

# Gavilan Joint Community College District



## Student Equity Plan 2004-2005

**Gavilan Joint Community College District**  
**Student Equity Plan 2004-2005**

**Signature Page**

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**Domingo Payne**

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**Date**

Student Equity Coordinator

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**Sherrean Carr**

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**Date**

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# **Gavilan Joint Community College District**

## **Student Equity Plan 2004-2005**

### **Executive Summary**

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

1. Access
2. Course Completion

The activities used to implement the goals are:

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

1.2. Continue hiring practices that promote equal opportunity.

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

1.4. Employ effective technologies to promote student access.

1.5. The Equal Opportunity Committee will review institutional practices with respect to recruitment, hiring, and retention of employees and if appropriate recommend changes in these practices.

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

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

2.3. Assess learning outcomes for all service areas.

2.4. Appoint subcommittee of President's Council to review differential student success by demographics, determine appropriate standards, and identify strategies by which goal achievement will be attained and measured.

The following resources are budgeted:

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

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

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

Sincerely,

The Student Equity Plan Committee:

Simon Cooke, Student Representative  
Associated Student Body President

Monica Quiroz, Professional Support Staff Representative  
Assessment Specialist

Leslie Tenney, Faculty Representative  
Counselor/ASB Advisor

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

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

John Baker, Administrator Representative, Student Equity Plan Coordinator  
Vice President of Student Services  
(408) 848-4730  
jbaker@gavilan.edu

## Gavilan Joint Community College District Student Equity Plan 2004-2005

### Planning Assumptions

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

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

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

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

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

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

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

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

This plan has been printed on 100% post-consumer waste recycled paper.

# Gavilan Community College Student Equity Goals

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

## Outcome Measures for Goal 1

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

## Activities for Goal 1

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

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

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

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

**Activity 1.5:** The Equal Opportunity Advisory Committee will review institutional practices with respect to recruitment, hiring, and retention of employees and if appropriate recommend changes in these practices.

**Goal 2 (Course Completion):** Students will equally succeed in classes by demographic group.

### **Outcome Measures for Goal 2**

- **Outcome Measure 2.1:** Students will equally succeed in transfer and degree gateway classes by demographic group. **Unsatisfactory**
- **Outcome Measure 2.2:** Students will equally succeed in basic skills and ESL classes and equally persist into higher level courses by demographic group. **Unsatisfactory**
- **Outcome Measure 2.3:** Student cohorts will equally attain degrees by demographic group.

### **Cautionary**

### **Activities for Goal 2**

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

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

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

**Activity 2.4:** Appoint subcommittee of President's Council to review differential student success by demographics, determine appropriate standards, and identify strategies by which goal achievement will be attained and measured.

## Budget

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

## **Evaluation Schedule and Process**

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

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

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

## Student Equity Plan Timeline

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

### **December 2003**

Establish at the December 3rd President's Council a campus project committee:

Coordinator: John Baker, Vice President of Student Services

Researcher: Terrence Willet, Director of Research

Faculty member: Leslie Tenney, Counselor

Student: Simon Cooke, President of the Associated Student Body

Professional Support Staff: Monica Quiroz, Assessment Specialist, Immediate Past President of CSEA

Ex Officio: Ken Wagman, Math Instructor, Faculty Senate President

### **January 2004**

Data collection and then distribute to project committee

### **February 2004**

Committee convenes and reviews assignment and tasks

I. Assess/Review indicators

A. Access

B. Course Completion

C. ESL and BASIC Skills Completion

D. Degree and Certificate Completion

E. Transfer

II. Identify current program/services that advance and promote quality of student success for underrepresented students by

a. ethnicity b. gender c. disability

### **March 2004**

Establish Goals and related activities to achieve goals with a budget and evaluation plan.

Present to President's cabinet and distribute to college community.

