instead of expecting students to come to the services.
5. The applications also asked for specific objectives for their proposed activity, plans to collect data, how they would evaluate the proposed objectives, and whether the outcomes and interventions were measureable. Each plan also asked for an appropriate budget.

The development of the application was guided by contemporary scholarly work.
The application took into consideration and used the following cultural assumptions that hinder institutional transformation. The assumptions are adapted from Jayakumar, U., & Musues, S. D. (2012). Mapping the intersections of campus culture and equitable outcomes among racially diverse student populations. In Musues, S.D. & Jayakumar, U. (Eds.), Creating campus cultures: Fostering success among racially diverse student populations. New York, NY: Routledge Press. For example:

Assumptions That Hinder The Development of An Equity Oriented Campus Culture	Proposal Framework Questions That Reflected The Assumptions
The displaced responsibility assumption. If we offer it they will come. This perspective assumes that if services are offered then it is the student's responsibility to seek out and utilize the services rather than the institution's responsibility to engage students.	How do you propose to specifically target the population that you indicated in question #1? (Note the populations are those groups experiencing inequity.)
The out of sight, out of mind assumption. Everything must be okay. This perspective entails that college staff, faculty and or leaders assume that their experiences in the campus environment mirror that of their students. Furthermore, this assumes that the social and cultural perspectives of staff are the same as their students, so it is important that faculty and staff are conscious of social and cultural relativism.	Explain how activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research, or relevant information to make your case.

The specialization assumption. "I have my job to do and you have yours" College campuses operate in a fragmented way with faculty teaching, counselors advising, departments only focusing on specific areas. However it is important to bridge divides. Students' problems are multifaceted and educators need to connect them with appropriate services and holistic support.	Can your proposal be scaled to impact a greater number of students? If so how? How many students are you proposing to serve and is this at the expense of other larger underserved populations? The questions challenged the committee to explore how to operate in a more global and systematic perspective rather than just being trapped in the silos of departments. Equity efforts are viewed as holistic, campus-wide needs. How can funding streams be combined to leverage effectiveness?
The natural occurrence assumption. "It's the way we do things around here" When individuals at a college are driven by the ways of doing business on their campuses that are considered to be natural or permanent aspects of their institutions. This perspective can inhibit transformation. Even when there is evidence that change is needed to effectively serve students.	Provide a summary of your request and how it will directly serve one or more of the College identified populations that are experiencing inequities. This question challenges the natural occurrence assumption by asking for a way to change the normal ways of doing business or practice on campus to help impact the College's inequities.

Review of Equity Proposals, Rankings and Funding Decisions

During the summer of 2015, the committee conducted a retreat. At the retreat, committee members reviewed a summary of academic literature on defining an equity-oriented campus culture. The conversation about the literature led to discussions about campus cultural assumptions, followed by individuals presenting proposals that could impact the College's identified inequities.

The committee went on to consider the applications at several more Equity meetings and had intensive and meaningful discussions about the impact of the proposals. The committee asked for adjustments for some of the proposals so that they reflected appropriate data outcomes. The committee went on to rank each of the proposals and recommendations were made. However, there were still questions about the scale of the proposals, who will "own" those new staff and responsibilities and be accountable for their performance? Once the proposals were reviewed, details discussed, and budget determined, they were forwarded to the College's executive cabinet for final decisions on funding.

The Office of Institutional Research Director developed a matrix to contain the main aspects of the proposals. This was known as the "Equity grid" (see Attachment 2). The grid allowed the committee members and different campus constituencies to review and compare the different proposals and eventually to rank them. The Equity grid helped manage the documentation of the funding allocation, goals, target populations, gaps founded, the point person and specific measurable outcomes. The following table shows the fields included:

RANK (1-11) The Lower the Score, the better*
Gateway
Unit
Intervention
Activities
Amount
Target population
Pop Size
Measurable outcomes
Point of contact
% of budget
New personal
Academic Year
Activity Type
Current Gap Year (2014)
Goal
Goal Year
Number of students affected
Planned Start and End dates
Other Funds (SSSP, Basic Skills, etc.)
Link to Goal
Evaluation (data will be quantitative/qualitative)
Timeline of Data collection
Notes
Data Collection

Equity Bylaws

During the summer of 2015 the Equity committee formed a subcommittee to create Bylaws. The bylaws were reflective of the bylaws of other campus committees as well as of the structures and culture of Gavilan College. The Bylaws were discussed at several Equity Committee meetings and were fine-tuned so that they are inclusive and have the greatest potential for institutional impact. The bylaws were finalized in November 2015. It is still the committee's goal to have representatives that will provide the greatest campus-wide participation, especially increased Instruction participation, and build a cultural awareness of Equity related issues and goals.

Coordination with Institution Wide Planning Efforts

The following outlines the current coordinated efforts with institution wide planning efforts.

1. Principles of Community
2. Strategic Planning
3. Program review
4. Program planning which articulates with the Budget Committee

5. Gavilan College Collaborative Funding Partners Committee
6. Coordination with Categorical support programs
7. Participants on the Equity Committee

1. Principals of Community

A campus culture that is equity oriented will possess espoused values toward diversity and equity in which the College wishes to enact. (Schein, 1992; Jayakumar & Musues, 2013, and Cervantes, 2015) In coordinating campus wide efforts it is important to highlight Gavilan College's Principles of Community as they relate to the development and implementation of this Equity plan. In valuing the worth of every person and nurturing democratic citizenship, Gavilan College has begun efforts that strive to ensure that students are provided with opportunities that create equitable outcomes. The Principals of Community are as follows:

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect. The Principles of Community provide the foundation, which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness.

Gavilan College aspires to be:

Diverse
We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.

Purposeful
We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.

Open
We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.

Just
We are committed to respect for individual dignity and equitable access to resources, recognition and security.

These Principles of Community, reflected in Board Policy 2715, guide the institution's actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. Behavior that is in conflict with the principles will be subject to administrative review. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals.

2. Strategic Plan

The Strategic Planning Committee adopted a new strategy and goal in alignment with the College's equity plan. The following strategy and goal was added to the College's strategic plan as it relates to equity:

STRATEGY #4

Recruit and develop staff to foster success for our diverse students in their attainment of educational and/or career goals.

Goal #7

Assess and remedy any identified gaps in the College's Equal Opportunity Employment Plan and Equity Plan to comply with current legislation and reflect the community's diversity.

3. **Institutional Effectiveness Committee (I.E.C.)/Program Review**

   Currently efforts are underway to include appropriate questions and measures that are reflective of the College's inequities. Additional questions are being proposed for the I.E.C. evaluation forms. Each department or area would be asked to provide data on how the performance of target groups relates to their own departmental outcomes; how they are addressing those inequities through proposed interventions, changes to teaching and learning, quantifiable improvement goals and how they are planning to assess their progress and revised their goals as needed.

4. **Program Plans**

   At the time of this report the Student Services divisions were all instructed to include how each of the department/areas will be helping to impact and target the groups in which the college is producing inequitable outcomes. The program plan objectives can be aligned with the colleges strategic plan goal, which in turn align with the inequities, presented as part of the equity plan.

5. **Gavilan College Collaborative Funding Partners**

   The Equity Committee will belong to a newly formed committee on campus named the Collaborative Funding Sources, which was formed to create a more systematic, and institution wide approach to implementing and maximizing campus initiatives being funded by multiple sources. The various initiatives and activities across campus include Equity, SSSP., Title V, Latino Serving Intuition grants, STEM Grants, Distance Education, and Basic Skills.

6. **Coordination with Categorical Program**

   Gavilan Colleges Equity plan was coordinated with categorically funded programs. Each of the categorical programs on campus had a representative participate on the equity committee. These representatives included the Associate Dean of EOPS/CalWORKS, CalWORKS Coordinator, Coordinator of MESA, Associate Dean of Disability Resource Center, Basic Skills Coordinator, and the SSSP chairperson. Furthermore, students that were part of the categorical programs participated on the committee.

   Some of the equity programing helped to expand upon some of these categorical program best practices. The Extended Opportunity Programs and Services (EOPS) took the lead in serving additional foster youth that the program could not typically serve without additional resources. California Work Opportunity and Responsibility to Kids (CalWORKS) helped to develop a Fresh Success program to serve low-income students eligible for food stamps, Fresh Success.

7. Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Anne Ratto	Associate Dean, EOPS& CalWORKs	Administration/Categorical Programs
Bea Lawn	Faculty Senate President	Faculty Senate President
Celia Marquez	Counselor	Faculty/General Counseling
Dr. Douglas Achterman	Librarian	Faculty
Dr. Eduardo Cervantes	Coordinator MESA and TRIO SSS.	Administrator/Categorical Programs and Equity Chairperson
Dr. Randy Brown	Associate Dean, Community Development and Grants Management	Administration
Elizabeth Quijada	Student Peer Leader	Student
Esteban Talavera	Department Assistant, TRIO Student Support Services, MESA & STEM	Classified Staff
Fran Lopez	Associate Dean, Disability Resource Center	Administration/Categorical Programs
Fran Lozano	Dean, Liberal Arts and Sciences	Administration
Jacquelyn Richburg	Career/Transfer Coordinator	Classified Staff
Jenivi Zambrano	Student Peer Leader	Student
Johanna Stewart	Counselor	Faculty/General Counseling
Karen Warren	English Faculty	Faculty
Kathleen Moberg	Vice President, Students Services	Administration
Kimberly Smith	English Faculty	Faculty
Leslie Tenney	Counselor	Faculty/General Counseling
Maryam Fard	Basic Skills Counselor	Faculty
Natalia Córdoba-Velásquez	Director, Office of Institutional Research	Resource
Susan Sweeney	Coordinator, CalWORKs	Administrator/Categorical Programs
Tiffany Victory	Student Peer Leader	Student
Veronica Martinez	Director, Financial Aid	Directors & Confidential and SSSP Chairperson

ACCESS

ACCESS

Indicator Definition

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Campus-Based Research Data

Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian/Alaska Native	46	0.5%	2.7%	-2.2
Asian	392	4.1%	6.8%	-2.7
Black or African American	234	2.4%	1.4%	+1.0
Hispanic or Latino	5,352	55%	44%	+11
Native Hawaiian or other Pacific Islander	40	0.4%	0.5%	0
White	2,957	31%	39%	-8
Filipino	170	1.8%	1.0%	+0.8
Unknown	320	3.3%	NA	NA
More than one race	159	1.6%	4.2%	-2.6
Total of cells above (Orange cells should = 100%)	**9,670**	**100%**	**100%**	
Males	4,836	50%	50%	0
Females	4,740	49%	50%	0
Unknown	94	1%	NA	NA
Total of 3 cells above (Orange cells should = 100%)	**9,670**	**100%**	**100%**	
Current or former foster youth	166	2%	NA	NA
Individuals with disabilities	799	8.3%	7.0%	+1.3
Low-income students	3,000	31%	12%	+19
Veterans	232	2%	NA	NA

Overview

According to Lew Change and Wang (2008) some community colleges overlook Asians by not targeting them in programs and services and by operating on a belief that they are not disadvantaged because of the Model Minority Stereotype. First, strategies will be developed to help recruit Asian students to Gavilan from the local high schools via a summer bridge math acceleration program.

Demographic data regarding the Asian ethnic backgrounds of these new students will be reviewed with the intent of increasing staff and faculty awareness of this population. (The College has been typically seen as a White/Latino campus and expanding cultural sensitivity for other populations is important.) The students still must meet the program requirements of being first generation and/or low-income students. In addition coordination and partnership with the local CalSOAP program will take place in developing and implementing recruitment strategies. Each of the identified students will receive personalized phone calls about applying for Summer Bridge and will receive directed mailings. The funds being allocated in this activity are based in the graduation completion section. The Program Specialist position will have a wide range of activity duties as part of a holistic set of programing, which also includes Summer Bridge. As part of these efforts in the TRIO and MESA areas the Program Specialist position will help to facilitate several areas.

Furthermore, Musues and Maramba (2011) found that many Asian students still experience a challenge in having a sense of belonging at colleges. Many of the students in their research did not feel a sense of cultural congruency to the College and felt as if they were detached from their heritage. Workshops and activities will be implemented that will help students develop community at the College. Given the low enrollment numbers, is important to ensure that students have a community at Gavilan College to help attract additional students to want to attend Gavilan. The In-reach Student Development position funded elsewhere in this proposal can help develop and explore creating organizations and activities that are based on Asian's socio-cultural norms to help attract students to the College.

Conclusions: Disproportionately Impacted Student Groups

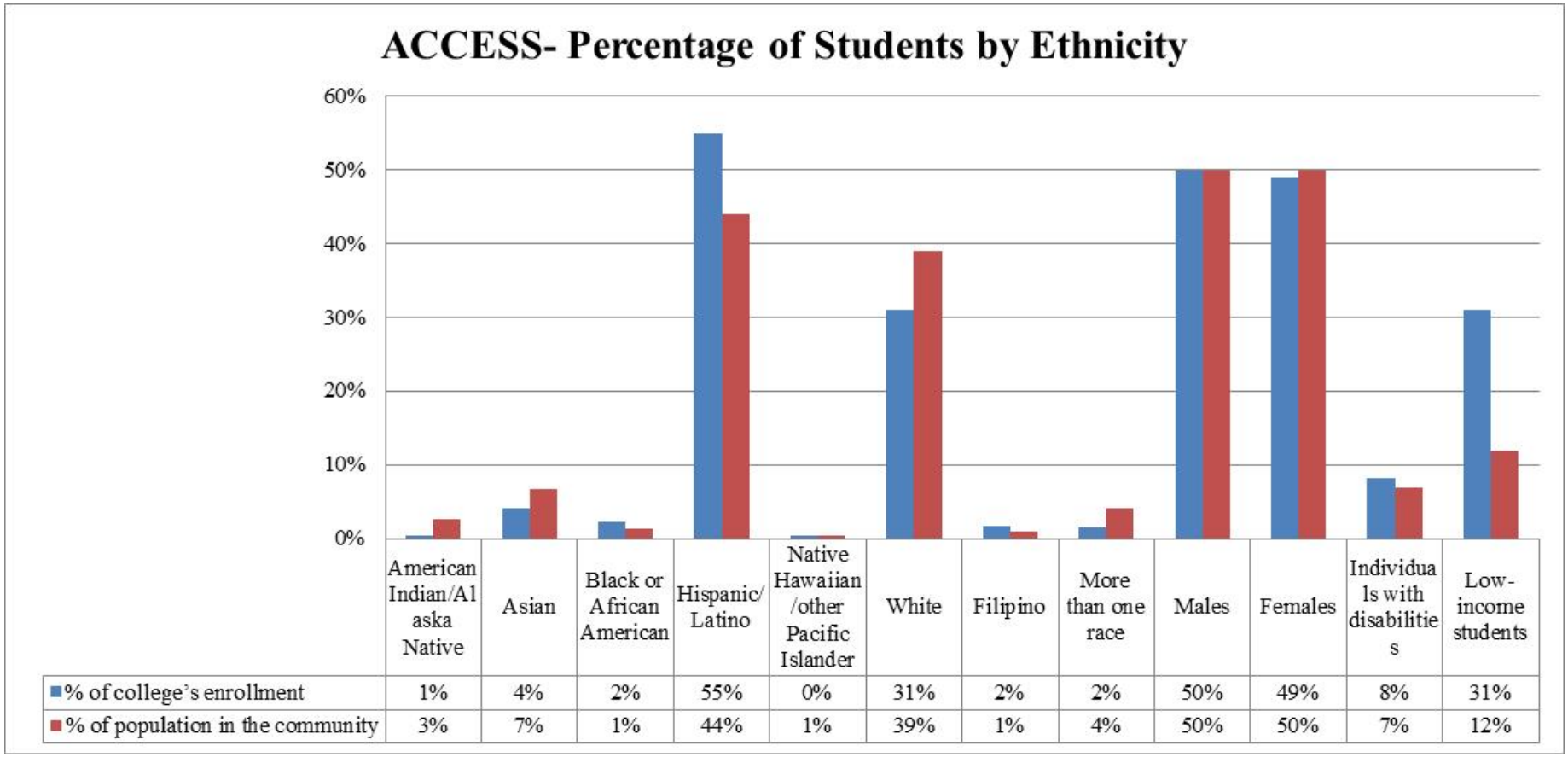
The student groups with the greatest negative (underrepresented) gaps are White at -8, Asian at -3, and American Indian/Alaska Native at -2.

- The American Indian/Alaska Native count is too small to provide a reliable reading on its own.
- For this particular year, the White population won't be addressed primarily, but rather as part of other special populations such Foster Youth, Veterans, etc.
- Asians are unrepresented with a -3 percentage gap and for this and which is consistent with the data of the previous two years so this would be the focus population for this year in Access.

Graph 1 below depicts the percentage of students enrolled and the percentage of that population within the community.

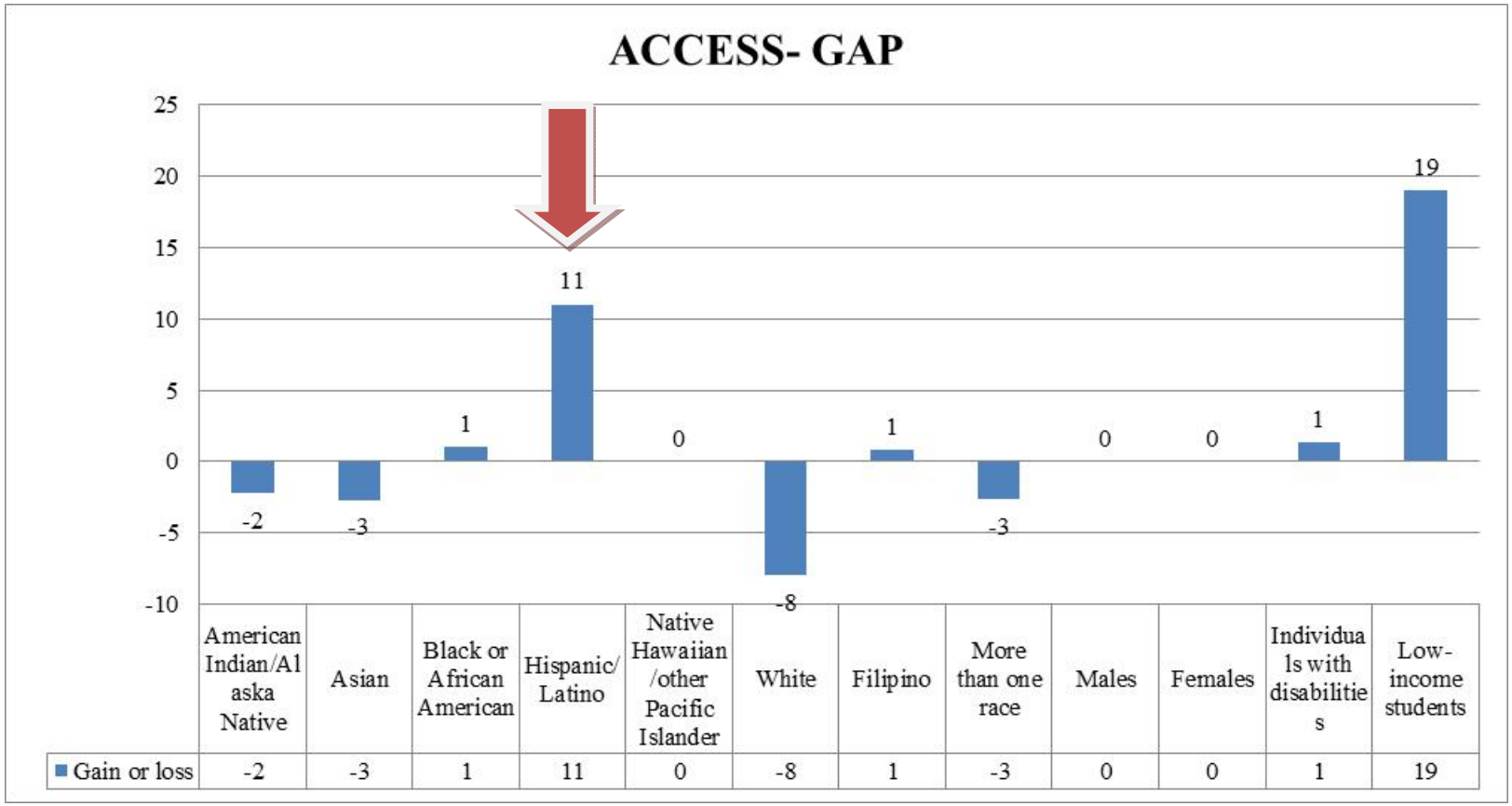
Graph 2 below shows the gap and makes evident the groups that show disadvantages.

