

# Gavilan College-Student Equity Plan (SEP 2025-2025 Executive Summary

## Student groups for whom goals have been set

- Successful Enrollment: White
- Completed Transfer Level English and Math (first year): All
- Persistence (First to second primary term): First Generation, Male, White
- Completion (within 3 years): First Generation, Male, Hispanic
- Transfer to a four-year college or university: First Generation, Hispanic

## Goals set for these student groups

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment						
White	13.9	230	6.7	112	8.8	146
Persistence						
First Generation	55	255	4.7	23	9.2	43
Male	56.1	253	2.4	11	7	32
White	51.7	108	3.6	8	10.5	22
Completion						
First Generation	14.6	95	0.2	2	2.9	19
Hispanic	15.1	136	0.7	7	3.1	28
Male	12	76	5.2	34	7.8	50
Transferred to a four Year						
First Generation	29.1	50	0.4	1	7.2	13
Hispanic	30.9	84	1.2	4	6.8	19

Initiatives that the community college or district will undertake to achieve these goals

## **Successful Enrollment: White.**

**Overall baseline data for 2022-23 shows that 21% of first-time applicants who indicated their intent to enroll in the year did enroll at Gavilan College. When data is disaggregated by race/ethnicity, only 14% of White students successfully enrolled and were found to be a disproportionately impacted (DI) group; out of 1,658 applicants 230 enrolled. Similar data was found in the previous year, 2021-22, where 1,502 applied and 171 enrolled (11%).**

**The two largest race/ethnicity subgroups at Gavilan College are Latinx/Hispanic students (approximately 60%) and White students (approximately 20%). Latinx/Hispanic students were not found to be a DI group based on the enrollment metric, with a baseline of 23% (2,783 applied and 634 enrolled). Student equity cohort data shows that the number of students applying and enrolling has increased since 2020-21. Benchmarks: To close the equity gap for White students, successful enrollment of White students needs to increase by 2.9% each academic year (i.e., 17% for 2025-26, 20% for 2026-27, and 23% for 2027-28) to reach the 8.8% increase from the 2022-23 baseline data.**

- **Goal: Increase successful enrollment among White students by 8.8%**
  - Conduct focus groups with recent high school graduates to gather direct feedback on college choice factors and use the findings to refine marketing messages for white students.
  - Develop Targeted Messaging: Create a marketing campaign with the tagline "Start Here, Go Anywhere" or "Your Smart Path to a Bachelor's." This campaign will highlight the financial benefits of completing the first two years at Gavilan before transferring.
  - Showcase Transfer Success: As mentioned in the multiple brainstorming sessions, Gavilan will prominently feature the success stories of Gavilan alumni who have transferred to prestigious UCs, CSUs, and private universities. Create high-quality video testimonials and social media content showing their journey from Gavilan to their current university or career.
  - Promote Transfer Agreements and ADTs: In partnership with Outreach, Gavilan College will host workshops specifically for high school students and their parents titled "How to Guarantee Your Spot at a UC/CSU," positioning the first two years at Gavilan College as the key to that goal.
  - Connect prospective students directly with Faculty through theme nights or evenings hosted by various CAPs (i.e., Career and Academic Pathways) or departments. Example: "STEM Night", "Arts and Humanities Showcase" or Meet the CAP Teams. By connecting prospective students with faculty members, we can help white students foster a sense of belonging before they start the first day of school.
  - Focus on developing student work opportunities through internships and dedicated job opportunities.

## **Completed Transfer Level English and Math (first year): All**

- **No Mandatory Goal: Although there is no mandatory goal for this metric, the College would like to increase the percentage of students who complete both Transfer-Level English and Math in their first year (e.g., for all students, the overall outcome was 18% in 2021-22, 15% in 2022-23,**

**12% in 2023-24). The number of first-time students is increasing after the pandemic, from 1,031 students in fall 2021 to 1,334 students in fall 2024. When examining the success rate of first-time students aged 20-24 and their completion of transfer-level English and Math in their first year, only 10% (or 14 out of 134) were successful, with the baseline year of 2022-23. Benchmarks: To improve the success rate of students aged 20-24, the transfer-level English and Math success rate needs to increase by 2% each year for students aged 20-24 (12% in 2025-26, 14% in 2026-27, and 16% in 2027-28).**

- Continue Bringing Student Voices and Lived Experiences to the Table through Student Focus Groups.
- Creating a seamless process of orientation and obtaining a comprehensive education plan for first-time students, where students build a transfer-level English and Math into their first-year schedule.
- Connecting and providing resources to first-time students age 20 and older who may have delayed their education because of the pandemic; use GavConnect (Starfish) to connect to students before they enroll in courses.
- Launch a Comprehensive Summer Bridge Program: Develop a summer program in partnership with Counseling, English, Math, and Student Activities. This program would provide incoming students with an intensive orientation to college-level coursework, introduce them to campus support services, and build a peer support network.
- Promote Peer Study Groups: Actively encourage and facilitate student study groups through the Tutoring Center, using modern tools like Discord to create course-specific communities for collaboration and peer support.
- Expand Flexible and Accelerated Course Offerings: Increase the number of short-term (e.x., 8-week), late-start, evening, and hybrid sections for high-demand transfer courses like Statistics (English C1000 or STAT C1000). This allows students to complete courses faster and accommodate diverse schedules.

