* The word online is mentioned 5 times and distance education never. Yet in fall 2022, 73% of our enrollments were in distance ed.

Professional development is a common theme throughout the report, lacking any real solid plan or goals to provide for it. The Teaching and Learning Center, led by our Professional Development Faculty Liaison and the DE Dept, should be mentioned as a resource to provide PD in equitable teaching practices. There should be a solid plan with activities to achieve specific goals set, for example: *By June of 2023, 20% of our faculty will complete a 20-hour course on "Equitable Grading Practices", offered through the TLC., etc. The Peer Online Course Review Club will award 10 online courses "Quality Reviewed" status per semester starting in spring 2023 through fall 2025*

Here is a study that should be referenced and taken into consideration in terms of providing equitable access and pathways to successful completion using alternative delivery methods like distance education. Also, Institutional Research should be asked to provide some numbers for success in online courses with our disproportionately impacted groups, with a solid goal for improvement if necessary.

If Hispanic males are less successful in online courses versus other delivery modalities, we'll need to find out why and set a goal to fix that. Access to technology? Access to tutoring in technology? Access to virtual tutoring on the subject matter? Did the students take courses with a teacher untrained in using a distance education modality?

Gavilan College Student Equity Plan 2022 – 2025

Submission Deadline: November 30, 2022

CONTENTS

PRELUDE

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. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- State of California Education Code Section 78220
- Student Equity & Achievement (SEA) Program Expenditure Guidelines
- CCCCO Vision for Success
- California Community College Student Equity Plan Review: A Focus on Racial Equity, Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- Using Disproportionate Impact Methods to Identify Equity Gaps, The RP Group (Sosa, 2018)
- Forming a Planning Team Team: Guide for Selecting Equity-Oriented Members, Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts , Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
• Michael Quiaoit, Dean of Student Services & Special Programs • Michael Tran, Program Analyst • Anthony Amboy, Program Assistant • Gina Browne, Dean of Educational Services & Support • Mia Keeley, Dean of Student Services	• Jay Singh, Hartnell College • LaTonya Parker, Riverside City College, ASCCC • Raymond Ramirez, Fresno City College • Sabrina Sencil, Consumnes River College, The RP Group • Sandra Hamilton Slane, Shasta College
Foundation for CCCs	**CCC Partners**
• Lesley Bonds, Guided Pathways • Leslie Valmonte, Guided Pathways • Priscilla Pereschica, Policy Specialist	• Eric Felix, San Diego State University

2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

Guidance: With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-225 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

ASSURANCES:

Help Text: Please attest to the following assurances:

☐ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

☐ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development (2,500 character max)

Help Text: Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

> 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. (how would we do this?) 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.

Contacts

Guidance: The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

DISTRICT CONTACT INFORMATION FORM

Required Contacts (at least one contact is required for each of the following roles):

- ☐ Project Lead (College Equity Lead is recommended)
- ☐ Alternate Project Lead
- ☐ Approver: Chancellor/President
- ☐ Approver: Chief Business Officer
- ☐ Approver: Chief Instructional Officer
- ☐ Approver: Chief Student Services Officer
- ☐ Approver: Academic Senate President
- ☐ Approver: Guided Pathways Coordinator/Lead

Equity Plan Reflection

Guidance: Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

Help Text: Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22. (2,500 character max)

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
Help Text: How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)

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
Help Text: Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

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
Help Text: Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- ☐ Interrupted Work Fully
- ☐ Catalyzed Work
- ☐ Delayed Work

When all courses went online, the technology divide became more apparent. Many students lacked internet access and computers to complete their course work, and new groups of disproportionally impacted groups emerged, namely students with disabilities. Online learning is not conducive for all learning styles 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 establish a virtual room, where students could get similar assistance as in-person. Admissions was 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 the virtual services.

When outreach and recruitment went fully virtual, we were able to reach more students and increase the number of outreach event 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.

Gavilan established 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 car 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

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 in-active, and with the lack of student life, students' ability to feel connected to the campus decreased, which causes a decrease in retention.