Graph 1



	American Indian/Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian /other Pacific Islander	White	Filipino	More than one race	Males	Females	Individuals with disabilities	Low-income students
% of college's enrollment	1%	4%	2%	55%	0%	31%	2%	2%	50%	49%	8%	31%
% of population in the community	3%	7%	1%	44%	1%	39%	1%	4%	50%	50%	7%	12%

Graph 2: Red arrow shows target group(s).



Goals, Activities, Funding and Evaluation

Goal A

The goal is to improve access for the following target populations identified in the College research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Asian	-3	-2	2017
White***	-8	NA	2017

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.
*** More research needs to be done to reflect how white students are also members of other target populations; such as, low income and basic skills, and how this impacts Access. Conversely more of the region's White students may be more apt to attend 4-year institutions or have Access to other community colleges outside of our service area.

ACTIVITIES: A. ACCESS

A.1.: Summer Bridge Math Acceleration Program

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
A.1	Asian	392	10%	40

- ***Activity Implementation Plan***
  1. Summer Bridge is a five-week experience that is part of the TRIO and MESA Student Support Services Program.
  2. Every Asian student that is BOG eligible will be contacted and encouraged to be part of the Summer Bridge Acceleration Program.
  3. Student that completed Summer Bridge remained students in the TRIO Student Support Services Program.
  4. The program involves a strong unified approach with academic and student services along with the natural sciences division.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	4/1/2016 to 8/30/2016	NA*	$10,000

*Reflected in the Activity D1 (TRIO/MESA Follow up)

- ***Measurable Outcomes:***
  A. The number of enrolled Asian students will increase from 392 to 432 in 2017.
  B. Students will be encouraged to create an Asian Support Club.
  C. 100% of Asian students participating in the Summer Bridge will register for the Fall 2016 semester.

- ***Link to the Goals:***
  The Summer Bridge Acceleration program will help the transition-incoming students that recently graduated from high school to be successful students at Gavilan College. The goal of Summer Bridge is to help advance students in their mathematics coursework, develop skills to be successful students, and become part of a community of support.

- ***Evaluation***
  - New Summer Bridge students will be complete Pre and Post survey.
  - Number of New Asian students will be tracked and followed up on other metrics.
  - Student satisfaction surveys will be conducted among students participating in the Summer Bridge.

Activities to Improve Access for Target Student Groups

A1. Summer Bridge Acceleration

Expected Outcomes for Target Student Groups

A.1. 1. The number of enrolled Asian students will increase from 392 to 432 in 2017.
A.1. 2. Students will be encourage to create an Asian Support Club.

Course Completion

SUCCESS INDICATOR: COURSE COMPLETION

Indicator Definition: Course Completion (*Retention*[2])

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. "Course Completion" means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in, and were present in, on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	The # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate	Comparison to the all student average (% point difference with +/- added)
American Indian/Alaska Native	141	100	71%	73%	-3
Asian	1,736	1435	83%	73%	+10
Black or African American	831	572	69%	73%	-4
Hispanic or Latino	19,522	13,563	69%	73%	-4
Native Hawaiian or other Pacific Islander	145	104	72%	73%	-1
White	9,372	7,365	79%	73%	+6
Unknown	890	684	77%	73%	+4
More than one race	657	478	73%	73%	0
All Students	***33,284***	***27,301***	***73%***		
Males	15,712	11,311	72%	73%	-1
Females	17,306	12,804	74%	73%	+1
Unknown	266	186	70%	73%	NA
Current or Former Foster Youth^	765^	467^	61%^	71%^	-10^
Individuals with Disabilities	2,936	2,200	75%	73%	+2
Low-Income Students	5,023	3,146	63%	73%	-10
Veterans^	641^	474^	74%^	71%^	+3^
Athletes^	1,407^	983^	70%^	71%^	-1^

^ 2014-15 data from local course success rate report with corresponding all student rate as the comparison standard to measure the gap against.

[2] Although title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

Overview

As with many colleges, Gavilan students do not necessarily complete courses at the level we would like. There are several reasons this might be the case here, including student barriers to education such as low income, first generation, low income status, etc. Many student surveys have also indicated our students have mental health and other unmet basic needs. Seeing mental health as an important aspect to student success, Gavilan will provide mental health support in an effort to improve course completion rates. Katz and Davison's (2014) study found that community college students have more severe psychological concerns and less institutional mental health resources than students that attend traditional four-year universities. In particular, community college students reported higher rates of diagnosis or treatment with respect to bipolar disorder, schizophrenia, substance abuse or addition to drugs and alcohol (Katz & Davison, 2014). Gavilan College currently does not provide mental health services despite the fact that nearly 90% of California Community Colleges have some sort of mental health services (ACHA-NCHA II SP2010).

Another factor in student success is connection to the campus and a robust Student Life program. Typically low income; first generation students do not have a reference for the value of campus engagement, which is a detriment to their development as college students and community members. According to Astin's (1999) model of student development the quantity and quality of the psychological and physical energy students invest in their college experience, the greater the amount of student learning and personal development. When students feel a sense of belonging on campus research has found that academic achievement is improved (Nora and Cabrera, 1996; Nora et al., 1996). Currently Gavilan does not have Student Life/Development staff. An In-reach/Student Life position will support student clubs, oversee student leadership/peer mentor groups, and encourage completion of a Leadership Certificate. The position will also work with the Title V grant elements of Civic Engagement and Service Learning to create an overarching focus on students' extracurricular development, which we hope leads to increased connection to the College, leadership opportunities, success, and enhanced transfer opportunities via an enriched "resume." The College will collect data connecting enhanced student engagement with improved course completion and transfer to determine effectiveness of these efforts.

For additional research regarding the importance of student engagement, see http://www.yorku.ca/retentn/rdata/Unmaskingtheeffects.pdf.

Counseling support will also be provided to Foster Youth that cannot qualify for any program on campus. This effort is supported by empirical research conducted by Tovar (2015), which examined students' interactions with institutional agents that included faculty, academic counselors and select student support programs. He found that the greater the number of Latino students' interaction, the greater the influence on success, grade point averages and persistence of Latina/o students.

Various forms of academic support are also going to be developed such as, a math tutoring lab coordinator, a peer tutoring coordinator, and Nettutoring, which will provide essential support so students can successfully complete their courses. Peer tutoring support is vital. For example, Treisman (1990) explored how to create institutional programming that helps to promote the success of students of color in STEM based majors. He found that one-way minority students could be successful in math and science was through collaborative/group peer learning approaches. Positions such as the peer tutoring coordinator will directly support efforts such as

peer tutoring and group/ peer learning approaches. Furthermore, these academic support efforts will provide a comprehensive system of academic support services. Underrepresented students attending institutions that employ comprehensive systems of complementary initiatives that include academic and tutoring support perform better academically, be more satisfied, and persist (Kinzie, Gonyea, Shoup, et all, 2008). Gavilan will work with Institutional Research to evaluate baseline data and compare tutoring interventions with course completion data.

Conclusions: Disproportionately Impacted Student Groups:

The three groups with the greatest gaps are:

- Foster Youth with a gap of -10,
- Low-income with a gap of -10, and
- Latino and Black/African American with a gap of -4 each

The Foster Youth group is about 2.5% of enrollments and it substantially underperforms and thus is a potential target group.

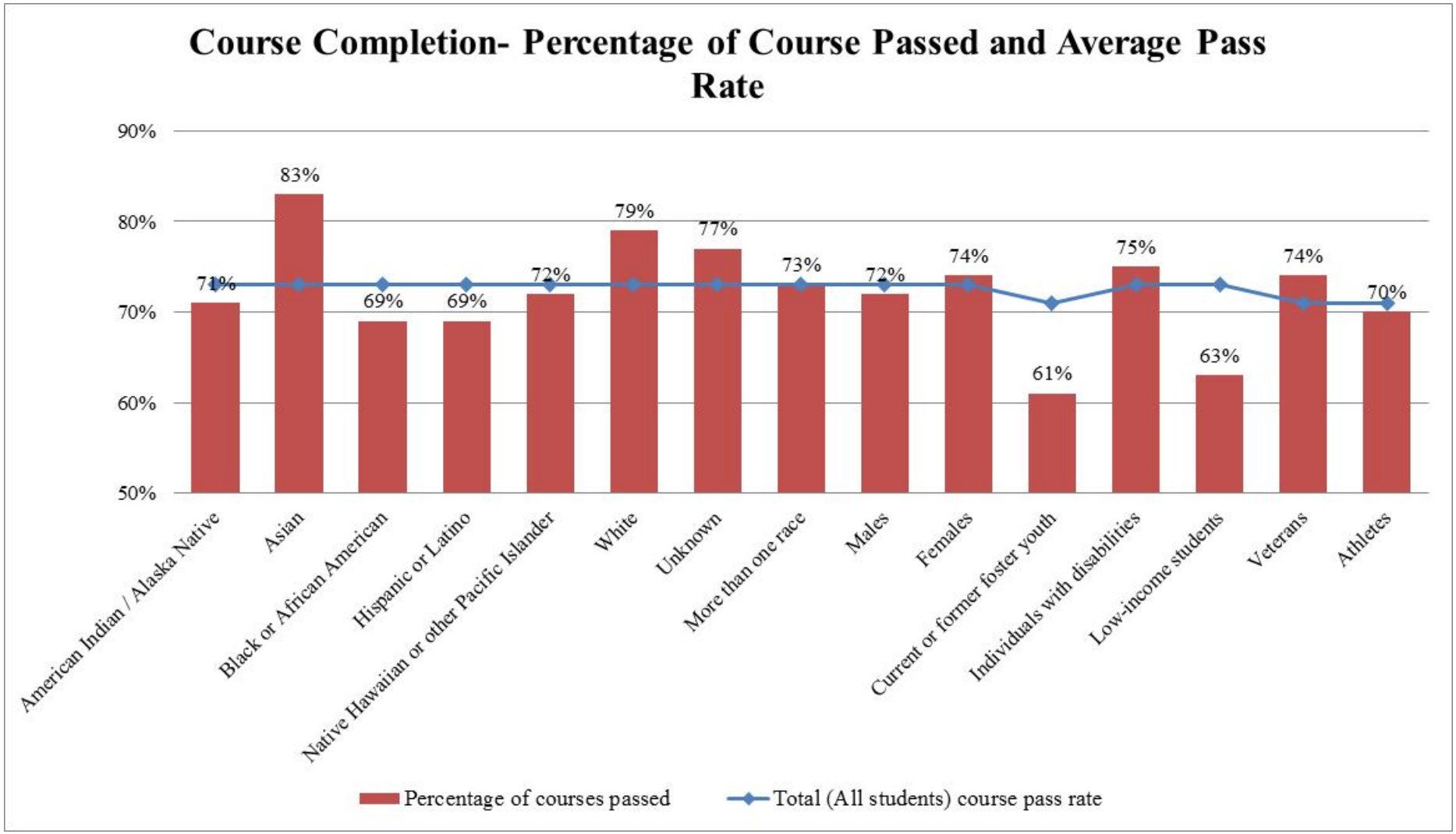
Low-income students make up about 12% of the student census enrollments it also substantially underperforms and thus is a potential target group.
Black/African American represents 1.4%.

		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the Average, Expressed as Percentage**	**Percentage expressed as decimal 25% becomes .25**	**Multiply**	**the # of courses students enrolled in & were present in on census day in base year**	**=**	**Number of Students "Lost"**
---	Example Group	**14%**	.14	**x**	**2567**	=	**359**
Largest Gap	Low-income	**10%**	0.10	**x**	**5,023**	**=**	**502**
Second Largest	Foster Youth	**10%**	0.10	**x**	**765**	**=**	**77**
Third Largest	Latino	**4%**	0.04	**x**	**19,522**	**=**	**780**

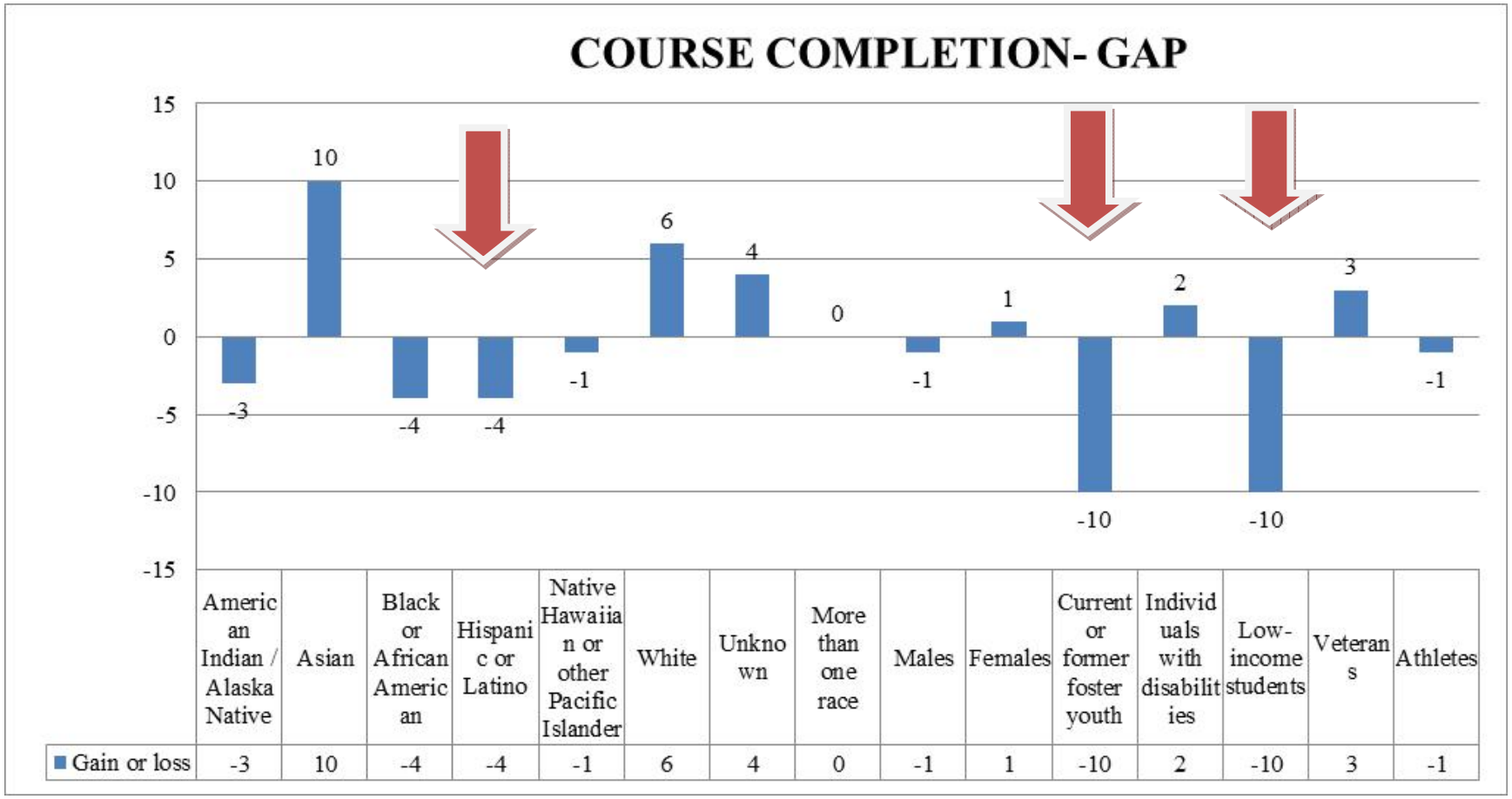
Graph 3 below depicts the percentage of students that pass the courses (red bars) vs. the total passing rate (blue line).
Graph 4 below shows the gap and makes evident the groups that show disadvantages

District: Gavilan Joint Community College District College: Gavilan College

Graph 3



Graph 4: Red arrows show target group(s)



GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the College research as experiencing a disproportionate impact:

Target Population(s)	Current Gap Year	Goal*	Goal Year
Foster Youth	-10	-7	2017
Low Income	-10	-8	2017
Latino*	-4	-2	2017

*For the third target it was decided to focus on "Latino" instead of "Black/African American" since this last group proportion is smaller than the Latino representation (2.4% vs 55%).

ACTIVITIES: B. COURSE COMPLETION

B.1: Hire EOPS and Foster Youth part time counselor

- ***Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
B.1.	Low Income	3,000	8%	240
	Foster Youth	166	100%	166
	Latino	5352	2%	107

- ***Activity Implementation Plan***
  1. Hire a Part-time EOPS/FY Counselor that will contact all registered foster youth by letter and phone, fall and spring semesters, to invite them to participate in EOPS services if full-time or receive counseling services if part-time. The counselor will provide registration assistance, comprehensive education plans and follow-up.
  2. EOPS staff will collaborate on Foster Youth Committees in San Benito and Santa Clara Counties to ensure that incoming foster youth obtain information about enrolling at Gavilan College. Staff will collaborate with RISE coach from Silicon Valley Children's fund and Independent Living Program to ensure foster youth receive additional support. Assist students in applying for YES and Burton Scholarships.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1.	1/15/2016 to 2/1/2017	$18,666	$22,333 SSSP

Measurable Outcomes:

A. The number of enrolled foster youth students that participate in EOPS/FY Center will increase from 42 in 2015-16 to 60 in 2016-2017.
B. 10-20 part-time foster youth will receive SSSP counseling services resulting in closing the course completion gap by -3% from-10% to -7% by 2017.
C. Foster youth will have a direct connection to EOPS to assist them in the transition from high school to college, thereby increasing the Foster Youth course completion rate by 3% by 2017.
D. EOPS will increase by 75 students to serve 500 students in 2016-2017.

