



Gavilan College

Student Equity Plan

Executive Summary

2022 – 2025



Gavilan College Principles of Community

Gavilan College has adopted Equity as part of its Principles of Community, as reflected in Board Policy 2715. These Principles guide the institution's actions, college's shared set of values and our community's daily practice. An equity-oriented campus culture is characterized by values that reflect a commitment to address historical and contemporary inequities. Adherence to the Principles of Community are the professional responsibility of all staff. Gavilan's Principles of Community are as follows.

Equitable: We are committed to working towards an environment where all students are achieving their goals and have access to equitable resources and opportunities. We are committed to respect for individual dignity and equitable access to resources, recognition and security.

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. We engage in socially and culturally relevant practices and foster caring relationships.

Inclusive: We believe in all voices being heard. This requires outreach and purposeful inclusion of all groups. We believe the free exchange of ideas demands mutual respect, trust and consideration of our differences.

Purposeful: We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning. We are committed to embracing collaboration, effective communication, and the development of strong working relationships throughout the campus.

Race Consciousness in Equity Plan Development

One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a "Call to Action" to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity.

By identifying the disproportionately impacted (DI) groups at the college and implementing the recommendations made by the Center for Urban Education (CUE) in 2021, Gavilan College will be more race-conscious in this equity plan. To better comprehend inequities at the college, Gavilan will

encompass equity-minded inquiry as a strategy. Gavilan will also train instructional faculty in order to incorporate more classroom-focused equity efforts. The college will continue to align equity planning with AB 705 and the Vision for Success by creating equity activities that explicitly align the race-specific metrics to race-specific activity descriptions and focus on identified racially minoritized student populations rather than on all students, including transfer-specific equity activities.

In order to support the engagement of our community in open dialogue and to raise consciousness and awareness of areas that need to be acted upon, the DEI Implementation Workgroup developed a DEI Glossary. The DEI Glossary was developed in response to the Chancellor's Call to Action and the need to normalize key terms. The DEI Glossary is a tool to advance ongoing work to address systemic racism by helping us facilitate conversations and exchange ideas using a diversity and equity lens. The glossary is not meant to be an exhaustive list of all DEI terminology nor is it a static document. We use these terms as a starting point to engage in courageous conversations, embedding these definitions into college and district documents, and post communal language on our website to normalize a common understanding.

2019-2022 Equity Plan Reflection

KEY INITIATIVES/PROJECTS/ACTIVITIES

Retention Activities:

- Elevated student basic needs support, including food and housing assistance and integrated these student supports and access to resources under the name "El Centro" for a one-stop resource connection experience.
- Began building out technology platforms for communication (EX: Starfish).

Outreach to DI groups:

- Reengagement of students with disabilities: The Accessible Education Center completed a reengagement project in spring 2022 that targeted students with disabilities who stopped attending after the spring 2020. Students received phone calls from an AEC Counselor to determine if they were ready to complete their educational goals. This project reached 158 students and resulted in an 18% student reengagement.
- The District joined the Racial Equity Alliance in spring 2022.

Increase Transfer:

- Implementation of AB705 combined with review and update made to our Degree and Certificate awarding procedure AP4100 will result in increased awarding of secondary degrees and certificates for students.
- Implementation of Guided Pathways to integrate career and academic support.

Career Preparedness and Academic Support:

- Implementation of Guided Pathways to integrate career and academic support is underway. Gavilan is currently designing our student-centered success teams that will create an ecosystem of support for every student, organized around their Career and Academic Pathway. Part of this effort included a revised classified staff position that was redesigned with career and success teams in mind. The Career and Academic Pathways Specialist position will coordinate with pathway faculty to coordinate career and transfer activities.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

The high demand for technology (laptops and hotspots) from students was evident from the beginning of the pandemic when all instruction moved online. Since then, the demand has plateaued but it has not decreased. The digital divide is an ongoing barrier faced by a large portion of our low-income student population. The technology lending program established with the HEERF funds decreased the disproportionate impact the pandemic imposed on students.