### **April 2004**

Revise and send out for second round of review by college

### **May 2004**

Complete project and send to president's council for approval

### **August 2004**

Send project report to Board of Trustees for approval

### **September 2004**

Report to Chancellor's Office

## Outcome Measure Data Sources and Examples

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

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

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

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

**Data for Outcome Measure 1.2:**

Known Ethnicity Percentages	Full Time Faculty	Adjunct Faculty	Admin-istrator	Clerical	Mainten-ance	Profes-sional	Techn-ical	All Employ-ees	Students
African-American	0%	1%	6%	6%	0%	0%	3%	2%	2%
Asian/Pacific Islander	9%	5%	0%	0%	0%	14%	0%	4%	5%
Latino	13%	10%	25%	56%	73%	43%	36%	26%	49%
Native American	0%	0%	0%	0%	0%	0%	0%	0%	1%
White	75%	84%	69%	39%	27%	43%	61%	68%	41%
Other	2%	0%	0%	0%	0%	0%	0%	0%	2%
Known ethnicity count	53	98	16	18	22	7	59	273	4653
Total Count	73	113	19	18	22	9	64	318	4824
Unknown ethnicity percent of total	27%	13%	16%	0%	0%	22%	8%	14%	4%

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

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

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

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

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

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

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

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

**Data for Outcome Measure 1.3:** 2002 Campus Climate Survey

<http://www.gavilan.edu/reports/cc02.pdf>. The report suggested that people of various ethnicities feel an equality of opportunity as do women. However, men appeared to feel a sense of disconnectedness with the college community.

**Outcome Measures for Goal 2 (Course Completion):** Students will equally succeed in classes by demographic group.

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

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

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

Class	African-American		Asian		Hispanic		Native American		White, non-Hispanic		Unknown	
	% success	enrolled	% success	enrolled	% success	enrolled	% success	enrolled	% success	enrolled	% success	enrolled
Math 233	50%	56	55%	105	50%	1,155	17%	12	59%	1,080	52%	169
English 1A	63%	70	72%	196	63%	1,611	53%	34	71%	1,823	65%	275
ESL 520 level	100%	3	80%	85	61%	1652	n/a	0	58%	26	75%	8
Math 400	64%	25	48%	29	48%	648	50%	14	59%	263	45%	53
English 420	46%	24	69%	54	52%	584	33%	3	58%	137	60%	43
English 440	45%	38	51%	78	47%	704	50%	8	58%	187	51%	53

Class	Female		Male		Unknown	
	% success	enrolled	% success	enrolled	% success	enrolled
Math 233	58%	1,402	50%	1,170	60%	5
English 1A	72%	2260	61%	1745	100%	4
ESL 520 level	64%	1077	58%	693	75%	4
Math 400	55%	670	44%	362	n/a	0
English 420	60%	496	47%	349	n/a	0
English 440	54%	597	44%	470	0%	1

Class	No Verified Disability		Learning Disabled		Other Disability	
	% success	enrolled	% success	enrolled	% success	enrolled
Math 233	55%	2434	39%	119	54%	24
English 1A	67%	3856	67%	123	73%	30
ESL 520 level	62%	1752	50%	2	70%	20
Math 400	53%	810	47%	166	39%	56
English 420	54%	654	55%	153	58%	38
English 440	48%	856	56%	166	48%	46

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

**Data for Outcome Measure 2.3:**

Student Right To Know Cohorts.

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

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

**Completion Rates of STRK Cohorts**

Ethnicity	Cohort year of full-time, first-time, degree-seeking freshman															
	1993		1994		1995		1996		1997		1998		1999		2000	
	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size
Nonresident alien	100%	1	50%	4	0%	1		0	100%	2		0		0		0
African-American	20%	10	0%	8		0	0%	7	17%	12	40%	5	17%	6	30%	10
Native American	0%	1	0%	2	100%	1	0%	3	20%	5		0	0%	1	50%	2
Asian/Pacific Islander	50%	6	40%	10	40%	5	50%	6	60%	10	27%	11	28%	18	41%	17
Hispanic	23%	47	34%	67	21%	53	26%	58	35%	78	36%	69	35%	60	32%	85
White, non-Hispanic	39%	99	45%	109	41%	74	32%	114	31%	74	39%	113	42%	107	38%	88
Other/Unknown	29%	7	33%	9	50%	6	28%	25	63%	8	40%	15	21%	14	18%	17
Male	36%	88	37%	116	35%	82	26%	107	30%	89	39%	119	25%	91	28%	111
Female	31%	83	41%	93	31%	58	32%	106	39%	100	36%	94	45%	115	40%	108
Total	34%	171	39%	209	34%	140	29%	213	35%	189	38%	213	36%	206	34%	219

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

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

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