- ***Link to the Goals:***
  The counselor will act as a liaison for foster youth to access college services, academic support and college life skills. Students will increase awareness of and access to EOPS services. Students will gain confidence, explore their strengths and navigate college more successfully. Students will access support services that will help them to complete their courses successfully.

- ***Evaluation***
  - New EOPS students and Foster Youth students will be tracked on their academic progress by using quantitative measures (success & completion).
  - Students will complete a "Student Satisfaction Survey" to evaluate the program services.
  - EOPS students who graduate or transfer will be invited as motivational speakers to the end of year Awards Banquet. These milestones will be tracked.
  - Once the counselor is hired, data will be collected. Counseling interventions will be tracked using SARS. All students receiving services will be tracked each semester for success and course completion.

B.2: Provide more hours of tutoring

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to Reach Out	# of Students Affected
B.2.	Low Income:	3,000	8%	240
	Latino	5352	5%	268

- ***Activity Implementation Plan***
  Augment staff time to
  a) Increase center hours by 29% from 28 to 36 hours weekly.
  b) Increase tutors/tutee hrs. (Will allow the current coordinator to recruit additional tutors to increase the availability of subjects tutored and service to off-sites).

c) Promote center within target pops (the current coordinator will also be able to devote more time to marketing the tutoring center services to the target populations (DRC, low-income and Latino students). The coordinator will be freed to make presentations across campus sites and in the evenings in addition to day times).
d) Additional staff time will also allow Friday service, which will provide greater service to athletes.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2.	12/15/2015 to 12/15-2016	$12,000	

- ***Measurable Outcomes:***
  A. Increase students' completion by 2% for targeted populations within 1 year of service.
  B. Increase the number of students served at the tutoring center by 20% within 1 year of service.

- ***Link to Goal***
  The Tutoring center will increase time in hours of operations as well as tutors' availability. This will allow students to have more access and opportunities to receive services making them most likely to acquire materials, solve doubts and respond to homework, which will contribute to completion. Furthermore, the center will be able to increase the number of students served by providing more hours and more tutors available at all times.

- ***Evaluation***
  - Students who received tutoring and that access the Tutoring center will be tracked for course completion.
  - Number of students accessing the center will also be tracked. Number of students enrolling in the subsequent class will be tracked.
  - All these data elements will be gathered using GIDS, and Scorecard data.
  - Data will be collected and tracked for the whole academic year.
  - Director of Research will receive ID's of Tutoring center served students to track in their progress and course completion.

B.3: Hire Program Specialist Basic Skills, Cover Supplemental instruction

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
B.3	Low Income:	3,000	13%	400
	Latino	5352	5%	271

- ***Activity Implementation Plan***
  Hire 1 half-time Program Specialist in the Learning Commons focusing on ongoing recruitment and coaching peer tutors, collaborating with faculty on developing tutoring at off-sites, evenings and online. Supplemental Instruction Leaders

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3.	12/15/2015 to 12/15-2016	$62,500 $25,000 Basic Skills Program Specialist $29,000 Supplemental Instruction $ 8,500 Student Staff (Peer leaders)	

- ***Measurable Outcomes:***
  A. Provide online and off-site tutoring for the first time in Gavilan campus.
  B. Increase the tutoring outreach to 800 students annually.
  C. Increase students' completion and success rates in gateways courses by 2% on 2017.
  D. Increase served students' persistence and retention by 2% on 2017.

- ***Link to Goal***
  The Learning Commons specialist will contribute to strengthening the student tutors pool by recruiting, mentoring and coaching excellent tutors. This will provide additional tutoring resources to the student population. .
  - In addition increased evening and online tutoring services will be provided. Students who receive tutoring services will be tracked during the year.
  - Persistence and retention (quantitative data) for students receiving online, evening and off-site tutoring will also be tracked using Score cards, and college databases.
  - Each activity will be measured after it concludes.
  - Students will be tracked on a semester basis.
  - Campus surveys regarding supplemental instruction will be conducted on a semester basis as well.

B.4: Provide Book, Food and Transportation Vouchers

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
B.4.	Low Income	3,000	11.5%	345 ~ 350
	Latino	5352	18.5%	990 ~ 1000

- ***Activity Implementation Plan***
  - Provide book vouchers to students who pass their first Basic Skills class and enroll in the next level.
    - ✓ A specific level will be determined but will be either 400 level or 200 level English and Math students.
    - ✓ Each book voucher will amount $100 each.
    - ✓ The handling and delivering of the vouchers will be managed with the Financial Aid and bookstore office.
    - ✓ About **350** students would receive the vouchers.
    - ✓ Research would be conducted once Fall 2015 and Spring 2016 grades are available to determine the number of students who typically move from one level to another the following term.
  - The food vouchers would be $20 per term to be used in the cafeteria (two semesters).
    - ✓ Eligibility would be based on Financial Aid verifying low income status.
    - ✓ Only one per student per term.
    - ✓ About **1000** students per term could be eligible.
    - ✓ Students who are not already on some form of aid like CalFresh would get priority.
  - Transportation vouchers would be similar for the bus or gas cards.
    - ✓ A criteria still needs to be developed for the eligibility
    - ✓ The work and arrangements will be done directly with the VTA and the San Benito for the Spring 2016 and Fall 2016 semester.
    - ✓ 500 gas cards at $20/each
    - ✓ 71 monthly bus passes at $70/each.
    - ✓ Research will be conducted to determine students' transportation or gas cards,

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.4.	12/15/2015 to 12/15/2016	Total: $70,910 Book Vouchers: $35,910 Food Vouchers: $20,000 Transportation: $15,000	

- ***Link to Goal***
  Students who do not have their basic skills met and who have physical and financial barriers to education need additional support.
- ***Measurable Outcomes***
  A. 75% of the basic skills English and Math students who receive food, book or transportation vouchers will enroll in the next level course
  B. Basic skills persistence will increase in a 2% within a year timeframe
  C. Basic skills completion will increase in a 3% for the targeted groups within a year timeframe

- ***Evaluation***
  - Students who receive Books, Food and transportation voucher will be tracked to determine their persistence, completion and success before and after receiving the vouchers
  - Conduct Students surveys for those receiving these benefits to determine effectiveness and degree of helpfulness.
  - Review persistence, completion and success rates for students receiving these benefits.

Activities to Improve Course Completion for Target Student Groups (4)

B1: EOPS & Foster Youth Counselor
B2: Increase hours at Tutoring Center
B3: Program Specialist-Basic skills; Supplemental Instruction
B4: Book, food & transportation vouchers

Expected Outcomes for Target Student Groups

B.1. A. The number of enrolled foster youth students that participate in EOPS will increase from 42 in 2014-15 to 60 in 2015-2016.
B.1. B. 10-20 part-time foster youth will receive SSSP counseling services resulting in closing the course completion gap by -3% from-10% to -7% by 2017.
B.1. C. Foster youth will have a direct connection to EOPS to assist them in the transition from high school to college, thereby increasing the Foster Youth course completion rate by 3% by 2017.
B.1. D. EOPS will increase by 75 students to serve 500 students in 2015-2016.
B.2. A. Increase students' completion by 2% for targeted populations within 1 year of service.
B.2. B. Increase the number of students served at the tutoring center by 20% within 1 year of service.
B.3. A. Provide online and off-site tutoring for the first time in Gavilan campus.
B.3. B. Increase the tutoring outreach to 800 students annually.
B.3. C. Increase students' completion and success rates in gateways courses by 2% on 2017.
B.3. D. Increase served students' persistence and retention by 2% on 2017.
B.4. A. 75% of the basic skills English and Math students who receive food, book or transportation vouchers will enroll in the next level course.
B.4. B. Basic skills persistence will increase in a 2% within a year timeframe.
B.4. C. Basic skills completion will increase in a 3% for the targeted groups within a year timeframe.

ESL AND BASIC SKILLS COMPLETION

ESL AND BASIC SKILL COMPLETION

Indicator Definition: ESL and Basic Skills Completion

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

Completion of a degree applicable course means the "successful" completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy. Calculate ESL and Basic Skill completion rates by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total ESL (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	25	1	4%	32%	-28
Asian	47	14	30%	32%	-2
Black or African American	50	21	42%	32%	+10
Latino or Latino	1,053	294	28%	32%	-4
Native Hawaiian or other Pacific Islander	10	7	70%	32%	+38
White	445	182	41%	32%	+9
Some other race	118	44	37%	32%	+5
Filipino	22	7	32%	32%	0
All Students	***1,770***	***570***	***32%***		
Males	688	201	29%	32%	-3
Females	1,035	354	34%	32%	+2
Unknown	47	15	32%	32%	0
Current or former foster youth	27^	5^	18%^	32%	-14^
Individuals with disabilities	225	69	31%	32%	-1
Low-income students	1,039	288	28%	32%	-4
Veterans	24^	11^	46%^	32%	+14^
Athletes	33^	13^	39%^	32%	+7^

Note: All data from CCCCO Basic Skills Completion Report 2015 for the 2008-09 Cohort Year except Foster Youth, Veterans, and Athletes from local report mimicking the CCCCO report methodology using 2009-10 Cohort Year (2008-09 unavailable).
^Data from local report mimicking the CCCCO BS Completion report methodology.

Overview

In an effort to reduce this inequity, a Basic Skills Retention Specialist will be hired to help build close relationships and support between peers and staff. The position will also coordinate tutoring efforts for non-native speakers. In addition, a bilingual math lab coordinator will be hired to help provide math-tutoring support in students' home language. This effort is supported by empirical research. For example, Smith (2010) found that participating in curricular arrangements that developed close relationships and feelings of support positively impacted Basic Skills students who speak English as a second language. The study's findings suggest that institutions can support basic skills students by creating environments to work with their peers. Furthermore, the study found that receiving tutoring was more important for non-native English speakers than for native English speakers. The majority of Gavilan College's E.S.L. Students are Latino. The Arteaga (2015) study stressed the importance of providing culturally relevant counseling services as part of the student's graduation and transfer pathways. As part of this plan two counseling positions will help provide cultural relevant support to students. Realizing that on average less than 10% of students beginning Basic Skills two levels below transfer level ever make it to a college level math/English class, Basic Skills Course completion is vital to overall academic persistence and success. Enrollment in basic skills courses can decrease a community college student's odds of transferring to a four-year university. (Crisp and Delgadillo, 2013). Therefore, finding identifying strategies and interventions leading to higher levels of basic skills course completion is essential in improving Gavilan's transfer rates.

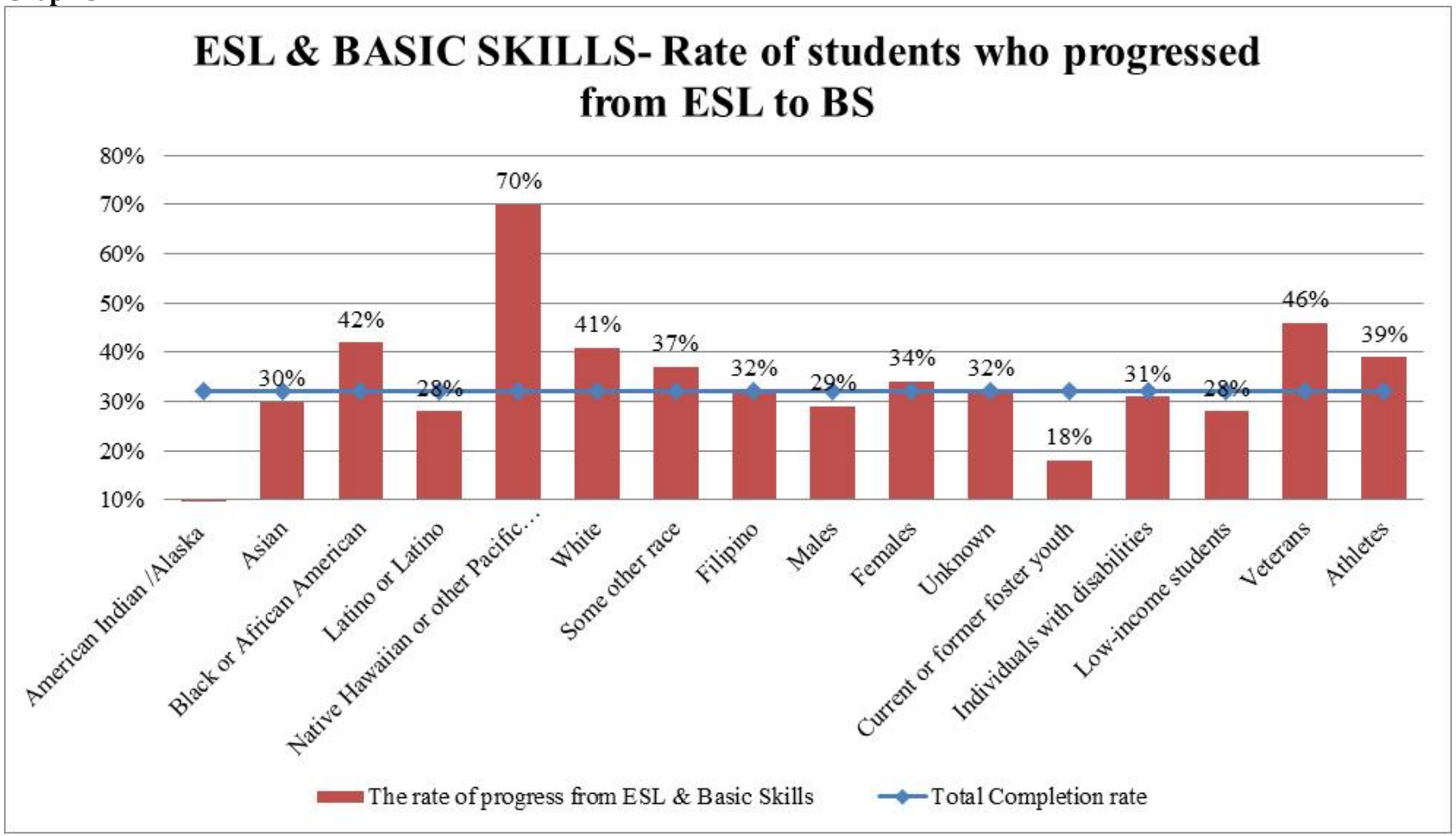
Conclusions: Disproportionately Impacted Student Groups

The American Indian / Alaska Native and Foster Youth groups have the largest gaps with -28 and -14, respectively. Due to the size of American/Alaska this group won't be targeted this time. The next largest greatest gaps are for Latino and Low-income groups at -4 percentage points, and Disabilities with -1. Setting aside the Disabilities group because it's gap is well within a "closed gap" bracket of -3 to +3, leaves Latino, Low-income and Foster Youth as target groups. Both Latino and Low Income have cohort sizes of about 1,000 and represent the largest cohorts in this outcomes indicator.

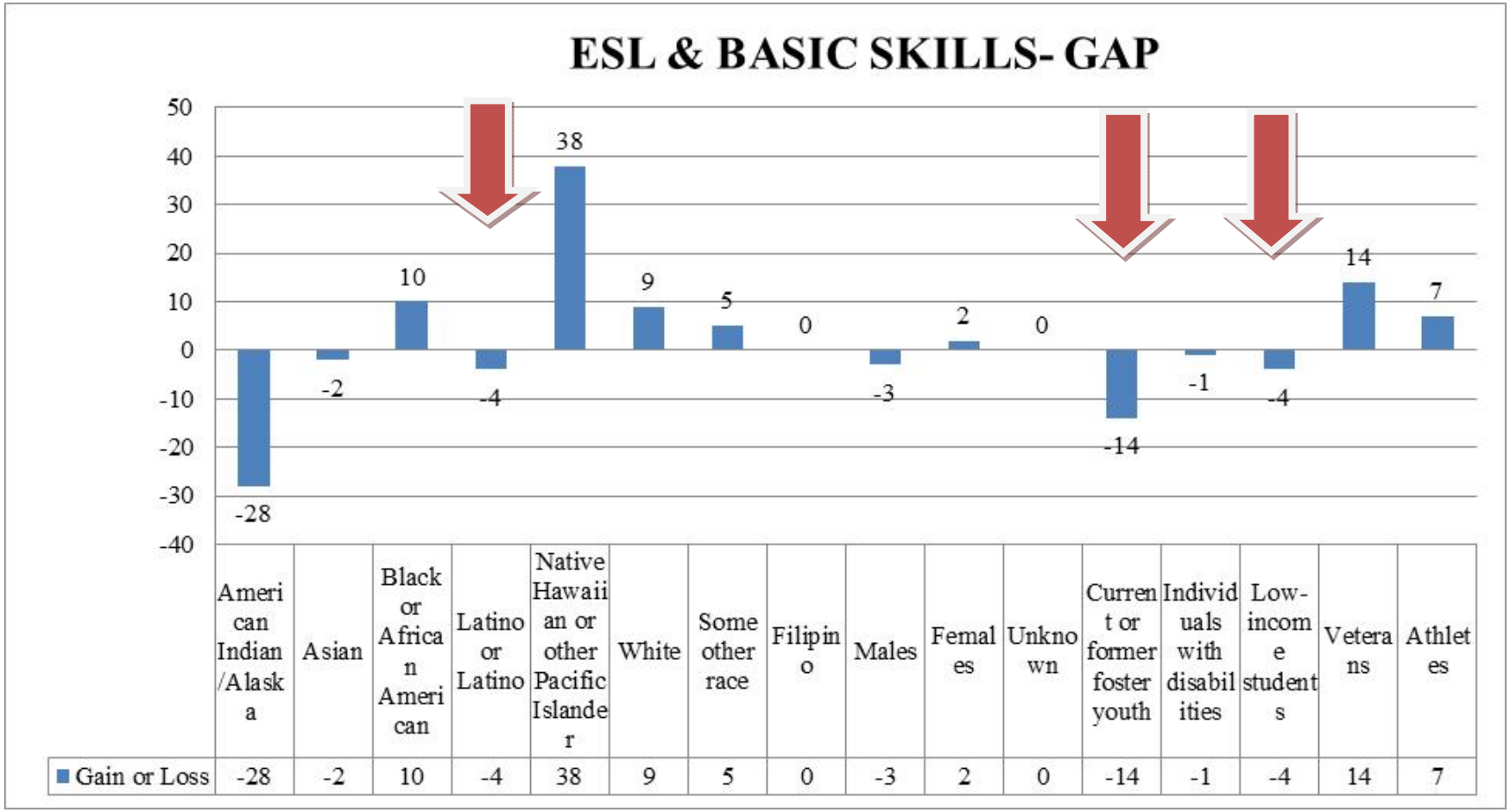
		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the Average, Expressed as Percentage %**	**Percentage expressed as decimal 25% becomes .25**	**Multiply**	**The # of students who complete a final ESL or basic skills course with an A, B, C or credit**	**=**	**Number of Students "Lost"**
---	Example Group	7%	.07	x	1457	=	101
Largest Gap	Latino	4%	0.04	x	1,053	=	42
Second Largest	Low-income	4%	0.04	x	1,039	=	42
Third Largest	Foster Youth	-14	0.14	x	27	=	4

Graph 5 below depicts the percentage of rate to progress from ESL to Basic Skills rate (red bars) vs. the total completion rate (blue line).