2022-25 PLANNING EFFORTS

Our planning efforts for 2022-25 were heavily influenced by the needs expressed by our students during the COVID-19 pandemic years 2019-22. These years highlighted some of the basic needs that already existed and also exacerbated others like the need for technology and connectivity.

PANDEMIC ACKNOWLEDGEMENT

When all courses went online, the technology divide became more apparent. Many students lacked internet access and computers to complete their coursework, and new groups of disproportionately impacted groups emerged, namely students with disabilities. As Gavilan was forced to abruptly shift to a completely online platform, students were also forced to shift abruptly into a new structure of all online learning. Gavilan was able to offer faculty online teaching training, GOTT 1 and GOTT 2 teaching, and online course development. This helped instructors continue to maintain pre-pandemic course standards. Gavilan student services switched very quickly to remote services. The Welcome Center established a virtual room, where students could get similar assistance as in-person. Admissions were able to offer online support in the virtual welcome center. Financial aid established a phone and video appointment system and continued to support Cash for College events virtually. The overall attendance was greatly reduced compared to previous years. General counseling established virtual and phone appointment scheduling and eventually virtual drop-in services. All the services experienced a decline in student contacts. Student access to technology could be a factor, as well as understanding how to access virtual services. When outreach and recruitment went fully virtual, we were able to reach more students and increase the number of outreach events at local high schools, but that didn't necessarily increase enrollment. In order to reach students that stopped out during the pandemic, Gavilan engaged in a calling campaign to encourage students to return. Part of the calling campaign included students that had not completed their financial aid applications. Academic support services also went fully remote. These services experienced a decline in student contacts as well.

In order to close the technology gap, Gavilan had to shift focus to establishing a laptop and Wi-Fi hotspot loan program, but we were unable to completely fill the number of requests. We are still experiencing a

lack of available technology to meet students' basic academic needs. We added Wi-Fi to the parking lots so students could sit in their cars and access Wi-Fi. During this period Gavilan established “El Centro”, our one-stop basic needs resource center via an online presence only. El Centro created a canvas shell that allowed for centralized messaging and information sharing to all enrolled students in both English and Spanish. Additionally, Gavilan developed a centralized basic needs referral form that allowed students to self-refer to key basic needs supports such as food and housing. Further, Gavilan launched the Homeless & Housing Insecure program, serving the neediest students with hotel stays, moving assistance, as well as one-time and ongoing rental assistance. Furthermore, the food pantry was able to meet 8 student needs through two food distributions each month and added produce delivery for students who were unable to travel to campus to pick up food. Campus life, student government, and club participation greatly decreased. The decline in student membership was evident in student participation in shared governance. Many clubs became inactive, and with the lack of student life, students' ability to feel connected to the campus decreased, which causes a decrease in retention.

Student Populations Experiencing Disproportionate Impact

The following table provides a summary of the student populations at Gavilan college who are experiencing disproportionate impact in each of the five Student Success metrics. This data analysis of disproportionate impact was provided by the California Community College Chancellor’s Office. More details about how the variables are defined and an explanation of research methodologies can be found [here](#).

Student Equity Metrics	Overall College Rate	Disproportionately Impacted Groups Rate	(Total Students) Disproportionately impacted Groups
Successful Enrollment in the First Year	26.10%	Asian (6.7%), Black or African American (15.2%), Filipino (14.9%), Pacific Islander or Hawaiian (14.3%), White (20.7%) Male, Filipino (10.5%) Male, Pacific Islander or Hawaiian Native (9.1%) Male, White (17.9%)	(16/239) Asian, (12/79) Black or African American (14/94) Filipino, (5/35) Pacific Islander or Hawaiian (191/924) White (6/57) Male, Filipino (2/22) Male, Pacific Islander or Hawaiian Native (108/604) Male, White
Completed Transfer-Level Math & English in the First Year	15%	Asian (6.3%) AEC Students (9.6%) First Generation (12.8%) Male, First Generation (9.3%) Male, LGBTQ (0%) Males (13.4%)	(2/32) Asian (13/135) AEC Students (81/632) First Generation (25/270) Male, First Generation (0/15) Male, LGBTQ (84/626) Males