#### **Persistence (First to second primary term): First Generation, Male, White**

- **Increase persistence among First Generation students by 9.2 %**
  - Continue Bringing Student Voices and Lived Experiences to the Table through Student Focus Groups.
  - Host specific events like the "National First-Gen College Celebration Day" to allow students to connect with fellow first-generation peers and on-campus professionals.
  - Strengthen the orientation process and create targeted, guided onboarding paths to ensure first-generation students (as a key equity group) successfully navigate their first semester at Gavilan College.
  - In partnership with the Public Information Office and Student Services send clear, consistent, and specific reminders about critical tasks that students new to navigating college need to know, such as registering for classes, applying for FAFSA, and purchasing books.
- **Increase Persistence among Overall Male students by 7%**

- Leverage Male Faculty as Role Models: Ask male identifying faculty, staff, and community members to actively share their personal life experiences in class, specifically discussing why college was important for them and their careers. (Using Hartnell College's Men's Institute for Leadership and Education as a model.)
- Work towards explicitly linking classes and majors with tangible employment and internship opportunities, showing a clear "what's in it for me" pathway.
- Actively promote mental health therapy and other support services, normalizing their use as part of the college experience through de-stigmatization campaigns and in partnership with academic faculty.
- **Increase Persistence among Overall White students by 10.5 %**
  - Work towards explicitly linking classes and majors with tangible employment and internship opportunities, showing a clear "what's in it for me" pathway.
  - Recognize milestones through Dean's list, President's List, or department recognition for students making progress in their major.
  - Support ongoing efforts for Summer Internships for students in multiple disciplines. Leveraging CAP success teams to promote opportunities and highlight the value of their degrees.

#### **Completion (within 3 years): First Generation, Male, Hispanic**

**Of the students in the baseline year 2019-20, 16% successfully attained the completion goal, earning a Chancellor approved certificate or associate degree at the College within 3 years. First-generation students, Latinx/Hispanic students, and male students are the three subgroups that need to increase their completion rates. Benchmarks: The largest increase in the next three years will be the completion rate of male students (i.e., in 2025-26 at 14.6%, 2026-27% at 17.2%, and 2027-28 at 19.8%). First-generation and Latinx/Hispanic students will need to increase their completion rates at a comparable rate, by increasing 1% each year (i.e., from 16% in 2025-26 to 18% in 2027-28).**

- **Increase completion among First Generation Students by 2.9 %**
  - Provide Early Counseling Support and encourage students to complete orientation that explicitly addresses time management, study habits, and highlights the resources available. Furthermore, ensure that students have an established Educational Plan by the end of their first year of school at Gavilan College.
  - Actively promote and provide support for FAFSA/CADA/ Scholarship completion, and offer comprehensive basic needs support through El Centro, including daycare, transportation, and free food, which are critical for students navigating college for the first time.
  - Work towards creating a welcoming environment that embraces students' families and communities.
  - Highlight the stories of Gavilan College First Generation Faculty and Staff who are also first-generation college graduates.
- **Increase completion among Hispanic Students by 3.1%**
  - Leverage Male Faculty as Role Models: Ask male identifying professors, staff, and community members to actively share their personal life experiences in class, specifically discussing why

college was important for them and their careers. (Using Hartnell College's Men's Institute for Leadership and Education as a model)

- Proactively link male students to career pathways and resources within their first year to provide a clear and tangible motivation for completion.
- Support ongoing Peer Mentorship Programs and provide training on equity disparities experienced by male students in our region.
- **Increase completion among Overall Male Students by 7.8%**
  - Actively support the creation and growth of a Latino Student Union or other Latine Organizations to foster a strong sense of belonging and a dedicated space for community building.
  - Ongoing support for programs like Puente and MESA whose goal is to support students' complete college and transfer to four-year institutions.
  - Move beyond student-only support and create initiatives that embrace students' families and home communities as active partners in their educational journey (such as Summer Bridge, Noche De Familia, High School College Nights, etc.).