Graph 5



Graph 6 below shows the gap and makes evident the groups that show disadvantages
Graph 6: Red Arrow shows target group(s).



District: Gavilan Joint Community College District College: Gavilan College

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the College research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-14	-12	2017
Latino	-4	-2	2017
Low Income	-4	-2	2017
Students with disabilities	-1%	0	2017

*Expressed as either a percentage or number

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1: Fresh Success Support Center

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
C.1.	Low Income	3,000	5%	150
	Latino	5352	2%	107
	Foster Youth	166	3%	5

- ***Activity Implementation Plan***
  - Fund 4-5% of 4 staff members (counselor, specialist, coordinator, office assistant and administrator) and supportive services such as books, transportation, employment development for the Fresh Success for the CalWORKs office to provide 1-1 support to the students enrolled in CTE, ESL, GED, Adult Ed, CWE courses to support them to eliminate barriers to course completion and increase units enrolled.
  - These 150+ students would not be eligible for and/or participate in other categorical programs at Gavilan.
  - Participants must be eligible and/or participating in the Fresh Success E & T program and enrolled in at least one course that has a CTE top code or 4930-4932 (ESL) or work experience (CWE), GED, adult basic Ed.
  - Focus would be on assessing existing barriers in effort to reduce and/or eliminate barriers, assist with the completion of the matriculation process (orientation, Ed Plans, Assessment), provide early alert & follow up support, work based learning/employment skill development, job development and placement, career and personal counseling, books, transportation as well as financial literacy.

District: Gavilan Joint Community College District College: Gavilan College

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	3/1/2016 to 12/1/2017	$30,000	120,000 from general funds, 120,000 federal funds

- ***Measurable outcomes:***
  A. 100% of the participant students will meet with counselor to complete registration and orientation to be part of Fresh Success.
  B. 70% of the students' participants will enroll in the next academic term.
  C. 70% of participant students will complete Ed Plan during their first semester.
  D. 70% of the students retained unsubsidized or keep full time employment.
  E. 70% of the students maintain 2.0 GPA.
  F. Increase student unit enrollment by 4%.
  G. Increase course completion by 4% within 1 year.

- ***Link to Goal***
  A Georgetown University report forecasts that by 2018, 63 percent of jobs will require at least some postsecondary education. As evidenced by Gavilan College's equity plan data; student populations such as: low income, Latino, foster youth and those with a verified disability experience personal, financial and institutional challenges at a higher rate than their peers in completing a degree or certificate. Moreover, most of these populations enroll in classes without understanding, which programs lead to jobs, and leave college without substantially increasing their employability. These students need to be supported along a clear pathway to community college completion, and pragmatic occupational choices.

  DeAnza College coordinated Cal SUCCESS in 2009/2010 on which Fresh Success is based. Student surveys revealed that after participating in this program:
  - ✓ 90% took more units per semester
  - ✓ 91% stated the program helped them stay in school.

  Students will be assessed to identify barriers to successfully obtaining their personal, career and academic goals. Students will receive supportive services such as books, transportation assistance, academic counseling, early alert/progress monitoring, matriculation, ancillary, job readiness, tutoring, and case management with County as well as community resources to eliminate barriers.

- ***Evaluation***
  - New Fresh Success participants' academic progress will be tracked by using quantitative measures (ESL, CTE, CWE, GED and Basic skills completion). Students will be also assessed in College Identity and self-awareness by using Non-cognitive instruments.
  - Students Reading, English, Math will be tracked for remedial (below college level) to see how many make it to the transfer level and how long it takes them. Most measures will be quantitative due to the volume of students.
  - A focus group will be conducted with Foster Youth students that are part of the Fresh Success program to determine the effect of the support services provided by the center
  - Pre- and post-semester surveys
  - Extraction of success and completion of Basic Skills, ESL, CTE and GED using scorecard and also internal data (end of the semester).

C.2: Hire full time Retention Specialist for Basic Skills

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
C.2.	Latino	3,000	14%	427
	Basic Skills English	488	100%	488
	Basic Skills Math	500	100%	500
	Foster Youth	166	36%	61

- ***Activity Implementation Plan***
  - Hire FT Person (w/SSSP) to provide EOPS model of student support for 400 level Basic Skills students.
  - The Retention Specialist performs paraprofessional work that involves in-reach and referral, leading to increased student retention and success.
  - Peer mentors provide in class liaison with faculty for immediate classroom support and referral to Retention Specialist.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2.	1/15/2016 to 1/15/2017	$70,000	

- ***Measurable Outcomes***

  A. Decrease the Latino student gap from (-4%) to (-2%) in course completion by 2017.
  B. Increase Basic skills course completion by 2% in an academic year.
  C. Decrease former or current foster youth success gap by 2% points from (-14%) to (-12%)

- ***Link to Goal***

  The Retention Specialist will work closely with students to assure they remain in their classes by providing 1-1 meetings connecting them to SI and peer leaders, as well as referral to any other support needed. The Retention Specialist will perform a series of interventions and continuity for Basic Skills students. Peer leaders will liaise with faculty to create easier opportunities for students to ask questions, to optimize their strengths and identify and reduce challenges with the course material.

- ***Evaluation***
  - Basic skills students will be tracked for course persistence and completion.
  - In addition, there will be student satisfaction surveys for the peer mentor process and for the evaluation of the Retention Specialist service
  - Each activity will be measured after it concludes
  - Students will be tracked on a semester basis
  - Campus surveys will be conducted on a semester basis as well.

C.3: Hire Part-time Basic Skills Counselor

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affecte
C.3.	Latino	1053	3%	32
	Basic Skills English	1770	10%	177
	Low Income	1039	4%	42

- ***Activity Implementation Plan***

  Fund 40% of the salary for a Basic skills FT Counselor who will provide "whole student" counseling {learning, academic, career goal, orientation, peer mentoring among other} Counselor will outreach with classrooms visits, presentations, orientations, 1-1 appt.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3.	2/15/2016 to 2/15/2017	$18,666	$ 23,000 SSSP, BSI

- ***Measurable Outcomes***
  A. Increase outreach to Latino and Basic Skills students for counseling support by 150 students Spring 2016, Fall 2016, and Spring 2017.
  B. 50 additional students are counseled into accelerated courses Spring 2016, Fall 2016, and Spring 2017.
  C. Offer one new Guidance 210 class for Basic Skills students Spring 2016, Fall 2016, and Spring 2017.

- ***Link to Goal***

  The Basic skills counselor will provide complete student counseling services addressing academic learning, academic goals, career goals, guiding them into college life, referring them to peer mentoring, identifying those ready to enroll in accelerated courses. The counselor will conduct classrooms visits, working closely with instructors, will do presentations and set up 1-1 appointment supporting ESL and Basic skills students toward their class completion.

- ***Evaluation***
  - Basic skills students will be tracked for course ESL, Math and English completion.
  - Number of students participating in the outreach campaigns will be counted and tracked
  - Number of students enrolling in the accelerated 210 Classes will be counted and tracked
  - The quantitative data will be analyzed using SARS, GIDS, and Scorecard data
  - Each activity will be measured after it concludes
  - Students will be tracked on a semester basis
  - Campus surveys will be conducted on a semester basis as well.

C.4: Bilingual Math Lab Coordinator

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
C.4.	Latino	1053	4%	42
	Basic Skills –Math	800	10%	80
	Low Income	1039	4%	42

- ***Activity Implementation Plan***
  The Math Lab coordinator will be a new half-time tutoring specialist/coordinator position. This will allow the Math lab to add 30+ hours. The Lab coordinator will have credentials and the ability to tutor and work with tutors for Basic Skills students. This position will enable the Math Lab to begin to offer tutoring specialist services in Hollister and/or Morgan Hill sites. This expansion to the off-sites is an important step to bringing support services to Hollister and Morgan Hill. . This will also assist in fulfilling an accreditation requirement for the College to provide equivalent support services at each of its locations.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4.	12/15/2015 to 12/15/2016	$25,000	

- ***Measurable Outcomes***
  A. Students receiving tutoring services will be tracked for persistence/completion data.
  B. Create a baseline of completion/success rate for the students served in the center.
- ***Link to Goal***
  - The Math lab will begin expansion to one or both (or all three with Coyote Valley of the off-sites). This will allow more students to be served.
  - The use of the Math lab during the slower hours will increase as the students realize there is a Tutoring Specialist they can count on seeing there every day. This will be measured using the Timekeeper system.
  - Having a bilingual coordinator will allow math tutoring in their home language thus more consistency to follow up on errors, doubts and confidence level with the materials as well as assuring assignment instructions are clearly understood.
- ***Evaluation***
  - The use of the Math lab during the slower hours will increase as the students realize there is a tutoring specialist they can count on seeing every day. This will be measured using the Timekeeper system
  - Students success in Math classes will be tracked on a semester basis
  - Math Lab center satisfaction surveys will be conducted on a semester basis as well

C.5: Nettutor

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
C.5.	Latino	1053	15%	158
	Low Income	1039	15%	156

- ***Activity Implementation Plan***
  - The new online tutoring system will be installed and launched Spring 2016. A series of training and marketing efforts will be conducted prior to and during the term. (This will replace the SmarThinking product used in 14-15)
  - The system will be available for students to access at any point during the remainder of the calendar year.
  - The new online tutoring system will be installed and launched Spring 2016. A series of training and marketing efforts will be conducted prior to and during the term. The system will be available for students to access at any point during the remainder of the calendar year.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	12/15/2015 to 12/15/2016	$7,500	

- ***Measurable Outcomes***

  A. 80% of students utilizing the service will report improvement in their content knowledge and likelihood for success in the targeted course.

- ***Link to Goal***

  It is important to offer students access to additional online tutoring when in person tutoring is not available. Gavilan College serves several rural communities where transportation can be an issue for its low income and Latino student populations. Therefore, access to online tutoring may be the only tutoring support some students can afford to access to help in their course completion.

- ***Evaluation***
  - The use of the Nettutoring tool will be measured using the system feedback dashboard.
  - Students' success in Tutored subjects will be tracked on a semester basis
  - (Math) Tutoring center satisfaction surveys will be conducted on a semester basis as well.

Activities to Improve ESL & Basic Skills Course Completion for Target Student Groups

C1: Fresh Success Support Center
C2: Retention Specialist
C3: Basic Skills Coordinator
C4: Math Lab Coordinator
C5: Nettutor

Expected Outcomes for Target Student Groups

C.1.	A.	100% of the participant students will meet with counselor to complete registration and orientation to be part of Fresh Success.
C.1.	B.	70% of the students' participants will enroll in the next academic term.
C.1.	C.	70% of participant students will complete Ed Plan during their first semester.
C.1.	D.	70% of the students retained unsubsidized or keep full time employment
C.1.	E.	70% of the students maintain 2.0 GPA
C.1.	F.	Increase student unit enrollment by 4%.
C.1.	G.	Increase course completion by 4% within 1 year
C.2.	A.	Decrease the Latino student gap from (-4%) to (-2%) in course completion by 2017.
C.2.	B.	Increase Basic skills course completion by 2% in an academic year.
C.2.	C.	Decrease former or current foster youth success gap by 2% points from (-14%) to (-12%)
C.3.	A.	Increase outreach to Latino and Basic Skills students for counseling support by 150 students Spring 2016, Fall 2016, and Spring 2017.
C.3.	B.	50 additional students are counseled into accelerated courses Spring 2016, Fall 2016, and Spring 2017.
C.3.	C.	Offer one new Guidance 210 class for Basic Skills students Spring 2016, Fall 2016, and Spring 2017.
C.4.	A.	Students receiving tutoring services will be tracked for persistence/completion data.
C.5.	A.	80% of students utilizing the service will report improvement in their content knowledge and likelihood for success in the targeted course.

DEGREE AND CERTIFICATE COMPLETION

District: Gavilan Joint Community College District College: Gavilan College

DEGREE AND CERTIFICATE COMPLETION

Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the College.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	9	2	22%	25%	-3
Asian	37	10	27%	25%	+2
Black or African American	23	3	13%	25%	-12
Latino or Latino	474	106	22%	25%	-3
Native Hawaiian or other Pacific Islander	8	1	13%	25%	-12
White	351	105	30%	25%	+5
Filipino	14	7	50%	25%	+25
Unknown	87	21	24%	25%	-1
All Students	***1,003***	***255***	***25%***		
Males	422	86	20%	25%	-5
Females	562	167	30%	25%	+5
Unknown	19	2	11%	25%	-14
Current or former foster youth	25	1	4%	17%^	-13
Individuals with disabilities	84	26	31%	25%	+6
Low-income students	623	171	27%	25%	+2
Veterans	24	2	20%	17%^	+3
Athletes	65	18	28%	17%^	+11

Note: All data from CCCCO Scorecard Report 2015 using the 2008-09 Cohort except Foster Youth, Veterans, and Athletes from local report mimicking the CCCCO report methodology using 2009-10 Cohort Year (2008-09 unavailable). This local tracking report produces a somewhat different total cohort than the CCCCO report due to access to students without valid SSN's and more complete data than that sent to the CCCCO in MIS files but not access to all system-wide data. Thus its award rate for all students differs and is used in this table where local data is used for comparison consistency.

^ Award rate for all students from local report mimicking the CCCCO report methodology (see note above)..

Overview

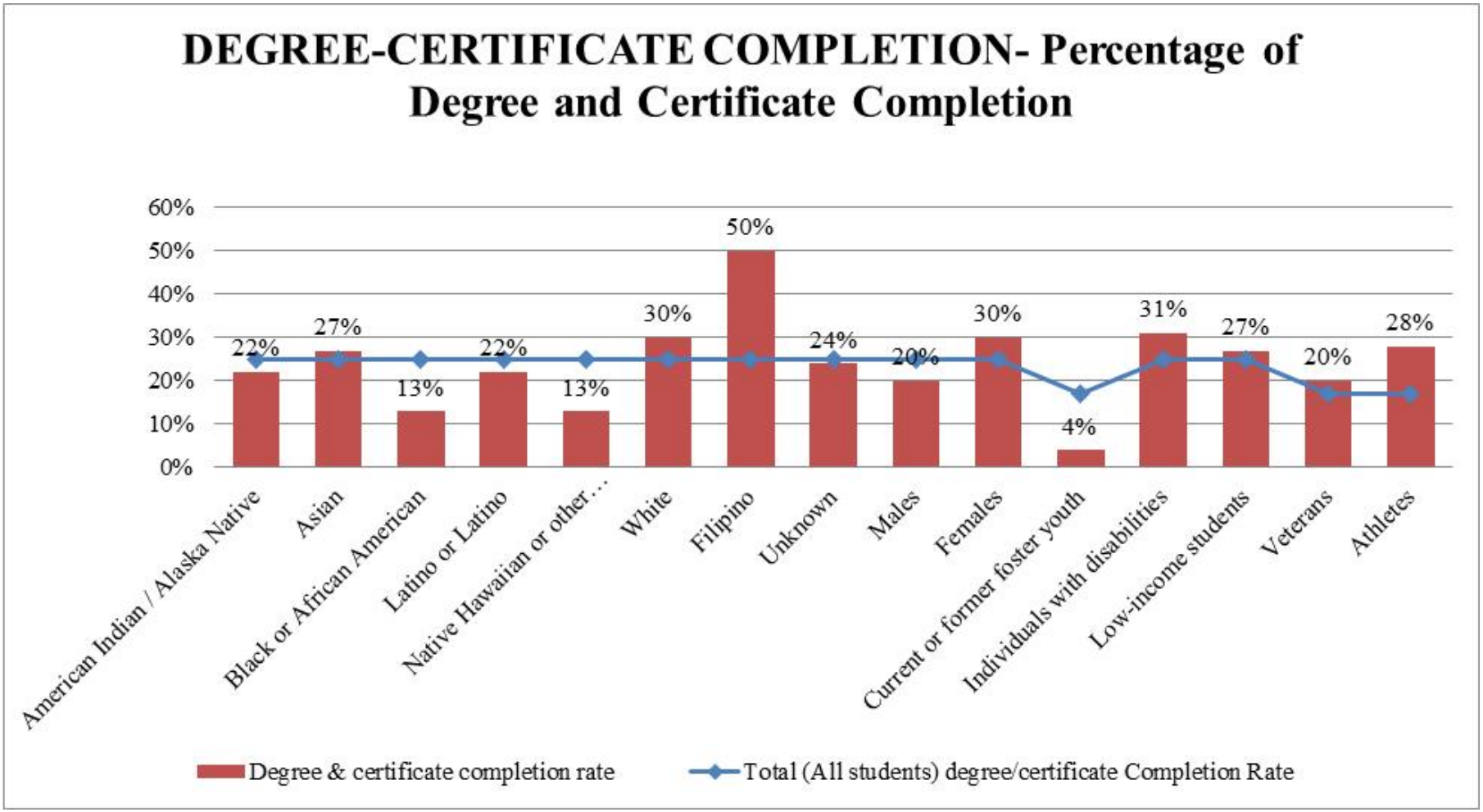
A Program Specialist will be hired to extend best practices that help students get connected with intrusive case management, personalized guidance from various staff, events with substantial advertising to ensure it is worth the student's time, personal phone calls from staff to explain major events, workshops on the use of technology, and access to a laptop loan program. This effort is supported by research that focused on students that do not graduate even after attending college for more than a year. Bers and Shetz (2014) recognize that many interventions focus on first year success, but that many students will complete more than a year of college course credit without completing a degree or transferring. They explored why students left college without completing their degree, and referred to the students and "nearbies", who were close to completion who leave higher education. They found that the students did not complete their degrees for several reasons. First, the students expressed dissatisfaction with formal advising which they found was too general and brief to be of any benefit. They expressed the need for more personalized guidance than they had been offered. These students also observed that they were "stretched" for time. They typically worked part- or full time while they were enrolled in college. The lack of time that the students experienced made them weary of wasting time and money by taking courses that did not count toward their degrees or transferring. When asked if they would attend a campus event, they were doubtful unless they were offered details that the event was worth their limited time. Another key finding was that students had low expectations for the quality of instruction and faculty. Technology was also a major point of concern because the students found technological barriers to course mastery and completion. They cited it was more difficult for many of them to master the technological proficiency required to pass the course than mastering the course content.