Link to Executive Summary

***Help Text*:** Please share the hyperlink to your college's Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:
- The initiatives that the community college or district will undertake to achieve these goals
- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding
- Assessment of the progress made in achieving identified goals

https://www.gavilan.edu/staff/equity/index.php

Student Populations Experiencing Disproportionate Impact

***Guidance*:** Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing "all students" and instead use population- and identity-specific language).

Note you may also use the "other" field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

Help Text: Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA.

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%), Unknown (16.9%), 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 (51/302) Unknown (191/924) White (6/57) Male, Filipino (2/22) Male, Pacific Islander or Hawaiian Native (108/604) Male, White
Completed Transfer-Level Math & English	15%	American Indian/Alaska Native (0%) Asian (6.3%) AEC Students (9.6%) Homeless Students (0%) First Generation (12.8%) Male, Pacific Islander or Hawaiian Native (0%) Male, First Generation (9.3%) Male, Foster Youth (0%) Male, LGBTQ (0%) Males (13.4%)	(0/4) American Indian/Alaska Native (2/32) Asian (13/135) AEC Students (0/3) Homeless Students (81/632) First Generation (0/3) Male, Pacific Islander or Hawaiian Native (25/270) Male, First Generation (0/2) Male, Foster Youth (0/15) Male, LGBTQ (84/626) Males
Retention from Primary Term to Secondary Term	64.20%	American Indian/Alaska Native (25%) Female, Homeless Students (0%) Males (59.3%) First Generation (61.2%)	(1/4) American Indian/Alaska Native (0/1) Female, Homeless Students (371/626) Males (387/632) First Generation

Attained the Vision for Success Definition of Completion within Three Years	16%	American Indian/Alaska Native (0%), Two or More Races (7.3%) Male, LGBTQ (0%) Male, AEC (1.9%) Males (12.6%)	(0/3) American Indian/Alaska Native, (3/41) Two or More Races (0/9) Male, LGBTQ (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

Populations detailed in Education Code 78220

Metric: Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact:

TARGET OUTCOMES FOR 2022-25
Target Outcomes
Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

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%) (16/239)	13.2%	19.7%	26%
Black or African American	(15.2%) (12/79)	18.8%	22.4%	26%
Filipino	(14.9%) (14/94)	18.6%	22.3%	26%
Pacific Islander or Hawaiian	(14.3%) (5/35)	18.2%	22.1%	26%
Unknown	(16.9%) (51/302)	19.9%	22.9%	26%
White	(20.7%) (191/924)	22.5%	24.3%	26%
Male, Filipino	(10.5%) (6/57)	15.7%	20.9%	26%
Male, Pacific Islander or Hawaiian Native	(9.1%) (2/22)	14.7%	20.3%	26%
Male, White	(17.9%) (108/604)	20.7%	23.4%	26%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure
Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- 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.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- 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.

PLANNING & ACTION

Intended Audience/Recipient:
Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

☐ Administrator   ☐ Partner (K12, Transfer, other)
☐ Faculty   ☐ Students
☐ Classified Staff

Action Steps:
Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

- 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.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☐ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

- Field Guidance & Implementation: Best practices from other similar institutions that have developed best practices in supporting enrollment management and application process.
- Technical Assistance / Professional Development: Professional Development in terms of scheduling and enrollment management.
- Technology Investments & Tools: Financial support in implementation and integration of various technology tools (Starfish).

Metric: Completed Transfer-Level Math & English

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Disproportionately Impacted Group	DI Group Rate	Year 1 Target Outcome (2022-23)	Year 2 Target Outcome (2023-24)	Year 3 Target Outcome (2024-25)
American Indian/Alaska Native	(0%) (0/4)	5%	10%	15%
Asian	(6.3%) (2/32)	8%	11%	15%
AEC Students	(9.6%) (13/135)	11%	13%	15%
Homeless Students	(0%) (0/3)	5%	10%	15%
First Generation	(12.8%) (81/632)	13.5%	14.5%	15%
Male, Pacific Islander or Hawaiian	(0%) (0/3)	5%	10%	15%
Native Male, First Generation	(9.3%) (25/270)	11%	13%	15%
Male, Foster Youth	(0%) (0/2)	5%	10%	15%
Male, LGBTQ	(0%) (0/15)	5%	10%	15%
Males	(13.4%) (84/626)	14%	14.5%	15%