Retention from Primary Term to Secondary Term	64.20%	Males (59.3%) First Generation (61.2%)	(371/626) Males (387/632) First Generation
Attained the Vision for Success Definition of Completion within Three Years	16%	Two or More Races (7.3%) Male, AEC (1.9%) Males (12.6%)	(3/41) Two or More Races (1/54) Male, AEC (73/579) Males
Transfer to a Four-Year Institution within Three Years	21.60%	Hispanic (17%) Male, AEC (0%) Males (18.6%)	(63/370) Hispanic (0/20) Male, AEC (49/264) Males

Metric: Successful Enrollment

Disproportionately Impacted Group	DI Group Rate	Year 1 Target Outcome (2022-23)	Year 2 Target Outcome (2023-24)	Year 3 Target Outcome (2024-25)
Asian	(6.7%)	13.2%	19.7%	26%
Black or African American	(15.2%)	18.8%	22.4%	26%
Filipino	(14.9%)	18.6%	22.3%	26%
Pacific Islander or Hawaiian	(14.3%)	18.2%	22.1%	26%
White	(20.7%)	22.5%	24.3%	26%
Male, Filipino	(10.5%)	15.7%	20.9%	26%
Male, Pacific Islander or Hawaiian Native	(9.1%)	14.7%	20.3%	26%
Male, White	(17.9%)	20.7%	23.4%	26%

The college’s current process/policy/practice/culture that impedes equitable outcomes for these populations

- Gavilan College has a complicated application process that is very “clunky” and results in several student applications getting lost and not processed.
- Gavilan College does not have any proactive supports that support DI groups enrollment.
- Gavilan has not developed strong relationships with community partners.

- There is currently not a lot of research on why specific populations are disproportionately impacted in successful enrollment. Gavilan College has limited institutional research capacity.

The equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for these populations

- Development of a process/model that proactively reaches out to new students.
- Development of one-stop shop enrollment events targeting disproportionately impacted populations.
- Develop stronger high school and community partnerships to facilitate warm hand-offs to Gavilan College.
- Development of an annual process of conducting research related to understanding the barriers populations disproportionately impacted in successful enrollment.

Action Steps to move from Current to Ideal

- Proactive Outreach to New Students: Ensure that the Welcome Center and Peer Mentors assists students proactively in completing the admissions application and the enrollment process. Mentors attend will call, email, and text to new to college students to address any gaps in the matriculation process and ensure they are on the right path.
- Development of One-Stop Shop Enrollment Events Targeting Disproportionately Impacted Populations: will be held at high schools in the Gavilan College Service area for high school students, parents and the community. Forums will include information and representation from all key segments of the campus. It includes information on applying to Gavilan College, financial aid, transfer and degree programs, and Student Services.
- Develop Stronger High School and Community Partnerships to Facilitate Warm Hand-offs to Gavilan College: Seniors will be given the ability to accomplish many of the steps for new students -- including enrolling in classes -- all on one day. There will also be campus tours and an opportunity to learn about the many activities and support services for Gavilan College students.
- Develop an equity committee that will collaborate to develop data related to Gavilan students successful enrollment. The committee will act as data coaches and will develop a quantitative and qualitative body of research specific to those populations who are disproportionately impacted. Additionally, they will partner with various constituencies on campus (EX: ASGC, Academic Senate, Etc.) to develop programs, professional development, and systems that address these disproportionate impacts.