### **Transfer to a four-year college or university**

**Overall, one-third (33%) of the cohort from 2018-19, the baseline year, successfully transferred to a four-year institution within the subsequent year or 4 years after the 3-year cohort. Within the next three years, first-generation students need to increase their success rate by 7.2% (with a baseline metric of 29% to a 2027-28 outcome of 36.2%). Accordingly, Latinx/Hispanic students are also underperforming with a baseline metric of 31% and will require a three-year outcome goal of 37.8%. Benchmarks: First-generation students will increase their success rates annually by 2.4% (i.e., 2025-26 at 31.4%, 2026-27 at 33.8%, and 2027-28 at 36.2%); and Latinx/Hispanic students will increase their success rates annually by 2.3% (i.e., 2025-26 at 33.3%, 2026-27 at 35.6%, and 2027-28 at 37.9%).**

- **Increase successful transfer to a four-year university among overall first-generation students by 7.2%.**
  - Invite student organizations and representatives from local universities that support first generation students to introduce their services at the Career and Transfer Center.
  - Create a "cheat sheet" with a glossary of important terms and key deadlines. Develop a clear, easily navigable website that outlines the entire transfer process, making an often-confusing system transparent.
  - Faculty Transfer Champions Professional Development: Academic faculty members and Classified Staff receive comprehensive three-hour monthly training sessions on Friday evenings, empowering them to support student transfer success through the Transfer Strategic Plan.
  - Completion and Transfer Coaches: Targeted workshops by academic stage (0-14, 15-29, 30-44, 45-60+ units) offering tailored support from "Exploring Transfer Options" to "Understanding Transfer Admission Guarantees (TAG)" with proactive interventions.

- Position Career and Transfer Center in proximity to General Counseling and support programs for seamless student access to comprehensive services.
- **Increase successful transfer to a four-year university among overall Hispanic students by 6.8%.**
  - Intentionally recruit and feature Hispanic alumni on transfer panels to share their personal stories and pathways to success.
  - Create a dedicated Guidance Class focused on transfer and ensure students in their last semester are targeted with timely information to transition smoothly.
  - Launch specific campaigns to educate students on key programs like ADTs (Associate Degree for Transfers, UC TAG (Transfer Admission Guarantee) and the Blue and Gold Opportunity Plan (which covers UC tuition).
  - Ongoing support for programs like Puente and MESA whose goal is to support students' complete college and transfer to four-year institutions.

## Resources that have been budgeted for that purpose (referring to goals/key strategies in this 2025-28 Student Equity Plan)

Gavilan College has allocated resources to support these strategies from the FY 2026 SEA Program Budget. An ongoing portion of the FY 2027 and FY 2028 SEA program budget will continue to be allocated to support these strategies. Other resources identified include partnerships with support programs such as EOPS, CARE, CalWORKs, Strong Workforce, MESA, Puente, amongst others.

## Community college district official to contact for further information

For further information on the 2025-2028 Gavilan College Equity Plan, please contact Diego Espinoza, Dean of Counseling, Student Success, and Equity at [despinoza@gavilan.edu](mailto:despinoza@gavilan.edu)

## Expenditures from 2022-25 Student Equity Plan

During the 2022-2025 Student Equity Plan Cycle, the Student Equity and Achievement (SEA) Program expended a total of \$5,521,322.49 across Fiscal Years (FY) 2023, 2024, and 2025. 87 % of these expenditures (\$4,801,318.58) were dedicated to supporting salaries and benefits for personnel, including Full- and Part-time classified professionals, faculty, administrators, and student workers, who are vital for implementing the SEP goals. Furthermore, the SEA Program provided crucial resources to build capacity and deliver comprehensive student support. These personnel facilitate the implementation of essential services such as outreach, onboarding and orientation, counseling, referral to specialized student support. The remaining 13% (\$720,003.91) Capacity building investments include Professional Development opportunities centered on achieving equity plan metrics and better supporting disproportionately impacted populations, as well as operating expenses like supplies, materials, and food for supported programs and events, faculty, staff, administrative, and student travel to conferences, professional contracts, printing, and computer hardware.

## Goals/outcomes from 2022-25 Student Equity Plan

Through its planning and reflections process, Gavilan College has learned that equity gaps exist from a combination of systemic barriers, resource limitations, and student unmet financial needs. Yet gaps are very personal to each student. Up until the beginning of the year 2025, a critical, overarching challenge was the college's limited institutional research capacity, which impeded a deeper understanding of why specific student populations are impacted. With a new Institutional Research department in place, we are making progress in data dissemination and training key stakeholders on campus to use data to improve their programs.