Conclusions: Disproportionately Impacted Student Groups

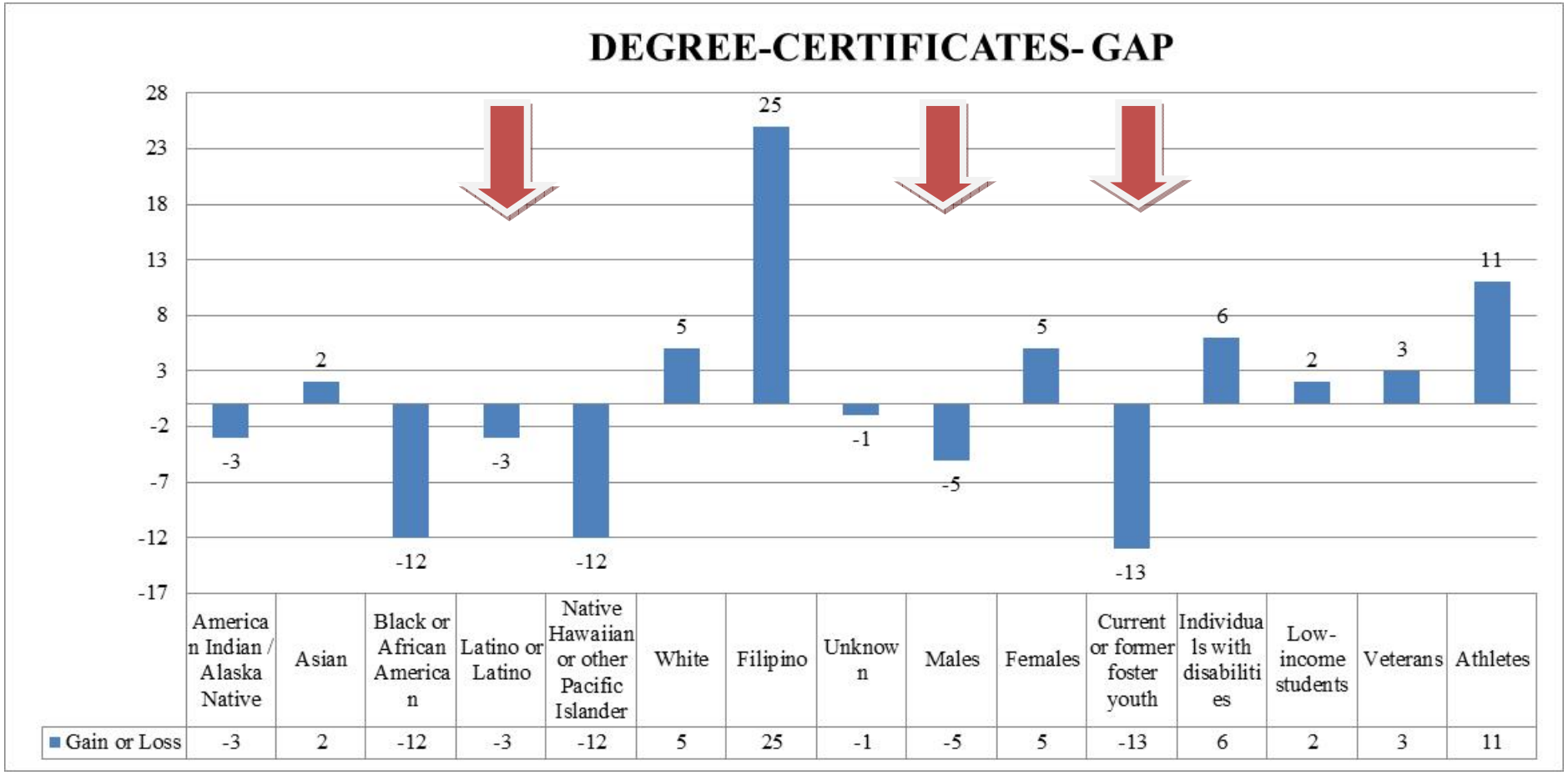
Setting aside African-American, Pacific Islander, and Unknowns as having cohort sizes too small to be reliable or targetable, the groups with the next greatest gaps are Foster Youth with a gap of -13, Latino with a gap of -3, and Males with a gap of -5. All these groups are potential target groups for this metric.

		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the Average, Expressed as Percentage**	**Percentage expressed as decimal 25% becomes .25**	**Multiply**	**The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal**	**=**	**Number of Students "Lost"**
---	Example Group	**7%**	.04	**x**	**1947**	**=**	**77**
Largest Gap	**Males**	**5%**	0.05	**x**	**422**	=	**21**
Second Largest	**Latino**	**3%**	0.03	**x**	**474**	=	**14**
Third Largest	**Foster Youth**	**13%**	0.13	**x**	**25**	=	**3**

Graph 7 below depicts the percentage of students that complete degree and certificates (red bars) vs. the total certificates completion rate (blue line) .



Graph 8 below shows the gap and makes evident the groups that show disadvantages
Red Arrow shows target group(s).



GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the College research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-13	-10	2017
Males	-5	No gap	2017
Latinos	-3	No gap	2017

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1: TRIO and MESA Programs Specialist

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
D.1	Latino*	474	3%	14
	Males *	422	5%	21
	Foster Youth*	25	13%	3

*Number of first time students who enrolled in the base year with the purpose to obtain certificate/degree.

- ***Activity Implementation Plan***

Hire a Program Specialist (Retention Specialist) funded in part by Equity & additional funding from TRIO.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	02/01/2016 to 02/01/2017	$25,000	$45,485 TRIO Grant

- ***Link to Goal***

  Make the MESA and TRIO Programs a more robust avenue for students to receive tutoring, academic support, college and transfer orientations so students find themselves more likely to access services, work in teams, express their doubts, connect with peers and seek and pursue transfers goals increasing the percentage of them that indeed file for a certificate and or degree and apply for 4 year universities.

-

Measurable Outcomes

A. Increase the TRIO Program degree and certificate completion by 3% in an academic year.
B. Increase the MESA program Transfer rates by 2% each academic year to meet grant requirement of 55%.
C. Serve an additional 60 students more than the grant requirement of serving 140 students per academic year to serve a total of 200 Students for the federal reporting year. Expand MESA service numbers by 20 students that meet the ASEM category.

- ***Evaluation***
  - Participants will be tracked (quantitative) during their academic year evaluating their progress.
  - Graduation data will be disaggregated by program participants (MESA/TRIO) establishing the number of graduates that have received MESA/TRIO services.
  - NSC Data will be requested to see number of students transfers.
  - Data will be collected via Blumen database software and SARS for the whole academic year.
  - Director of Research will receive ID's of MESA/TRIO participants to track in their progress and degree acquisition.

D.2: Mental Health support services

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
D.2.	Latino*	474	15%	71
	Males*	422	15%	63

*Number of first time student who enrolled in the based year with the purpose to obtain certificate/degree.

- ***Activity Implementation Plan***
  Gavilan College will contract with local community service agency to provide mental health support to Gavilan College's Students. Mental health assistance must be delivered by a certified mental health professional. Given the course completion inequity among low income students, services will be restricted to verified low income Gavilan students. Income verification will be based upon financial aid status or review of tax information. Services will be advertised to low income students and a referral system will be developed so that faculty and staff can refer students to the service.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2.	02/01/2016-02/01/2017	$20,000	

-
-

Link to Goal

- While nearly 90% of California Community Colleges have some sort of Mental Health Services (ACHA-NCHA II SP2010), Gavilan College currently operates without direct mental health service. The Activity ensures that as a Latino Serving Institution that students are provided the same intervention and prevention services as other colleges. Appropriate services are intended to impact greater course completion.
- Gavilan College's Office of Institutional Research surveyed students and found that 38.9% of respondents reported being so depressed that it was difficult to function. 63.3% reported overwhelming anxiety and 90.7% reported that they were overwhelmed. Providing mental health services will act as an appropriate intervention in helping students complete their courses.

- ***Measurable Outcomes***

A. Increased coordination of services to support students experiencing mental health related challenges yielding to a baseline number of students served.
B. Documented incidences of students needing interventions using Maxient and creating a Behavior Intervention Team.

- ***Evaluation***
  - Follow up surveys with students receiving services.
  - Review with mental health professionals to assess trends, effectiveness of services, additional resource needs, etc.

D.3: Student Life- Inreach Student Development

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
D.3	Latino*	474	15%	71
	Males*	422	15%	63

*Number of first time student who enrolled in the based year with the purpose to obtain certificate/degree

- ***Activity Implementation Plan***

The student development position will coordinate Clubs with ASGC; oversee the Peer Mentors in the Welcome Center and Student Ambassadors and link student leaders on campus to the Leadership certificate process; research best practices in Student Development and review other colleges' models; work with Title V grant on bridging the Service Learning and Civic Engagement components with our students. Overall, to create a more robust, centralized, and focused Student Life program on campus. This will include exploration of culturally-specific programs, such as a Dreamers Club.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.3	02/01/2016-02/01/2017	$28,000	

- ***Link to Goal***
  According to Astins (1999) model of student development, the quantity and quality of the psychological and physical energy a student invests in his/her college experience impacts student learning and personal development. This position will facilitate activities and programing to further engage students in extracurricular activities to develop leadership, community and college awareness and engagement, and additional life skills. Furthermore, the student development position will help to create an environment that fosters a sense of belonging on campus that their academic achievement is evident in the form of GPA's (Nora and Cabrera, 1996; Nora et al. 1996). GPAs are reflective of positive course completion. The activity will help to foster the sense of belonging resulting in an increase course completion.
- ***Measurable Outcomes***
  A. Increased numbers of students involved in on-campus activities.
  B. Increased linkage/coordination between different student-centered activities and programs on campus.
  C. Creation of a campus Student Life advisory committee.
  D. Increased numbers of students enrolling in the Leadership certificate program.
- ***Evaluation***
  - Conduct Focus Groups to explore needs of student life to support students to complete requirements for graduation.
  - Conduct Student surveys to determine the main aspects that need support for degree and certificates acquisition.
  - Track students who are served on degrees and certificates attained.

Activities to Improve Degree and Certificate Completions for Target Student Groups

D1: TRIO/MESA Follow up specialist.
D2: Mental Health Support services.
D3: Student Life: In-reach Development.

Expected Outcomes for Target Student Groups

D.1	A.	Increase the TRIO Program degree and certificate completion by 3% in an academic year.
D.1	B.	Increase the MESA program Transfer rates by 2% each academic year to meet grant requirement of 55%.
D.1	C.	Serve an additional 60 students more than the grant requirement of serving 140 students per academic year to serve a total of 200 Students for the federal reporting year. Expand MESA service numbers by 20 students that meet the ASEM category.
D.2	A.	Increased coordination of services to support students experiencing mental health related challenges.
D.2	B.	Documented incidences of students needing interventions using Maxient and creating a Behavior Intervention Team.
D.3	A.	Increased numbers of students involved in on-campus activities.
D.3	B.	Increased linkage/coordination between different student-centered activities and programs on campus.
D.3	C.	Creation of a campus Student Life advisory committee
D.3	D.	Increased numbers of students enrolling in the Leadership certificate program

TRANSFER

District: Gavilan Joint Community College District College: Gavilan College

TRANSFER

TRANSFER
The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	**The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.**	**The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.**	**The transfer rate**	**Total (all student average) transfer rate**	**Comparison to the all student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	9	2	22%	32%	-10
Asian	37	22	59%	32%	+27
Black or African American	23	8	35%	32%	+3
Latino or Latino	474	113	24%	32%	-8
Native Hawaiian or other Pacific Islander	8	4	50%	32%	+18
White	351	133	38%	32%	+6
Filipino	14	6	43%	32%	+11
Unknown	87	32	37%	32%	+5
All Students	***1003***	***320***	***32%***		
Males	422	176	31%	32%	-1
Females	562	176	34%	32%	+3
Unknown	19	1	5%	32%	NA
Current or former foster youth^	46^	5^	11%^	17%^	-6^
Individuals with disabilities	84	16	19%	32%	-13
Low-income students	623	158	25%	32%	-7
Veterans^	25^	2^	8%^	17%^	-9^
Athletes^	74^	28^	38%^	17%^	+21^

Note: All data from CCCCO Scorecard Report 2015 using the 2008-09 Cohort except Foster Youth, Veterans, and Athletes from local report mimicking the CCCCO report methodology using 2008-09 Cohort Year. This local tracking report produces a somewhat different total cohort than the CCCCO report due to access to students without valid SSN's and more complete data than that sent to the CCCCO in MIS files but not access to system wide data. Thus its transfer rate for all students differs and is used in this table where local report data is used for comparison consistency.
^Counts and rates for students from local report mimicking the CCCCO report methodology (see note above).

Overview

Laden (1999) emphasized the role of transfer centers in helping culturally diverse students become self-empowered. At the centers four-year college representatives regularly met with students about their motivational, application, and financial aid workshops. In an effort to meet the transfer needs of Gavilan College students this plan has included the development of a new Transfer Center Coordinator. The Transfer center will become a hub for student information concerning transfer. Transfer centers are key in providing transfer support. The Transfer Center coordinator works closely with Counseling in Career/Transfer subcommittees, the CTE department, and Student Success counselors. The Transfer Coordinator will also work with the Student Life position to facilitate coordination of events that include a focus on transfer and graduation.
The Transfer Coordinator, a part time Veterans and DRC (Disability Resource Center) Counselor, and the coordination of free bus trips to four year universities will help to contribute to a strong transfer culture and ideology at Gavilan College, which is largely absent as reflected by the College's inequities. Shaw and London (2001) explored the cultures and ideology associated with keeping the transfer commitment within community colleges. In their research, they found that colleges with a strong transfer culture were characteristics by a commitment to transferring students, multiculturalism and student centeredness. This transfer culture was in contrast to other campuses in the study were defined by a culture and ideology that saw students as responsible for their own success. The College was rooted in an ideology of individualism. Faculty and administration believed that education only happened in the classroom. The ability for students to transfer was based on the students' ability to track down information on their own (Shaw & London, 2001).

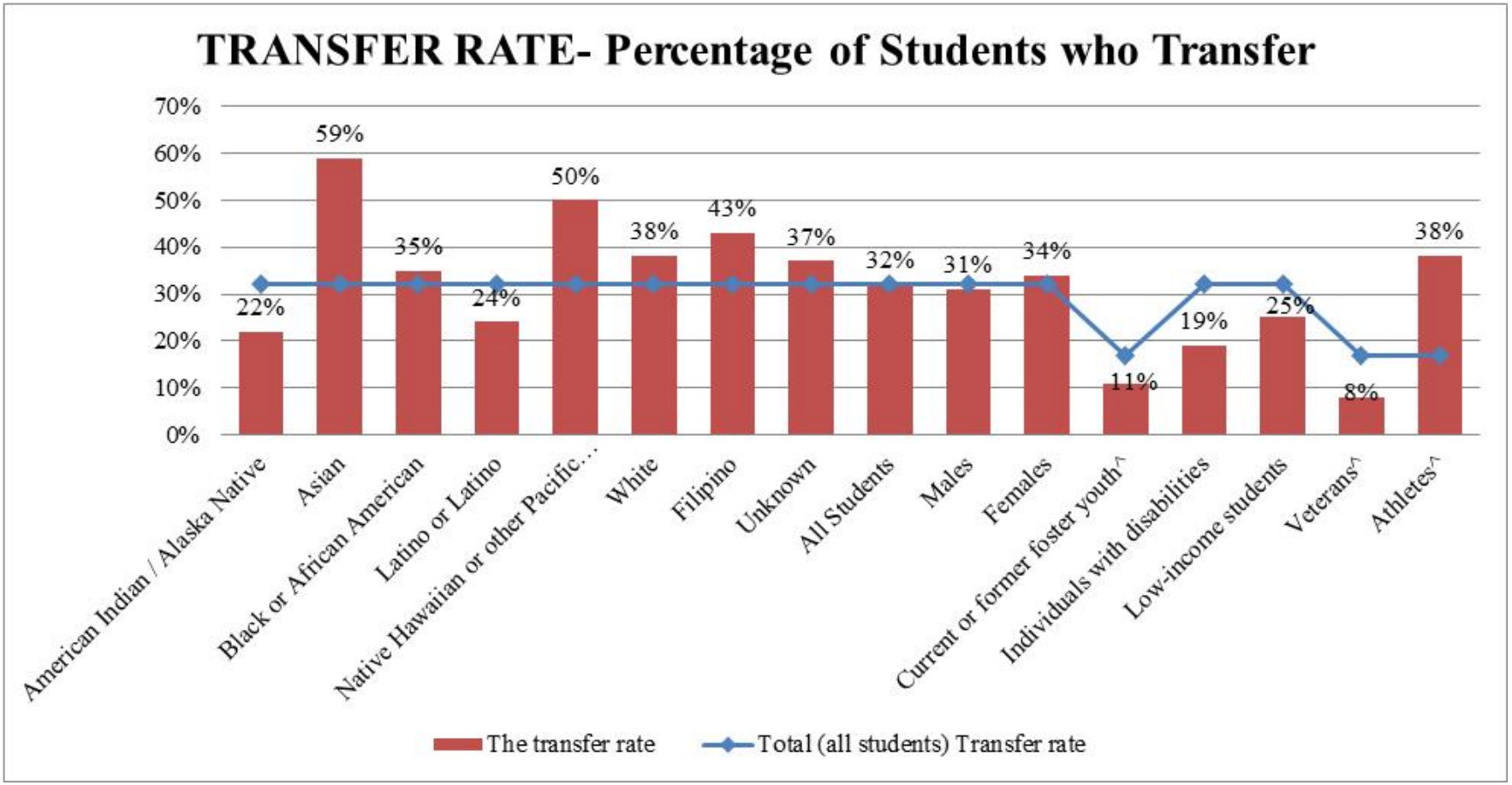
Conclusions: Disproportionately Impacted Student Groups

Setting aside the small groups of American Indian / Alaska Native as unreliable or not targetable, leaves the groups of Latino with a gap of -8 percentage points and Low-income with a gap of -7 percentage points as possible target groups for this success indicator. Other populations of interest will be Veterans students with reported disabilities.