Metric: Completed Transfer-Level Math & English

Disproportionately Impacted Group	DI Group Rate	Year 1 Target Outcome (2022-23)	Year 2 Target Outcome (2023-24)	Year 3 Target Outcome (2024-25)

Asian	(6.3%)	8%	11%	15%
AEC Students	(9.6%)	11%	13%	15%
First Generation	(12.8%)	13.5%	14.5%	15%
Male, First Generation	(9.3%)	11%	13%	15%
Male, LGBTQ	(0%)	5%	10%	15%
Males	(13.4%)	14%	14.5%	15%

Timeframe	Measurement Output
Year 1 (2022-23)	<ul style="list-style-type: none"> ● Develop Professional Learning equity training with an emphasis on Cultural Responsiveness and Race. Identify funding sources and facilitators. Training should address structural racism and whiteness, and culturally responsive teaching and race. ● Establish benchmarks to increase embedded supports in gateway transfer level Math & English courses based on institutional data related to student success. data. Embedded supports include Writing Center tutors for English courses, Librarians for English courses, and tutors for math courses. Develop training for faculty using embedded support. ● Establish benchmarks to increase enrollment in English & Math co-requisite support courses in conjunction with the institutional data related to student success. Support onboarding efforts to ensure that students are placed into courses that are most conducive to their success and understand their options for enrolling in support courses. Improve the registration process for co-requisite courses by making the courses clearer in the schedule. (English & Math). ● Coordinate with ESL department to discuss practices and strategies for supporting English Language Learners. Produce best practices “cheat sheet” and identify training needs. (English) ● Explore additional support for Puente recruitment. Identify resources for additional Puente cohorts. (English) ● Begin to plan a First Year Experience program to provide wrap-around support for students in English & Math. Coordinate with El Centro, in order to focus support on DI-identified groups of students. (English & Math)
Year 2 (2023-24)	<ul style="list-style-type: none"> ● Develop and meet specific benchmarks of English & Math Faculty completing professional learning equity training with an emphasis on Cultural Responsiveness and Race. (English & Math). ● Continue to evaluate institutional data related to student success and increase the percent of embedded supports in gateway transfer level Math & English courses based on data. Develop and meet specific benchmarks of ensuring faculty are trained to use these supports. (English & Math) ● Continue to increase enrollment in English & Math co-requisite support

	<p>courses. Open additional sections as needed. (English & Math).</p> <ul style="list-style-type: none"> • Continue to assess professional development training needs for supporting English Language Learners in English courses. (English) • Secure resources for additional Puente cohorts or other cohorts that are DI-identified groups. (English) • Continue planning a First Year Experience program to provide wrap-around support for students in English & Math. Identify staffing needs and budget. (English & Math)
Year 3 (2024-25)	<ul style="list-style-type: none"> • Continue to increase the percentage of embedded supports in gateway transfer level Math & English courses. If the data supports doing so, we will ensure most courses have these supports and most faculty using these supports have been trained. (English & Math). • Launch the First Year Experience program, specifically aimed at supporting DI-identified students in the completion of transfer-level English & Math (English & Math).

The college’s current process/policy/practice/culture that impedes equitable outcomes for these populations

- Lack of instructors that mirror the demographic of students disproportionately impacted. Specific training needs to be done to increase culturally responsive teaching and pedagogy to support Latinx, students of color, and DI-identified students. (English & Math)
- Difficulties in the registration process for co-requisite courses. Co-requisite courses are not clearly identified by students, and it shows up in the schedule in a separate section. (English & Math)
- Difficulties in bridging the gap between instruction and student services. Not all gateway courses are integrated with student service supports, making it difficult for students to navigate the complexities of higher education services available. (English & Math).
- Many students and campus agents do not have much knowledge of the Tutoring & Writing Center, and Library. We have not been tracking and communicating how much these services are being utilized by DI-groups.
- There is currently not a lot of research on why specific populations are disproportionately impacted in completing college-level English and Math in the first year. Gavilan College has limited institutional research capacity.

The equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for these populations

- Cluster hire to support Hispanic-Serving Institution. Hiring faculty instructors that have a specific skillset in supporting students of color. Intentional onboarding and support of faculty new hires.
- Paying faculty – particularly adjuncts – to participate in training. (Equity training, embedded support training, humanizing training, etc.)