Some successful key initiatives from our 2022-2025 plan include:

**Successful Enrollment:** Students face institutional hurdles that impede their progress in enrolling. These include a complicated application process that results in lost applications, difficulties in the registration process, lack of information about financial aid and challenges related to physically accessing the campus. Over the past year, the Outreach Team has led an extraordinary effort to support student enrollment, particularly among male students, a key focus of the 2022–2025 Equity Plan. Funded through SEAP, the team participated in more than 140 in-person outreach events and workshops, connecting with over 8,700 individuals across diverse community and educational settings. Additionally, the Outreach Team supported dozens of application and dual enrollment workshops at local high schools, reaching students during key transition periods. Events like the Gilroy Downtown Live Series, the Morgan Hill Music Series, the San Benito Wellness Festival, and youth sports clinics also served as essential touchpoints for engaging male youth in non-traditional recruitment spaces. Furthermore, over the past three years the Non-Credit department has seen tremendous growth. Staff and faculty funded by SEAP coordinate open house events that introduced our continuing and community education programs to more than 40 prospective students. In addition, they assisted with registration and orientation activities that served over 180 new and returning students representing nine in-person events. The department assistant also provided direct support by responding to more than 300 student inquiries by phone and in-person, while the assessment specialist administered 2,305 placement tests to new and returning students, ensuring they were enrolled in the appropriate English as a Second Language courses.

**Completion of Transfer Level English and Math:** In collaboration with the English department, the Tutoring Center and Writing Center provide comprehensive academic support for students enrolled in transfer-level English courses. Our embedded tutoring program provides intrusive, just-in-time support for reading, writing, and research skills for all transfer-level English courses. In AY 24-25, 56% of English 1A courses (33 of 59) were supported with an embedded tutor, 51% of English 1A courses without a corresponding 210 support course (23 of 45) and 71% of English 1A + 210 support courses (10 of 14). These tutors partner with the faculty instructor to support learning in and outside of the classroom, using one-on-one tutoring and group study sessions. In addition, the Writing Center is open 40 hours per week, both on the Gilroy and Hollister campuses (Hollister's Learning Center opened in Spring 2025). Students can walk in to either campus or work online (50 hours/week, 9-7 M-F) with a tutor to receive immediate assistance with transfer-level English skills and knowledge. In AY 24/25, the tutoring center offered a total of 1,086 appointments (1,422.25 hours), 958 in-person appointments and 128 online appointments. Of the in-person appointments, about half (458 out of 958 were walk-in appointments). To support persistence, we provided embedded tutoring for 2 English 1B and 9 English 1C courses.

**Starfish (Gav Connect):** During the years 2022-2025, Gavilan College has successfully rolled out Gav Connect, an innovative online tool designed to enhance communication among students, academic faculty, counseling faculty, and support staff. This platform plays a crucial role in fostering a supportive educational environment, particularly for First Generation students and male students who may face unique challenges in their academic journeys. Gavconnect empowers First Generation students by providing them with direct access to essential resources and support systems. Through this platform, students can easily schedule appointments with their counselors, ensuring they receive personalized guidance tailored to their needs. Additionally, Gav Connect offers referrals to basic needs of support, such as El Centro, which helps First Generation students navigate the academic landscape and access vital resources that can enhance their overall success. Moreover, Gav Connect facilitates timely communication between students and their academic faculty. Students receive updates on their progress in class and important messages related to their coursework, allowing for proactive engagement with their education. This feature can be especially beneficial for male students, who may sometimes feel disconnected or less likely to seek help. By keeping them informed and connected, Gav Connect encourages them to take an active role in their academic experience. Furthermore, support programs utilize Gav Connect as a platform for conducting progress reports, ensuring that all students, particularly First Generation and male students, have a clear understanding of their achievements and areas for improvement. This transparency fosters a sense of accountability and motivates students to reach their goals. Overall, Gav Connect is a vital tool that not only enhances communication and support within the Gavilan College community but also addresses the specific needs of First-Generation students and male students, helping them to thrive in their academic pursuits. During the Pilot semester, it was confirmed that Course completion rates were 13% higher in sections where progress reports were submitted compared to those where no report was completed and In English courses, the difference in course completion was 15% higher when a report was submitted. Confirming that Gavconnect is a powerful tool to build connection and support for all students specially those that come from first generation backgrounds.

**Transferred to a Four-Year University:** Due to the pandemic, the physical Transfer Center was unavailable, which made it challenging to organize activities and tours that could positively impact our students' transfer rates to local universities. With the establishment of a new transfer center location, and the appointment of a dedicated staff member to manage it, we are well-positioned to revitalize our efforts through workshops, tours, and other activities aimed at providing valuable transfer information to more students. This year, we are planning a series of interactive transfer lab sessions in collaboration with general counseling, as well as college tours to nearby and far away universities. Additionally, we are establishing partnerships with our feeder universities to plan Gavilan Centered events on campus to build awareness of Transfer.