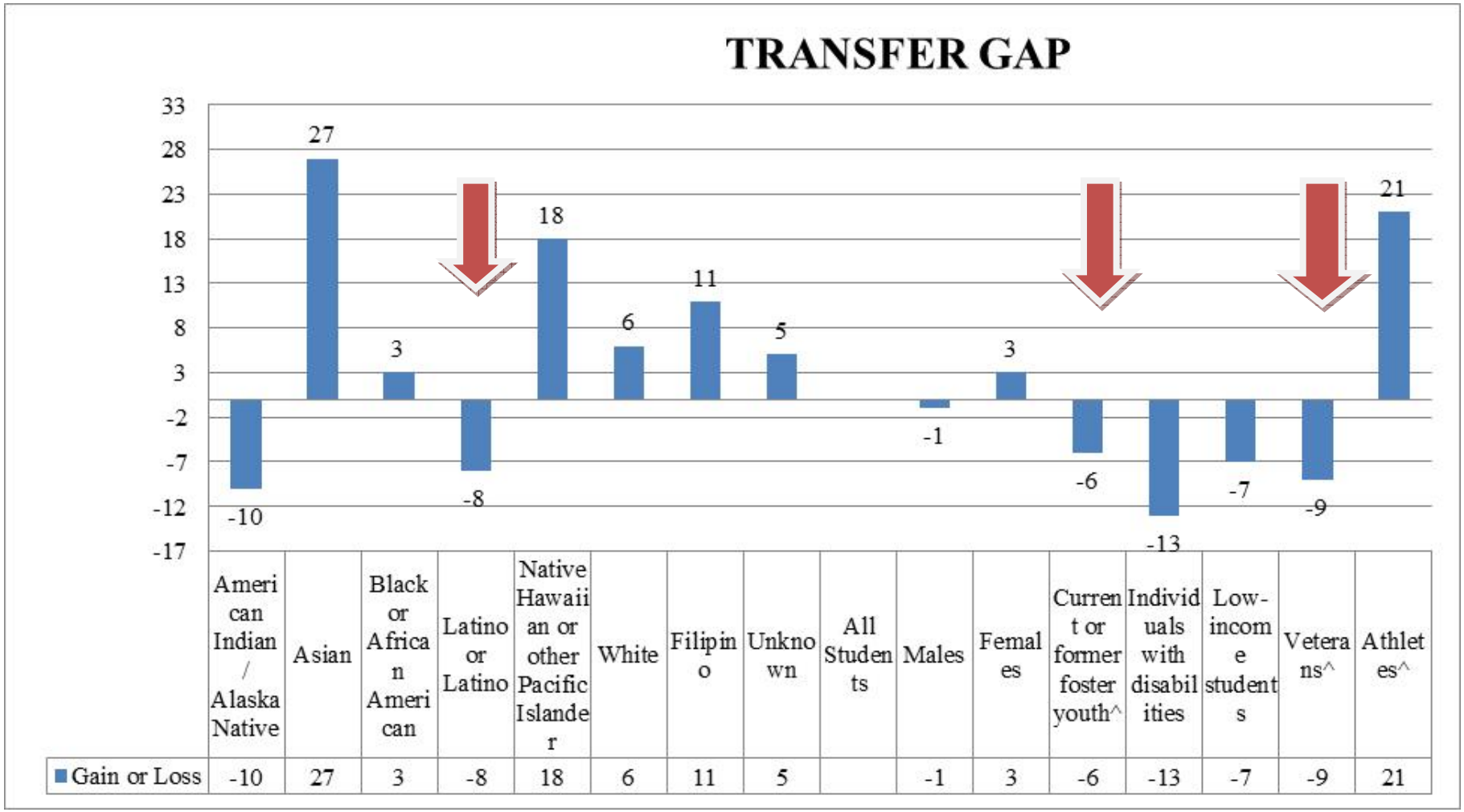
District: Gavilan Joint Community College District College: Gavilan College

		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the Average, Expressed as Percentage**	**Percentage expressed as decimal 25% becomes .25**	**Multiply**	**The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.**	**=**	**Number of Students "Lost"**
---	Example Group	7%	.04	x	1947	=	77
Largest Gap	Latino	8%	0.08	x	474	=	38
Second Largest	Low-income	7%	0.07	x	623	=	44
Third Largest	Veterans	9%	0.09	x	25	=	2

Graph 9 below depicts the percentage of students that transfer (red bars) vs. the total transfer rate (blue line) .



Graph 10 below shows the gap and makes evident the groups that show disadvantages



GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the College research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Veterans	-9	-7	2017
Disable Students	-13	-11	2017
Latino	-8	-6	2017
Foster Youth	-6	-3	2017
Low Income	-7	-5	2017

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1: Part time Veterans and DRC (Disability Resource Center) Counselor

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
E.1	Student Veterans receiving DRC services & those with disability ratings	25	100%	25
	Latino	474	2%	9
	Foster Youth	46	3%	2
	Low Income/First Generation	623	2%	12

- ***Activity Implementation Plan***
  Fund 50% of Veterans Disabilities outreach specialist(counselor) who would offer disability screenings, identify veterans and support them to their college journey.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	02/15/2016 to 02/15/2017	$18,666.67	SSSP $24,000

- ***Link to Goal***
  The Veterans Resource Center will be more equipped to offer services to Veterans to support them for them to complete classes and achieve transferring goals. The center will increase the number of veterans served as well as create a safe space for Veterans to be referred to additional resources

- ***Measurable Outcomes***
  A. Student transfer rate will increase in a 2% for Veterans and 1% for DRC in a semester basis.
- ***Evaluation***
  - Data will be gathered on a semester basis by ensuring all new veterans are tracked and current are flagged.
  - Metrics such completion and transfer readiness will be measured at the end of each semester
  - NSC Data request will include Veterans transfer ready students to see transfer rates
  - Student satisfaction surveys with the center will be done on a semester basis.

E.2: Career/ Transfer Coordinator

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
E.2.	Latino	474	15%	71
	Foster Youth	46	25%	12
	Low Income	623	30%	187
	Veterans	25	100%	25

- ***Activity Implementation Plan***
  1. Restore Transfer/Career Center
  2. Provide Supplemental Instruction
  3. Offer a Transfer/career day on campus.
  4. Create calendar of university visits to Gavilan.
  5. Create Gavilan student visits to 4-year institutions.
  6. Create job placement, intern database and identify software for this purpose.
  7. Collaborate with categorical programs and general counseling to create support efforts leading to increased transfer and graduation rates of target populations.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	1/16/2016 to 1/16/2017	$80,868	

- ***Link to Goal***
  Provide strong and clear guidance to students transferring to 4 year universities by restoring the Transfer & Career Center. Offer Transfer/Career day on campus that allow students to be aware of requirements. Increase number of university rep visits, including Historically Black and other culturally specific institutions. Support students academically with supplemental instruction. Categorical programs support will increase the number of transfer ready students and those who express interest and apply to 4 year schools.

- ***Measurable Outcomes (1 year)***
  A. Increase the number of students attending Transfer Day from 350 to 420
  B. Increase the number of students visiting the universities from 160 to 260
  C. Increase the number of Latino transfers by 2% from (-8%) to (-6%)
  D. Increase the number of Low Income transfers by 2% from (-7%) to (-5%)
- ***Evaluation***
  - All activities tracked by counts using BANNER and SARS.
  - Students who attend to workshops and visits will be tracked to see how many of them enroll into 4 yr. school (data extraction)
  - Additionally, campus surveys will be conducted to find out motives, interest and support needed for transferring.
  - Each activity will be measured after it concludes.
  - Students will be tracked on a semester basis.
  - Campus surveys will be conducted on a semester basis as well.

E.3: Rent Buses for University visits

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# Target Group	% to reach out	# of Students affected
E.3.	Latino	474	5%	24
	Foster Youth	46	10%	5
	Low Income	623	20%	125

- ***Activity Implementation Plan***

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	5/15/2016 to 8/15/2016	$5,000	

- ***Link to Goal***
  - Expose more students of color, low income, and first generation to 4-year institutions.
- ***Measurable Outcomes***
  A. Increase the number of students participating in these visits from 160 to 220
  B. Increase the number of institutions visited.
  C. Host University visits with at least 30 prospective students per visit
- ***Evaluation***
  - Post visit surveys
  - Collect data to see how many students who participated in the visits transferred and to which institutions.

Activities to Improve Access for Target Student Groups

E1: Veterans/DRC Counselor
E2: Career/Transfer Coordinator
E3: University visits (buses)

Expected Outcomes for Target Student Groups

E.1	A.	Student transfer rate will increase in a 2% for Veterans and 1% for DRC in a semester basis.
E.2	A.	Increase the number of students attending Transfer Day from 350 to 420
E.2	B.	Increase the number of students visiting the universities from 160 to 260
E.2	C.	Increase the number of Latino transfers by 2% from (-8%) to (-6%)
E.2	D.	Increase the number of Low Income transfers by 2% from (-7%) to (-5%)
E.3	A.	Increase the number of students participating in these visits from 160 to 220
E.3	B.	Increase the number of institutions visited.
E.3	C.	Host University visits with at least 30 prospective students per visit

OTHER COLLEGE- OR DISTRICT-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS

Gavilan College will make substantial efforts to provide professional development to staff and faculty concerning issues that impact student equity. McGrath and Tobia (2008) suggested that professional development of faculty, staff, and managers is essential in developing culturally effective institutions. Developing the faculty in culturally responsive teaching and learning strategies helps prioritize students' cultures and put them at the center of the learning experience, while allowing diverse students to have a voice in the classroom. Furthermore, developing venues for reflective inquiry where faculty can critically examine pedagogical practice was important to professional development. For administrators, professional development can include the development of appreciative inquiry models. Furthermore, Cervantes (2015, 2013) highlights that in developing an equity-oriented campus culture, campus leaders, including faculty leaders, must be trained to be aware of contemporary multicultural issues, building awareness of racial inequities, and challenging assumptions that hinder student equity.

The acquisition of Maxient software will serve to help centralize the coordination of basic needs of students so that they can be successful in the various gateways such as course completion, transfer and graduation. These issues can include mental health as it relates to safety and esteem. It also includes getting students connected to resources to mitigate basic needs such as hunger and transportation. This effort is supported by Maslow's (1954) hierarchy of needs which include the following: Physiological: hunger, thirst, bodily comforts, etc.; 2. Safety: out of danger; 3. Belongingness and Love: affiliate with others, be accepted; 4. Esteem: to achieve, be competent, gain approval and recognition.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1: Institutional Research (Equity Data)

- ***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- ***Activity Implementation Plan***

Conduct data analysis and provide support to all proposers to measure their outcomes and establish effectiveness of interventions

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	1/15/2016 to 1/15/2017	$22,000	$70000 (General Fund)

- ***Measurable Outcomes***

A. Provide support to each funded unit to track, measure and report on measurable outcomes.
B. Prepare yearly updates on Equity data (disproportionate impact, gap, 80% rule, students lost).
C. Support with the preparation of the Equity report by providing data and summary of analysis of interventions (units funded)

F.1: Professional Development

- ***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- ***Activity Implementation Plan***

Research on student success consistently shows that professional learning among faculty and staff significantly increases academic achievement and improves instructional capacity in the classroom. Professional learning initiatives are most effective when they are ongoing, contextualized, linked with campus reform efforts, and based on a collaborative inquiry process (Senge ,1990; Knapp, 2003). From: "Professional Learning Communities: A Research-Based Approach to Professional Development," Annenberg Institute for School Reform. Providence, RI (not dated).

The goal of professional development is to provide professional learning at Gavilan with the goal of addressing equity issues as they pertain to campus data and supporting faculty and staff quality, social and culturally relevant instruction and services to students. The professional development will involve several phases.

Phase 1

In Spring 2015 a core group of faculty, staff, and administrators plan for professional learning summer retreat and fall Focused Inquiry Groups (FIGs) to address equity issues.

a) Identify key equity issues

b) Develop a general model for sustainable FIGS: one that is open and flexible, but that creates expectations around use of an inquiry process that drives action research.

c) Identify ways to make the process sustainable. How do we support faculty and staff in their work? How do we encourage reflection on the process? How do we give feedback on the action research plan? How do we help faculty and staff to follow through with their plans? How do we provide support and professional learning about collection of relevant data?

d) Identify key professional learning needs and resources. What other learning do we need to do about how to create, support, and sustain FIGS?

Phase 2

In summer 2016 faculty, staff, and administrators will participate in professional learning retreat to look at data and best practices, identify equity issues needing action, and form action-based research groups to be continued as FIGS in fall 2016.

Phase 3

In summer 2016 faculty, staff, and administrators participate in professional learning FIGs to address equity issues. Each FIG will have a facilitator and be responsible for deliverables, including a concrete action plan to address their equity issue and assess results.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	1/15/2016 to 1/15/2017	$8,000	

- ***Link to Goal***
  - Providing professional development of staff will help faculty and staff provide a greater level of socially and culturally relevant programing and pedagogical strategies
  - Professional development will help faculty and staff develop a better understanding of equity issues and how to provide interventions for those issues.
- ***Evaluation***
  - Faculty participating in professional development will be surveyed for new strategies they have incorporated in their classes.
  - Course statistics related to persistence and completion will be reviewed for classes where faculty have participated in professional development activities and those that have not.

F.3: Conferences/Speakers

- ***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- ***Activity Implementation Plan***
  Conferences-Speakers

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.3	1/15/2016 to 1/15/2017	$5,000	Various amounts (SSSP, General fund)

- ***Link to Goal***
  - Continue to raise Equity awareness of staff and faculty by providing access to conference/speakers.
- ***Measurable Outcomes***
  A. Increased awareness of obstacles to success for targeted population
  B. Increased access to best practices related to Equity topics
- ***Evaluation***
  - PRE and POST conference Surveys

F.4 Maxiant

- ***Indicators/Goals to be affected by the activity***

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

-

Activity Implementation Plan

Gavilan College will develop an Early Alert/Behavior Intervention team and plan using the Maxient software to more quickly identify students in need. This would include academic, psycho-social, and basic needs such as transportation, hunger, etc. Potentially any student could benefit from this intervention as it does not specifically target one group, but could be used to benefit any student with a need. However, given our low-income and basic skills populations, these would be the most likely students to benefit.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.4	1/15/2016 to 1/15/2017	$10,000	

- ***Link to Goal***
  Maslow's (1954) higher of needs include the following: Physiological: hunger, thirst, bodily comforts, etc.; 2. Safety: out of danger; 3. Belongingness and Love: affiliate with others, be accepted; 4. Esteem: to achieve, be competent, gain approval and recognition... The Maxient sotware will help to develop activity to help meet these basic needs of students so that they be successful college students in the various gateways such as course completion, transfer and graduation
- ***Measurable Outcomes***
  A. Increased persistence of low income students seeking services/resources
- ***Evaluation***
  - Track students who have been identified in the BIT process to compare with general population
  - Conduct post-surveys for students who have received referrals and other interventions using the process

Activities to Improve Transfer for Target Student Groups

F1: Institutional Research
F2: Professional Development
F3: Conferences/Speakers
F4: Maxient (Early Alert)

Expected Outcomes for Target Student Groups

District: Gavilan Joint Community College District College: Gavilan College

SUMMARY BUDGET

Summary Budget

No.	Activity	Equity	Other Funds	Total
A1	NA		$ 10,000	$ 10,000
B1	EOPS Counselor	$ 18,667	$ 22,333	$ 41,000
B2	Tutoring	$ 12,000		$ 12,000
B3	Basic Skills/SI/Peers	$ 62,500		$ 62,500
B4	Vouchers	$ 70,910		$ 70,910
C1	Fresh support	$ 30,000	$ 240,000	$ 270,000
C2	Retention Specialist	$ 70,000		$ 70,000
C3	BS Counselor	$ 18,667	$ 23,000	$ 41,667
C4	Math Lab Coord	$ 25,000		$ 25,000
C5	NetTutor	$ 7,500		$ 7,500
D1	TRIO/MESA	$ 25,000	$ 45,485	$ 70,485
D2	Mental Health	$ 20,000		$ 20,000
D3	Student Life-Inreach	$ 28,000	$ 47,000	$ 75,000
E1	Veterans counselor	$ 18,667	$ 24,000	$ 42,667
E2	Career Transfer Coordinator	$ 80,868		$ 80,868
E3	Buses for University visits	$ 5,000		$ 5,000
F1	Institutional Research	$ 22,000	$ 70,000	
F2	Professional Development	$ 8,000		
F3	Conferences/Speakers	$ 5,000		
F4	Maxient	$ 6,000		
Other	Printing Materials	$ 2,500		
	TOTALS	**$ 536,278**	**$ 481,818**	**$ 904,596**

District: Gavilan Joint Community College District College: Gavilan College

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position Title(s)**											
	Three PT counselors (partially funded	**1.00**			$ 28,000	$ -	$ -	$ -	$ -	$ -	$ 28,000	56,000
	with SSSP)			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
									$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			Subtotal	$ -	$ 28,000	$ -	$ -	$ -	$ -	$ -	$ 28,000	**$ 56,000**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of Hours**	**Activity ID**	**Outreach**	**Student Services & Categoricals**	**Research and Evaluation**	**SE Coordination & Planning**	**Curriculum/Cour se Dev. & Adptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**	**Total**
	Basic Skills Retention Specialist	**1.00**		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,000	45,000
	Career/Transfer Coordinator	**1.00**		$ -	$ 50,868	$ -	$ -	$ -	$ -	$ -	$ -	50,868
	Inreach/Student Develop	**0.33**			$ -	$ -	$ -	$ -	$ -	$ -	$ 18,000	18,000
	Program Special Basic Skills	**0.50**		$ -	$ -	$ -	$ -	$ -	$ -	$ 25,000	$ -	25,000
	Supplemental Instruction			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 29,000	29,000
	Institutional Researcher	**0.20**		$ -	$ -	$ 16,000	$ -	$ -	$ -	$ -	$ -	16,000
CalFresh	CalFresh			$ -	$ 30,000	$ -	$ -	$ -	$ -	$ -		30,000
	Trio/Mesa Follow Up	**0.50**		$ -	$ 25,000	$ -	$ -	$ -	$ -	$ -	$ -	25,000
	Math Lab Coordinator	**0.50**		$ -	$ -	$ -	$ -	$ -	$ -	$ 25,000	$ -	25,000
	Tutoring			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 12,000	12,000
	Student Staff				$ 4,250						$ 4,250	8,500
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			Subtotal	$ -	$ 110,118	$ 16,000	$ -	$ -	$ -	$ 50,000	$ 108,250	**$ 284,368**