- Prioritization of professional development opportunities to increase culturally responsive teaching and equity minded classrooms.
- Prioritization of academic and student support for campus in Hollister.
- Increasing collaboration opportunities between departments, and especially between faculty and classified support staff.
- Development of an annual process of conducting research related to understanding the barriers populations disproportionately impacted in completing college level math and English.

Action Steps to move from Current to Ideal

- Continue to convene the AB705 workgroup, in order to actualize the proposed outcomes outlined earlier in this report.
- Work with HR department / Equal Employment Officer to increase access to professional development opportunities and sources of funding.
- Develop an equity committee that will collaborate to develop data related to Gavilan students completing college level English and math. The committee will act as data coaches and will develop a quantitative and qualitative body of research specific to those populations who are disproportionately impacted. Additionally, they will partner with various constituencies on campus (EX: ASGC, Academic Senate, Etc.) to develop programs, professional development, and systems that address these disproportionate impacts.

Metric: Retention from Primary Term to Secondary Term

Disproportionately Impacted Group	DI Group Rate	Year 1 Target Outcome (2022-23)	Year 2 Target Outcome (2022-23)	Year 3 Target Outcome (2022-23)
Males First Generation	(59.3%) (61.2%)	60.8% 62%	62.3% 63%	64% 64%

The college’s current process/policy/practice/culture that impedes equitable outcomes for these populations

- Many students are not connected to a counselor on campus. If they do not reach out to counseling or are directly referred, then they will not see a counselor.
- Based on data, Many students on campus struggle with housing and food insecurities.
- There is currently not a lot of research on why specific populations are disproportionately impacted in retention from the primary term to the second term. Gavilan College has limited institutional research capacity.

The equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for these populations

- Implement a Coordinated Care Counseling Model.
- Continue to develop and maintain El Centro with Its Integrated Whole Student Service Model.
- Leverage Data to Develop Equity-Minded Practices and Practitioners.
- Development of an annual process of conducting research related to understanding the barriers populations disproportionately impacted in retention from primary to secondary term.

Action Steps to move from Current to Ideal

- Adequately fund and staff the counseling department so that the college can Implement a Coordinated Care Counseling Model: Ensure that every student has a designated counselor connected to their Career and Academic Pathway; Develop a student-friendly communication plan for all Career at Academic Pathways (CAPs) that facilitates a clear “hand-off” between onboarding and success teams; Provide high-touch support at key momentum points: 15 units, 30 units, 45 units, 60 units, 75+units; English and Math course completion; Early connect with varying levels of support available (High, Med, Low); Implement recognition for student milestones and benchmarks achieved.
- Continue to develop and maintain El Centro with Its Integrated Whole Student Service Model: Centralized program providing career, transfer and basic needs services. An integrated approach to comprehensive student support; Provide referrals, outreach and connection to community services; Facilitate and publicize CAP-specific events (transfer, alumni speaker series, resume writing, etc.); A hub for all support services to live in central location (student portal or iLearn/Canvas); Facilitate student engagement with support services.
- Leverage Data to Develop Equity-Minded Practices and Practitioners: Develop a campus culture of equity-minded practitioners through the development of a data coaching model which equips pathway teams in the collection, analysis, and understanding of racial equity data, and to have conversations on disproportionate impact with program faculty and staff.
 - a. Use Tableau to develop discipline specific data dashboards for each department and pathway. Include: # of students, units earned in major, retention, success, completion.
- Develop an equity committee that will collaborate to develop data related to Gavilan students retention from primary to secondary term. The committee will act as data coaches and will develop a quantitative and qualitative body of research specific to those populations who are disproportionately impacted. Additionally, they will partner with various constituencies on campus (EX: ASGC, Academic Senate, Etc.) to develop programs, professional development, and systems that address these disproportionate impacts.

Metric: Completion

Disproportionately Impacted Group	DI Group Rate	Year 1 Target Outcome (2022-23)	Year 2 Target Outcome (2023-24)	Year 3 Target Outcome (2024-25)
Two or More Races	(7.3%) (3/41)	10.1%	13.3%	16%
Male, AEC	(1.9%) (1/54)	7%	12%	16%
Males	(12.6%) (73/579)	14%	15%	16%

The college’s current process/policy/practice/culture that impedes equitable outcomes for these populations

- Many of the dates for various registration deadlines, the release of class schedules, academic standing notifications, outstanding balances for holds, and drops for non-payment are currently unpredictable.
- Our academic support network does not currently have the capacity to bring embedded academic support to scale for all pathways.
- Although our structure related to various affinity groups provides adequate counseling and supports a high-touch and high-support model, many students not involved in any special programs do not have the same type of support. The counselor to student ratio in general counseling is 1:900 and it doesn’t support high-touch/high-support. As a result, there isn’t a department at the college monitoring and proactively supporting various students.
- There is often a gap in our intention to support equity initiatives and our knowledge of effective practices/structures to support these types of efforts.
- There is currently not a lot of research on why specific populations are disproportionately impacted in completion. Gavilan College has limited institutional research capacity.

The equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for these populations

- Develop and Distribute an Integrated Student Services Calendar.
- Integrate Academic Support into Instructional and Student Services.
- Establish Success Teams connected to Career and Academic Pathways (CAPs).
- Provide Ongoing Professional Learning and Development on Equity Practices/Structures.
- Develop a student help desk to answer questions related to technology, tech support, registration issues, financial aid, etc.
- Development of an annual process of conducting research related to understanding the barriers populations disproportionately impacted in completion.

Action Steps to move from Current to Ideal

- Develop and Distribute an Integrated Student Services Calendar: Identify a person to manage and maintain the calendar for all student services; Create an integrated two-year

- calendar with critical student services dates (registration, NRS, deadlines, the release of class schedule, academic standing notifications, the outstanding balance holds, drop for non-payment, canvas shell deadlines for student success guide); Develop a student calendar for transfer students and career-path students. Identify key dates: meet with a counselor, develop Ed Plan, complete financial aid application, graduation petition, transfer application timeframe, prepare to graduate, etc.
- Integrate the Academic Support Network into the Instructional and Student Service Model: Academic support is most successful when it is integrated into the curriculum. Some examples of this integration include collaborative support planning between instructors and academic support staff; scheduled classroom visits; embedded tutors; embedded librarians; and other academic support contacts that are facilitated and encouraged by course instructors. a) Implementation of Starfish software will facilitate the integration of academic and student support. b) Training on equity-minded practices that facilitate the integration of student support.
 - Establish Success Teams connected to Career and Academic Pathways (CAPs): Develop a comprehensive team of college practitioners that can proactively monitor and support a group of students designated by CAP (Career and Academic Pathways). The foundation of these teams is to ensure each person on the team is an equity-minded individual who understands the importance of holding ourselves accountable for closing equity gaps and engaging in equitable practices. These teams should establish an understanding of the connection between student support and course completion. Teams will intentionally outreach to disproportionately impacted students in tier caseload and conduct various education campaigns related to academics and careers in their CAP.
 - Provide Ongoing Professional Learning and Development on Equity Practices/Structures: A campus culture of equity-minded practitioners requires ongoing professional learning. The development of a professional development calendar related to various principles, such as; Technical Learning; Mental Health First Aid; Establishing an understanding of clear connections between integrated student support and course completion; Establishing a central repository of best practices in learning assistance, and integrating academic support into instruction; Understand the importance of career connection.
 - Develop an equity committee that will collaborate to develop data related to Gavilan students' completion. The committee will act as data coaches and will develop a quantitative and qualitative body of research specific to those populations who are disproportionately impacted. Additionally, they will partner with various constituencies on campus (EX: ASGC, Academic Senate, Etc.) to develop programs, professional development, and systems that address these disproportionate impacts.