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3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Retention Specialist		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 25,000	25,000
	Career/Transfer Coordinator		$ -	$ 30,000	$ -	$ -	$ -	$ -	$ -	$ -	30,000
	Inreach/Student Develop		$ 5,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	10,000
	Institutional Researcher		$ -	$ -	$ 6,000	$ -	$ -	$ -	$ -	$ -	6,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ 5,000	$ 30,000	$ 6,000	$ -	$ -	$ -	$ -	$ 30,000	**$ 71,000**
4000	**Supplies & Materials**	**Activity ID**	**Outreach**	**Student Services & Categoricals**	**Research and Evaluation**	**SE Coordination & Planning**	**Curriculum/Course Dev. & Adptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**	**Total**
	Printing		$ -	$ -	$ -	$ -	$ -	$ 2,500	$ -	$ -	2,500
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ -	$ -	$ -	$ -	$ -	$ 2,500	$ -	$ -	**$ 2,500**
5000	**Other Operating Expenses and Services**	**Activity ID**	**Outreach**	**Student Services & Categoricals**	**Research and Evaluation**	**SE Coordination & Planning**	**Curriculum/Course Dev. & Adptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**	**Total**
	Conferences/Speakers		$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	$ -	5,000
	Profession Development		$ -	$ -	$ -	$ -	$ -	$ 8,000	$ -	$ -	8,000
	Book Vouchers		$ -	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ 25,910	35,910
	Food Vouchers		$ -		$ -	$ -	$ -	$ -	$ -	$ 20,000	20,000
	Transportation vouchers		$ -		$ -	$ -	$ -	$ -	$ -	$ 15,000	15,000
	Rental of Buses for University visits			$ 5,000	$ -	$ -	$ -	$ -	$ -		5,000
	Mental Health Support		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 20,000	20,000
		Subtotal	$ -	$ 15,000	$ -	$ -	$ -	$ 13,000	$ -	$ 80,910	$ 108,910

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6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	NetTutor		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 7,500	7,500
	Maxient		$ -	$ 6,000	$ -	$ -	$ -	$ -	$ -		6,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ 6,000	$ -	$ -	$ -	$ -	$ -	$ 7,500	$ 13,500
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Grand Total	$ 5,000	$ 189,118	$ 22,000	$ -	$ -	$ 15,500	$ 50,000	$ 254,660	$ 536,278

EVALUATION PLAN

EVALUATION SCHEDULE AND PROCESS

The office of Institutional Research along with the Student Equity committee will work jointly to track the activities planned throughout the year of funding. The Equity Plan will have the following components in the evaluation.

a. **Activities based evaluation**: All of the 20 planned activities will have their pertinent review. In some instances, the indicators will be measured prior to the activity , and then a posteriorly so that there is possibility to compare the impact of the activity (See table below)

	Activities Based Evaluation	**Measurable Outcomes Focus**	**Self-Evaluation**	**Student Survey**	**Focus Groups**	**Data Extract**
A1. Summer Bridge Acceleration	X	X	Yes	Yes		
B1: EOPS & Foster Youth Counselor	X	X	Yes	Yes		
B2: Hours at Tutoring Center	X	X				
B3: Program Specialist-Basic skills ; SI	X	X		Yes		
B4: Book, food & transp. vouchers	X	X				
C1: Fresh Success Support Center	X	X	Yes	Yes	Yes	
C2: Retention Specialist	X	X		Yes		
C3: Basic Skills Coordinator	X	X	Yes	Yes		
C4: Math Lab Coordinator	X	X	Yes	Yes		Yes
C5: Nettutor	X	X				
D1: TRIO/MESA Follow up specialist	X	X	Yes			Yes
D2: Mental Health Support services	X	X		Yes	Yes	
D3: Student Life: Inreach Development	X	X				
E1: Veterans/DRC Counselor	X	X	Yes			Yes
E2: Career/Transfer Coordinator	X	X				
E3: University visits (buses)	X	X				
F1: Institutional Research	X	X	Yes		Yes	Yes
F2: Professional Development	X	X	Yes	Yes		
F3: Conferences/Speakers	X	X		Yes		
F4: Maxient (Early Alert)	X	X				
Longitudinal	At the end of all Activities by Gateway					
Summative	At the end of all Activities					

Total number of Activities to evaluate: 20.

b. **Goals/Measurable Outcomes focus**: Each activity yield to establish measurable outcomes in terms of increasing/decreasing gaps. Once the activity is finished, the indicator will be calculated and the percentage of gap or change will be exposed. The increase/decrease percentages were carefully reviewed, aiming at a realistic rather than an ideal degree of achievement.

c. **Self-evaluation component:** Each campus dependency will have a continuous self-evaluation stage: what is working, what are best practices, and what needs to be reworked. This will allow a constant and enriched dialogue when the committee meets, generating cohesiveness and a constructive degree of self-improvement.

d. **Longitudinal approach**: The main gateways: Access, Completion, ESL & Basic Skills, Degrees/Certificates and Transfer will be monitored on an annual basis. The measurements will be compared on a year by year basis using Scorecard and internal data.

e. **Summative Evaluation**: Once all activities targeted to focus on a gateway are completed, there will be measurement efforts to determine how much the f activities contributed to the improvement of the indicator. The gateway metrics will be calculated and compared to the baseline (before activities). A final report will include the data compared and the degrees of improvement.

District: Gavilan Joint Community College District College: Gavilan College

Equity Research Timeline

	Dec		Jan				Feb				March				April				May				June				July				August				Sep				Oct				Nov				Dec			
Week:	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ACCESS																																																		
A1. Summer Bridge Acceleration																																																		
Assessment Scores -PRE - POST																																																		
Student PRE-POST Survey																																																		
Longitudinal																																																		
Summative																																																		

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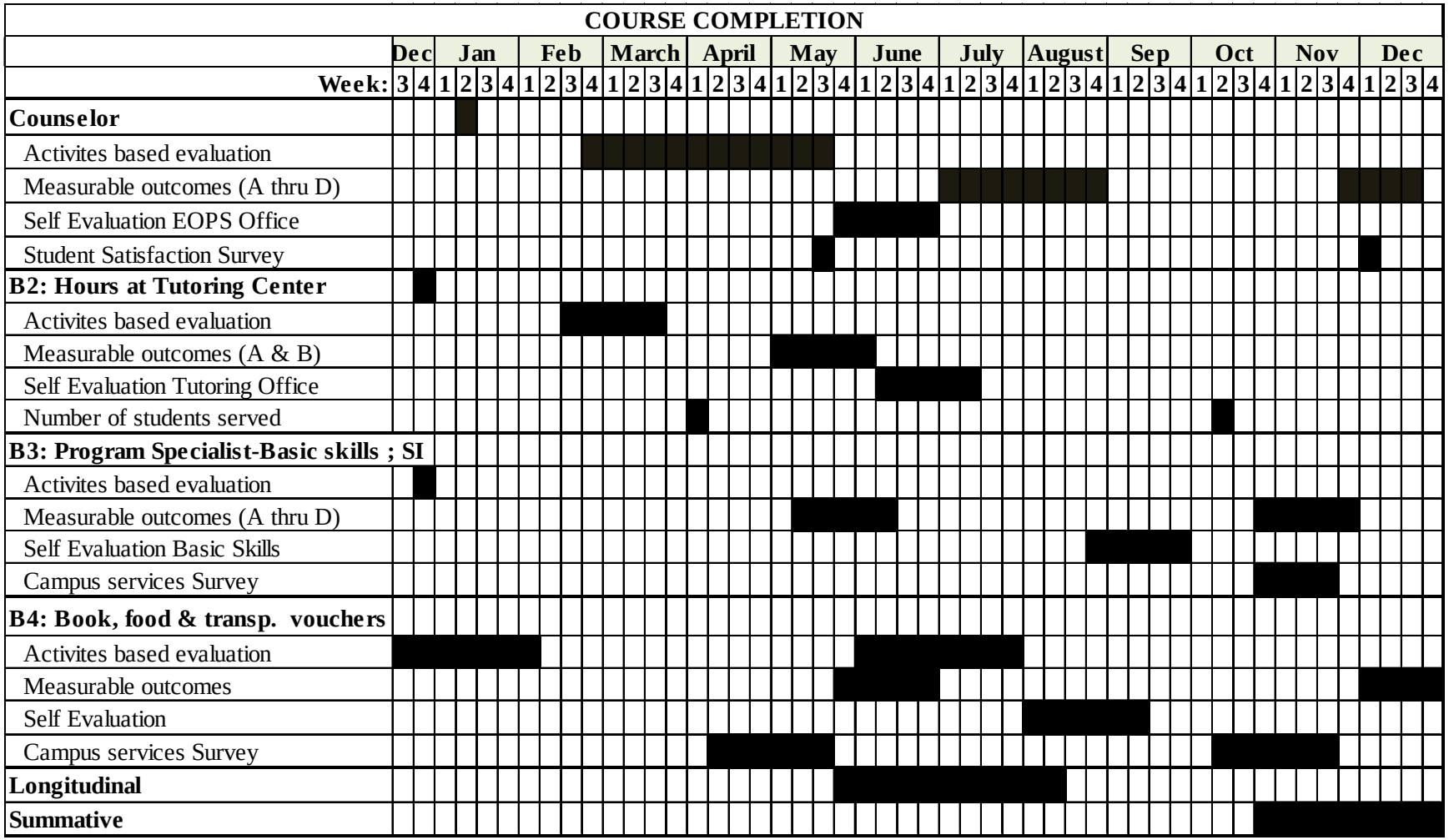

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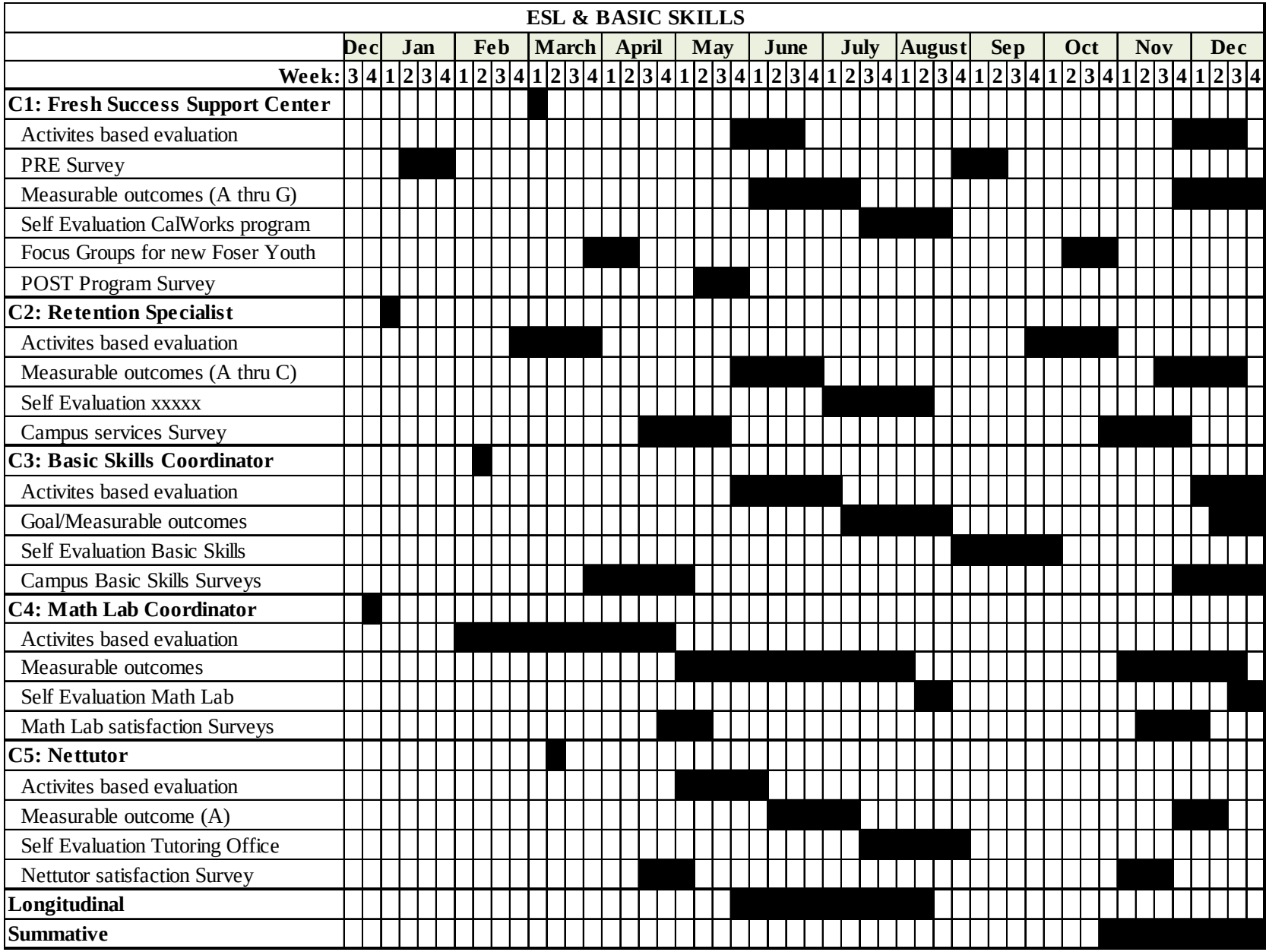

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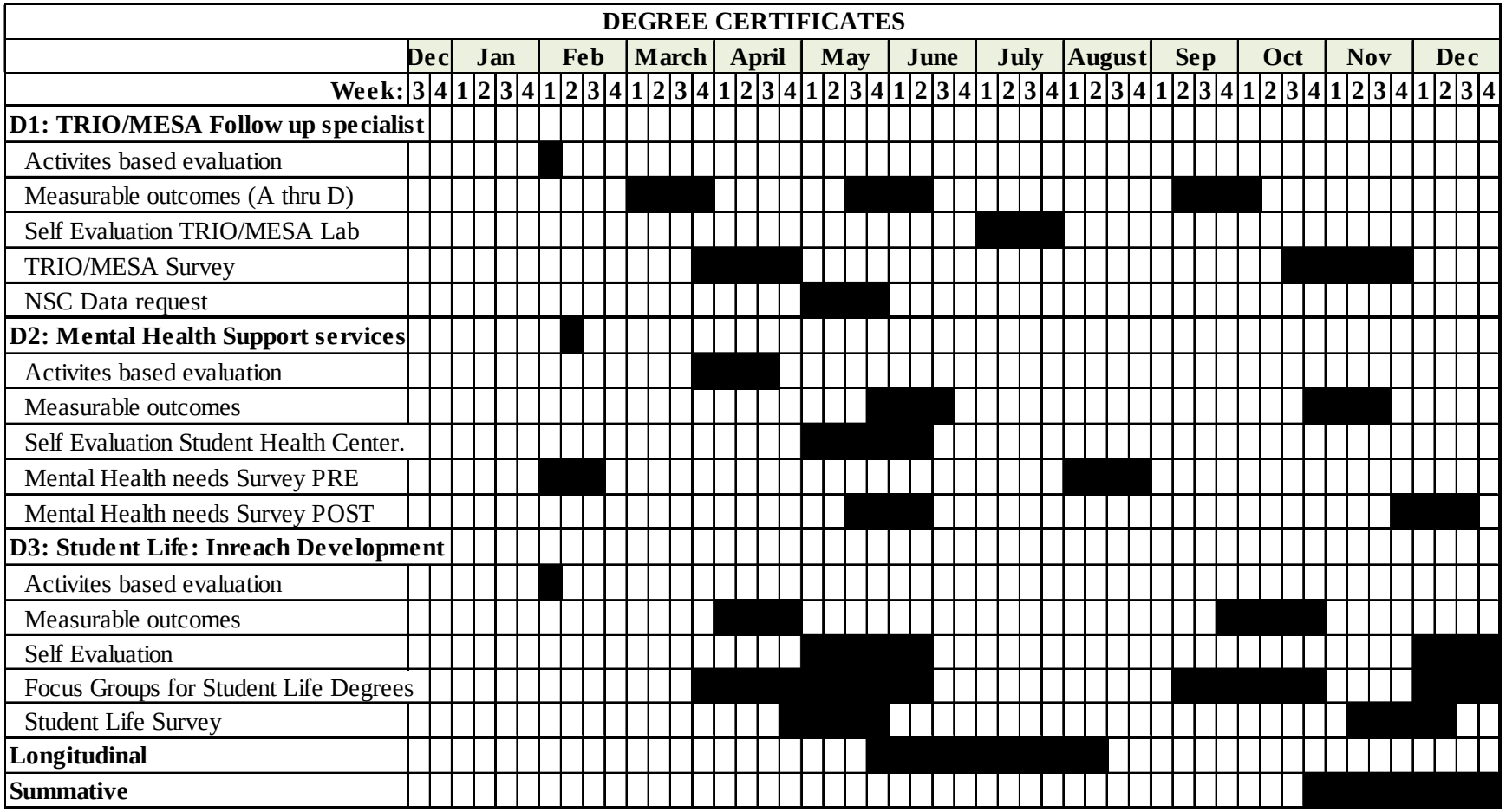

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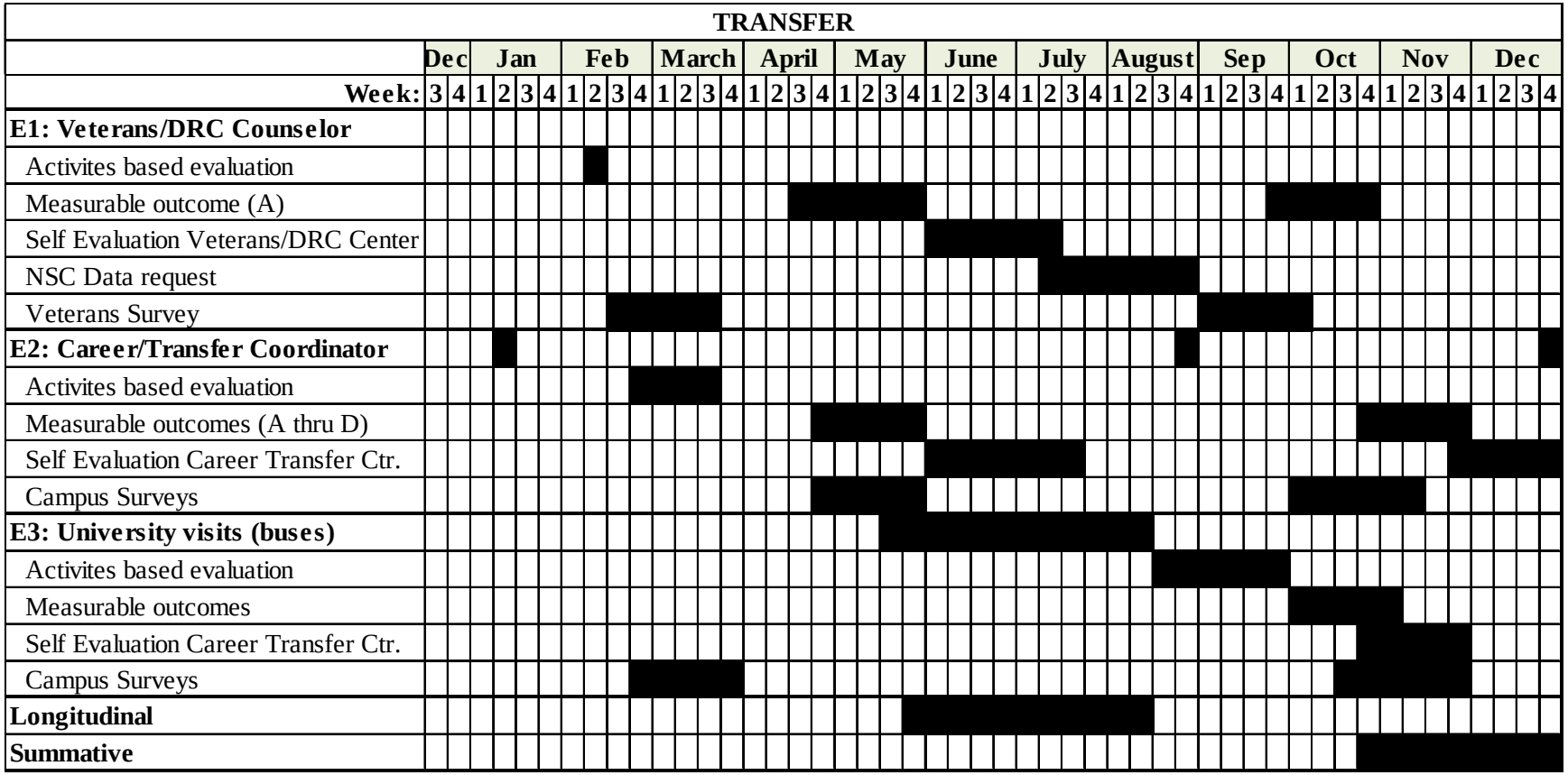