Metric: Transfer

Disproportionately Impacted Group	DI Group Rate	Year 1 Target Outcome (2022-23)	Year 2 Target Outcome (2023-24)	Year 3 Target Outcome (2024-25)
Hispanic	(17%) (63/370)	19%	20%	21%
Male, AEC	(0%) (0/20)	7%	14%	21%
Males	(18.6%) (49/264)	19%	20%	21%

The college’s current process/policy/practice/culture that impedes equitable outcomes for these populations

- There is not a formalized process or strategy to identify why DI students are choosing not to transfer, nor is there a way to track these changes or decisions. Although we have collected info and can generate reports with this information, Gavilan does not have staff specifically to manage this area. As noted in the completion section above, there is a lack of access to equitable data on campus – resulting in a lack of knowledge pertaining to disproportionately impacted groups and the barriers faced by these populations.
- Gavilan has never had a full-time counselor dedicated to transfer. The college has not reinstated a transfer center coordinator position. While some departments share campus wide transfer information, the responsibility is not held by a specific office, nor is there a strategic communication plan. Additionally, the campus is not always able to track transfer milestones to identify students in need, which impedes proactive support for students and requires students to initiate contact with student services which not all students do.
- There is currently not a lot of research on why specific populations are disproportionately impacted in transfer. Gavilan College has limited institutional research capacity.

The equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for these populations

- Engage in equity-minded inquiry.
- Develop a Transfer Center and specialist position.
- Develop and Distribute an Integrated Student Services Calendar.
- Establish Success Teams connected to Career and Academic Pathways (CAPs).
- Development of an annual process of conducting research related to understanding the barriers populations disproportionately impacted in transfer.

Action Steps to move from Current to Ideal

- Engage in equity-minded inquiry to identify barriers experienced by these populations and create race specific activities to meet student needs of these disproportionately impacted student groups.

- Develop a Transfer Center and specialist position to assist students with information to facilitate a transition to the four- year university. Services include: Campus and University Campus tours, University representative visits, financial aid/scholarship workshops for transferring students, coordinate and assist students with college applications, Transfer Day and maintain updated transfer information. Have more events for students who are transferring. Outreach to classroom, focus on specific DI groups, increase collaboration with special programs and academic programs such as English, math and science classes, guidance classes and support programs. These programs include AEC, EOPS, TRIO Student Support Services, MESA, Puente and Veterans.
- Develop and Distribute an Integrated Student Services Calendar- with the implementation and early distribution of a shared calendar, the Transfer Center will be better equipped to coordinate, facilitate and communicate about transfer activities.
- Establishing Success Teams connected to Career and Academic Pathways (CAPs) and utilizing new tools (Starfish), Success teams will be able to communicate intentionally with students in identified DI groups as well as intervene and support students by tracking milestones and connecting with students who are struggling.
- Develop an equity committee that will collaborate to develop data related the transfer of Gavilan students. The committee will act as data coaches and will develop a quantitative and qualitative body of research specific to those populations who are disproportionately impacted. Additionally, they will partner with various constituencies on campus (EX: ASGC, Academic Senate, Etc.) to develop programs, professional development, and systems that address these disproportionate impacts.

EQUITY ACTIVITIES IN STUDENT SUPPORTS

Basic Needs Center

Gavilan has established a centralized basic needs center called, "EL Centro". Services provided and planned to provide include:

- Access to food through the food pantry, food distributions, produce delivery and CalFresh Application Assistance
- Access to housing support through hotel grants, one time and ongoing rental assistance, assistance with rental applications, and linkage to external housing partners.
- Financial literacy and Financial Aid/CA Dream Act Application Assistance
- Access to technology through our laptop loan program and linkage to community partners who offer technology loan programs and/or low-cost technology services.
- Access to emergency transportation assistance in the form of gas cards.
- Access to textbooks and tools required for classes.
- Regular cycling of community partners to close the barrier gap for students. (i.e. EDD, Expungement Programs, WIC, Housing Providers, Health and Mental Health Services, Social Services Programs, Tax Prep, etc.)
- Warm handoff referral to on and off campus programs and services.

- Peer Mentoring
- Safe Space for students to gather and build community.

Gavilan College plans to continue and increase participation through the following efforts:

- Online, in person, social media presence
- Classroom presentations
- Peer to Peer outreach
- Participation in campus and community events and outreach opportunities
- Offer workshops and events where both campus and service area communities are invited (i.e. Tax Prep, Wellness, Financial Literacy, Food Distributions).
- Leverage community partnership convenings, listservs, etc.

Food Pantry

Gavilan College's Food Pantry was established in 2016 through a partnership with a local food bank. Since then, we have expanded services to include workshops related to healthy eating, we have an on-site pantry with snacks, student friendly grab and go foods, as well as pantry staples, and hygiene products. Additionally, we host two drive through food distributions monthly, where we provide perishable and non-perishable foods that is open to students and the community. During the pandemic we launched our produce delivery program for students who are unable to travel to campus to obtain food from the pantry or food distributions. Lastly, we conduct Cal Fresh outreach and assist with Cal Fresh applications.

Zero-Textbook Cost Program

The 'ZTC' field in the online course schedule has been implemented in 2021. Faculty and staff training regarding what constitutes ZTC materials and how to adopt them is ongoing. The Gavilan Library and the Academic Senate OEI Liaison maintain a guide and index to Open Textbook resources and support. The OEI Liaison meets with individual faculty members to plan and adopt ZTC materials for their classes.

LGBTQ+ Support

The LGBTQ+ funding allowed Gavilan to invest in professional learning and training to support LGBTQ students. A total of 66 employees (staff, faculty and administrators) registered to complete the 2-hour online training program "Safe Space" during the fall 2022 semester. This training prepares individuals to understand the importance of a Safe Space, learn terminology and LGBTQ identities and how to be a Safe Space. The college is also investing in curriculum development for a LGBTQ History interdisciplinary course within the Sociology major that would meet the social science GE. Additionally, the college is investing in visual representations of support, including the purchase of an LGBTQ pride flag and creating ally t-shirts for Safe Space training program participants.

Mental Health-Related Programs

In addition to our partnership with a community based mental health provider (Discovery Counseling

Center), Gavilan has hired a part-time mental health counselor for the 22/23 academic year to increase capacity for supporting student access to mental health services. During the 2021-22 academic year, Gavilan was successful in launching an online self-referral for students to access mental health services. The online self-referral resulted in increased demand for services. Currently, Gavilan is going through the local process to request to hire a full-time bilingual mental health provider. This position is expected to be filled for the 23/24 academic year and we hope to meet the current need for bilingual mental health services.. With the return to campus, Gavilan is facilitating more in-person events and activities that promote mental health and wellness, including the regular offering of Mental Health First Aid training to all college employees and maintaining an engaged Active Minds club.

Accessibility

Regular and ongoing accessibility trainings have been offered to faculty and staff during college professional learning days. These trainings include website accessibility and document/video accessibility. These trainings have been highly beneficial for employees to support accessibility of all curriculum and technology. In 2021, the Accessible Education Center contracted with an accessibility organization to complete an accessibility audit on our website. The findings were used to rectify the issues found and provide a follow-up accessibility training for web content managers.

2022-2025 Projected Resources Budgeted and Contact

Category	2022-2023	2023-2024	2024-2025	Category Totals
Academic Salaries	\$656,270.76	\$656,270.76	\$656,270.76	\$1,968,812.28
Classified & Other Non-Academic Salaries	\$563,881.28	\$563,881.28	\$563,881.28	\$1,691,643.84
Employee Benefits	\$563,815.88	\$563,815.88	\$563,815.88	\$1,691,447.64
Other Operating Expenses & Services	\$3225.68	\$3225.68	\$3225.68	\$9,677.04
Capital Outlay	\$226,108.08	\$226,108.08	\$226,108.08	\$678,324.24
Other Outgo	\$6,371.32	\$6,371.32	\$6,371.32	\$19,113.96
Annual Totals	\$2,019,673	\$2,019,673	\$2,019,673	\$6,059,019

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