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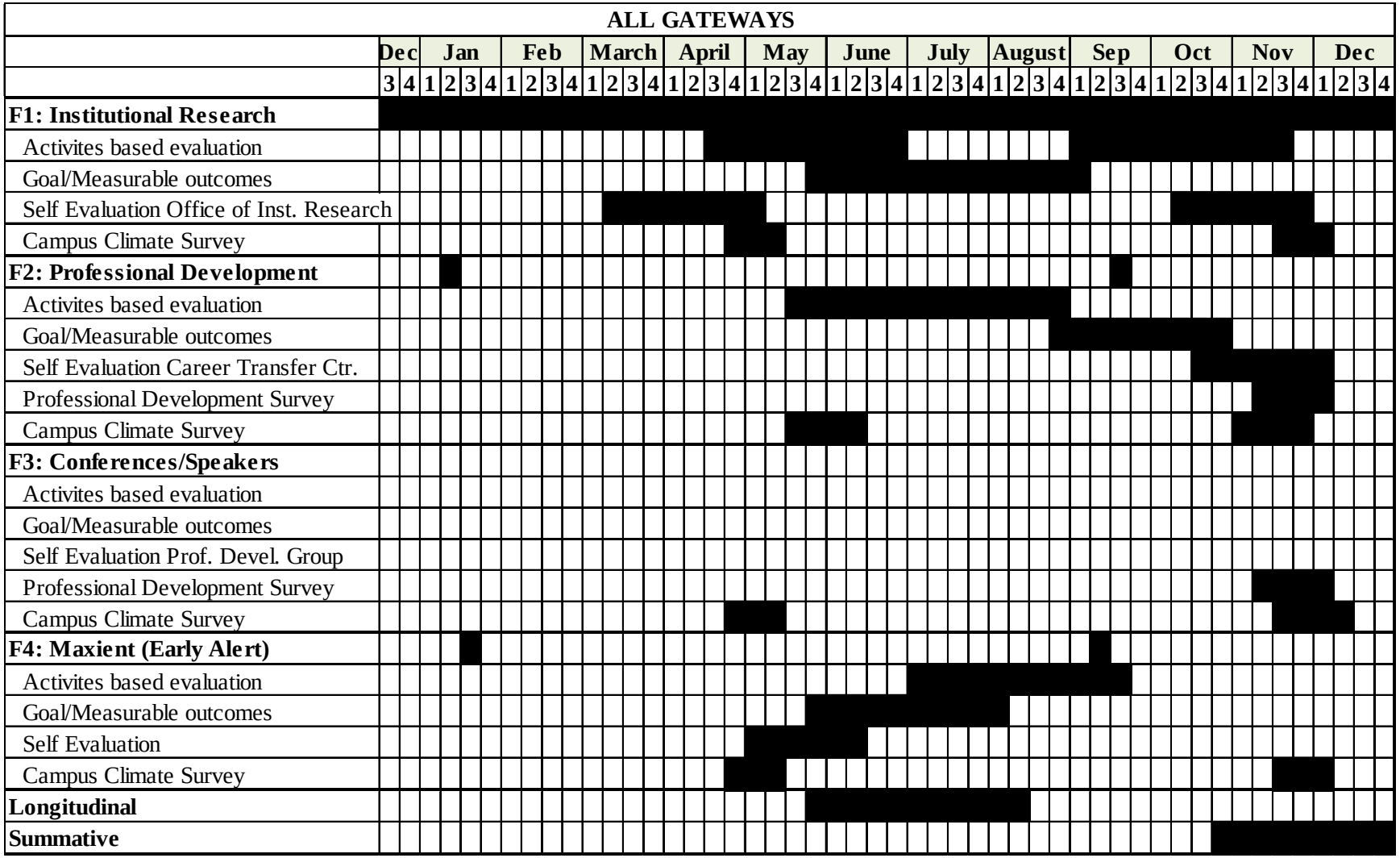

ATTACHMENTS

Attachment 1: **Equity Proposal Form**

Gavilan College
Equity Proposed Framework
Professional Development

1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

Choose a population(s) your proposal will impact	How many students will be impacted?
☐Low income Student Course Completion	Click here to enter text.
☐Foster Youth course completion	Click here to enter text.
☐Latino (Hispanic) student Transfer rates	Click here to enter text.
☐Transfer Rates of students with a verified disability	Click here to enter text.
☐Students that 20-24,25-49,50 or Older	Click here to enter text.

2. Please provide a summary of your request and how the professional development activity can impact the populations indicated above. Include a timeline for the professional development activity that you are proposing.
Click here to enter text.

3. Explain how the activity will help professionally develop faculty and/or staff to become more competent in providing more culturally and/or socially relativistic services to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.
Click here to enter text.

4. How might the professional developmental activity help faculty and/or staff better understand the root causes of the problem of the inequities listed in question 1.
Click here to enter text.

5. Please address the following in regards to outcomes.

A. What is your proposed outcome for the professional development activity? Please include how there may be an impact on the attitudes, beliefs, and/or behaviors of staff or faculty toward the indicated populations? Provide a metric(s) that should be used to measure the success of the professional development activity specifically especially in regards to the populations indicated In question 1)

Click here to enter text.

B. What are the objectives for your professional development activity?
Click here to enter text.

C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives of the activity.
Click here to enter text.

5. Please provide a budget and detailed breakdown of requested costs

Description	Amount
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
TOTAL	Click here to enter text.

District: Gavilan Joint Community College District College: Gavilan College

Attachment 2**: Equity Grid- Example –** The original grid has one row per activity

RANK (1-11) The Lower the	Gateway	Unit	Intervention	Activities	Amount	Target pop.	Pop Size	Measurable outcomes
3.33	**COURSE COMPLETION**	**EOPS**	Foster Youth and EOPS students	1. Hire a full time EOPS/FY Counselor that will contact all registered foster youth by letter and phone fall and spring semesters to invite them to participate in EOPS services if full-time or receive counseling services if part-time. The counselor will provide registration assistance, comprehensive education plans and follow-up. 2. EOPS staff will collaborate on Foster Youth Committees in San Benito and Santa Clara Counties to ensure that incoming foster youth obtain information about enrolling at Gavilan College. Staff will collaborate with RISE coach from Silicon Valley Children's fund and Independent Living Program to ensure	$60,000	1.Foster 2.Low income 3.Latino	**FY: 166; EOPS:500**	A. The number of enrolled foster youth students that participate in EOPS will increase from 42 in 2014-15 to 60 in 2015-2016. B. 10-20 part-time foster youth will receive SSSP counseling services resulting in closing the course completion gap by -3% from-10% to -7% by 2017. C. Foster youth will have a direct connection to EOPS to assist them in the transition from high school to college, thereby increasing FY course completion rate by 3% by 2017. D. EOPS will increase by 75 students to serve 500 students in 2015-2016.

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Gateway	Unit	Point of contact	% of budget	New personal	Academic Year	Activity Type	Current Gap Year (2014)	Goal	Goal Year	Number of students affecte	Planned Start and End dates	Other Funds (3SP, Basic Skills
COURSE COMPLETION	**EOPS**	Anne Ratto	11%	1	2015-16	- Outreach - Student Services & other Categorical Programs	Foster Youth (-10%) Low Income (-10) Latino (-4)	Foster Youth (-7%) Low Income (-8) Latino (-2)	2017	Foster: 166 Low Income: (3000*0.05) =166 Latino:	12/1/2015-12/1/2017	3SP

District: Gavilan Joint Community College District College: Gavilan College

Gateway	Unit	Link to Goal	Evaluation (Data will be Quantitative/Qualitative)	Timeline of Data collection	Notes
COURSE COMPLETION	**EOPS**	The counselor will act as a liason for foster youth to access college services, academic support and college life skills. Students will increase awareness of and access to EOPS services. Students will gain confidence, explore their strengths and navigate college more successfully. Students will access support services that will help them to complete their courses successfully.	New EOPS students and Foster Youth students will be tracked on their academic progress by using quantitative measures (success & completion). Students will complete a "Student Satisfaction Survey" to evaluate the program services. EOPS students who graduate or transfer will be invited as motivational speakers to the end of year Awards Banquet. These milestones will be tracked.	Once the counselor is hired data will be collected. Counseling interventions will be tracked using SARS. All students receiving services will be tracked each semester for success and course completion.	

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Attachment 3: Success Metrics, Target Populations Gap, Goal, Percentage to increase and Activities

Success Metric:	Groups Experiencing Inequities	Current Gap (Percent point below average)	Goal	% to increase	Number of Activities to implement in each gateway
Access	Asians	-3	-2	1%	1
Course Completion	Foster Youth	-10	-7	3%	4
	Low Income	-10	-8	2%	
	Latino	-4	-2	2%	
ESL & Basic Skills Completion	Latino	-4	-2	2%	5
	Low Income	-4	-2	2%	
	Foster Youth	-14	-2	2%	
	Students with Disabilities	-1	0	1%	
Degree & Certificate Completion	Foster Youth	-13	-10	3%	2
	Males	-5	0	5%	
	Latino	-3	0	3%	
Transfer	Latino	-8	-6	2%	3
	Students with Disabilities	-13	-11	2%	
	Veterans	-9	-7	2%	
All gateways					3
Total activities					**18**

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Attachment 4: Student Population Affected

Activity	Target	Number of Students (Population)	% to reach out	Number students affected
B1	Low Income	166	100%	166
	Foster Youth	3000	8%	240
	Latino	5352	2%	107
B2	Low Income:	3,000	8%	240
	Latino	5352	5%	268
B3	Low Income:	3,000	13%	390
	Latino	5352	5%	268
B4	Low Income	3,000	12%	345
	Latino	5352	19%	990
	Low Income	3,000	5%	150
	Latino	5352	2%	107
	Foster Youth	166	3%	5
C1	Low Income	3,000	5%	150
	Latino	5352	2%	107
	Foster Youth	166	3%	5
C2	Latino	3,000	14%	420
	Basic Skills English	488	100%	488
	Basic Skills Math	500	100%	500
	Foster Youth	166	36%	60
C3	Latino	1053	3%	32
	Basic Skills English	1770	10%	177
	Low Income	1039	4%	42
C4	Latino	1053	4%	42
	Basic Skills –Math	800	10%	80
	Low Income	1039	4%	42
C5	Latino	1053	15%	158
	Low Income	1039	15%	156

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Activity	Target	Number of Students (Population)	% to reach out	Number students affected
D1	Latino	474	3%	14
	Males	422	5%	21
	Foster Youth	25	13%	3
D2	Latino	474	15%	71
	Males	422	15%	63
D3	Latino	474	15%	71
	Males	422	15%	63
E1	Student Veterans receiving DRC services	25	100%	25
	Latino	474	2%	9
	Foster Youth	46	3%	1
	Low Income/First Generation	623	2%	12
E2	Latino	474	15%	71
	Foster Youth	46	25%	12
	Low Income	623	30%	187
	Veterans	25	100%	25
E3	Latino	474	5%	24
	Foster Youth	46	10%	5
	Low Income	623	20%	125
TOTAL				6536
Total include duplicates since same student could be interviened in different activities				

District: Gavilan Joint Community College District College: Gavilan College

Attachment 5: Summary of Goals

SUCCESS METRIC	GOALS
The 1 year goals became:	
ACCESS	to increase the number of Asian students accessing Gavilan college by 1%
COMPLETION	to improve completion rates for Foster Youth students by 3%
COMPLETION	to improve completion rates for Low Income students by 2%
COMPLETION	to improve completion rates for Latino students by 2%
ESL & BS	to increase completion in ESL & basic skills classes for Latino students by 2%
ESL & BS	to increase completion in ESL and Basic Skills classes for Low Income students by 2%
ESL & BS	to increase completion in ESL and Basic Skills classes for Foster Youth students by 2%
ESL & BS	to increase completion in ESL & Basic Skills classes for Students with Disabilities by 1%
DEGREE	to raise the number of degrees and certificates awarded to Foster Youth students by 3%,
DEGREE	to raise the number of degrees and certificates awarded to Male students by 5%
DEGREE	to raise the number of degrees and certificates awarded to Latinos students by 3%
TRANSFER	to raise transfer rates for Latino students by 2%
TRANSFER	to raise transfer rates for Students with disabilities by -2 %
TRANSFER	to raise transfer rates for Veterans by -2 %

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Summary of Measurable Outcomes

ACCESS	A1	A. The number of enrolled Asian students will increase from 392 to 432 in 2017
ACCESS	A1	B. Students will be encourage to create an Asian Support Club
ACCESS	A1	C. 100% of Asian students participating in the Summer bridge will register for the Fall 2016 semester.
COURSE COMPLETION	B1	A. The number of enrolled foster youth students that participate in EOPS/FY Center will increase from 42 in 2014-15 to 60 in 2015-2016.
COURSE COMPLETION	B1	B. 10-20 part-time foster youth will receive SSSP counseling services resulting in closing the course completion gap by -3% from-10% to -7% by 2017.
COURSE COMPLETION	B1	C. Foster youth will have a direct connection to EOPS to assist them in the transition from high school to college, thereby increasing the Foster Youth course completion rate by 3% by 2017.
COURSE COMPLETION	B1	D. EOPS will increase by 75 students to serve 500 students in 2015-2016.
COURSE COMPLETION	B2	A. Increase students' completion by 2% for targeted populations within 1 year of service
COURSE COMPLETION	B2	B. Increase the number of students served at the tutoring center by 20% within 1 year of service
COURSE COMPLETION	B3	A. Provide online and off-site tutoring for the first time in Gavilan campus.
COURSE COMPLETION	B3	B. Increase the tutoring outreach to 800 students annually.
COURSE COMPLETION	B3	C. Increase students' completion and success rates in gateways courses by 2% on 2017.
COURSE COMPLETION	B3	D. Increase served students' persistence and retention by 2% on 2017.
COURSE COMPLETION	B4	A. 75% of the basic skills English and Math students who receive food, book or transportation vouchers will enroll in the next level course
COURSE COMPLETION	B4	B. Basic skills persistence will increase in a 2% within a year timeframe
COURSE COMPLETION	B4	C. Basic skills completion will increase in a 3% for the targeted groups within a year timeframe

ESL& BS	C1	A.100% of the participant students will meet with counselor to complete registration and orientation to be part of Fresh Success.
ESL& BS	C1	B.70% of the students' participants will enroll in the next academic term.
ESL& BS	C1	C.70% of participant students will complete Ed Plan during their first semester.
ESL& BS	C1	D.70% of the students retained unsubsidized or keep full time employment
ESL& BS	C1	E.70% of the students maintain 2.0 GPA
ESL& BS	C1	F. Increase student unit enrollment by 4%.
ESL& BS	C1	G. Increase course completion by 4% within 1 year
ESL& BS	C2	A. Decrease the Latino student gap from (-4%) to (-2%) in course completion by 2017.
ESL& BS	C2	B. Increase Basic skills course completion by 2% in an academic year.
ESL& BS	C2	C. Decrease former or current foster youth success gap by 2% points from (-10%) to (-8%)
ESL& BS	C3	A. Increase outreach to Latino and Basic Skills students for counseling support by 150 students Spring 2016, Fall 2016, and Spring 2017.
ESL& BS	C3	B. 50 additional students are counseled into accelerated courses Spring 2016, Fall 2016, and Spring 2017.
ESL& BS	C3	C. Offer one new Guidance 210 class for Basic Skills students Spring 2016, Fall 2016, and Spring 2017.
ESL& BS	C4	A. Students receiving tutoring services will be tracked for persistence/completion data.
ESL& BS	C5	A. 80% of students utilizing the service will report improvement in their content knowledge and likelihood for success in the targeted course.

DEGREE	D1	A. Increase the TRIO Program degree and certificate completion by 3% in an academic year.
DEGREE	D1	B. Increase the MESA program Transfer rates by 2% each academic year to meet grant requirement of 55%.
DEGREE	D1	C. Serve an additional 60 students more than the grant requirement of serving 140 students per academic year to serve a total of 200 Students for the federal reporting year. Expand MESA service numbers by 20 students that meet the ASEM category.
DEGREE	D2	A. Increased coordination of services to support students experiencing mental health related challenges yielding to a baseline number of students served.
DEGREE	D2	B. Documented incidences of students needing interventions using Maxient and creating a Behavior Intervention Team.
DEGREE	D3	A. Increased numbers of students involved in on-campus activities
DEGREE	D3	B. Increased linkage/coordination between different student-centered activities and programs on campus
DEGREE	D3	C. Creation of a campus Student Life advisory committee
DEGREE	D3	D. Increased numbers of students enrolling in the Leadership certificate program
TRANSFER	E1	A. Student transfer rate will increase in a 2% for Veterans and 1% for DRC in a semester basis.
TRANSFER	E2	A. Increase the number of students attending Transfer Day from 350 to 420
TRANSFER	E2	B. Increase the number of students visiting the universities from 160 to 260
TRANSFER	E2	C. Increase the number of Latino transfers by 2% from (-8%) to (-6%)
TRANSFER	E2	D. Increase the number of Low Income transfers by 2% from (-7%) to (-5%)
TRANSFER	E3	A. Increase the number of students participating in these visits from 160 to 220
TRANSFER	E3	B. Increase the number of institutions visited.
TRANSFER	E3	C. Host University visits with at least 30 prospective students per visit

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