Timeframe	Measurement Output
Year 1 (2022-23)	• 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. for Latinx students. (English & Math) • Increase percent of embedded supports in gateway transfer level Math & English courses by 10% based on 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. (English & Math)
	• If data supports this direction, increase enrollment in English & Math co-requisite support courses. Support onboarding efforts to ensure that students are accurately placed and informed of 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 cohort. (English)
	• Begin to plan a First Year Experience program to provide wrap-around supports for students in English & Math. Coordinate with El Centro, in order to focus supports on DI identified groups and Latinx students. (English & Math)
Year 2 (2023-24)	• At least 25% of English & Math Faculty complete Professional Learning equity training with an emphasis on Cultural Responsiveness and Race. (English & Math).
	• If data supports direction, continue to increase percent of embedded supports in gateway transfer level Math & English courses so that most courses have these supports. 50% of faculty using these supports have been trained. (English & Math)
	• Continue to increase enrollment in English & Math co-requisite support courses. Open additional sections as needed. (English & Math).
	• Continue to assess professional development training needs for supporting English Language Learners in English courses. (English)
	• Secure resources for additional Puente cohort or other cohorts that are DI identified groups. (English)
	• Continue planning a First Year Experience program to provide wrap-around supports for students in English & Math. Identify staffing needs and budget. (English & Math)
Year 3 (2024-25	• If data supports this direction, continue to increase percent of embedded supports in gateway transfer level Math & English courses so that at least 75% of courses have these supports. 80% of faculty using these supports have been trained. (English & Math).
	• Launch First Year Experience program, specifically aimed at supporting Latinx, students of color, and DI identified students in completion of transfer level English & Math (English & Math)

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- 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 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).
- Operational hours of Tutoring & Writing Center, and Library. The hours make it difficult for evening students to obtain services or attend.
- There is currently not a lot of research on why specific populations are disproportionately impacted in completing college level English and Math in first year. Gavilan College has limited institutional research capacity.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- Cluster hire to support Hispanic-Serving Institution. Hiring faculty instructors that have a specific skillset in supporting Latinx students. 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 <mark>academic and student</mark> 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.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☐ Administrator
- ☐ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☐ Students

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

- 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.

SUPPORT NEEDED

Support Needed

☐ Field Guidance & Implementation
☐ Technical Assistance/Professional Development
☐ Data & Research
☐ Policy & Regulatory Actions
☐ Technology Investments & Tools
☐ Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

- Field Guidance & Implementation: Best practices from other similar institutions that have developed best practices in supporting English & Math completion.
- Technical Assistance / Professional Development: Professional Development will be one of the key levers to increase equity-minded frameworks on campus and improve outcomes for Latinx students. More support is needed in identifying professional development opportunities, particularly in conjunction with other HSI's embarking on this same work.
- Data & Research: The AB705 implementation team at Gavilan relies heavily on the CCC Transfer-Level Gateway Completion Dashboard. More support in understanding the nuances of the data and how it impacts specific populations at Gavilan would be beneficial to the team.
- Technology Investments & Tools: Gavilan continues to explore high-impact tools (e.g., Hypothes.is - annotation software) that support completion in English & Math. More support in identifying which technology has a high impact would be beneficial.
- Pilots & Building Communities of Practice: Gavilan is an HSI, and we are open and welcome to the idea of partnering with other HSI institutions in the CA Community College system in order to build communities of practice that better support Latinx students, particularly as we bridge the gap between instruction and student support services.

Metric: Retention from Primary Term to Secondary Term

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Disproportionately Impacted Group	DI Group Rate	Year 1 Target Outcome (2022-23)	Year 1 Target Outcome (2022-23)	Year 1 Target Outcome (2022-23)
American Indian/Alaska Native (25%)	(25%) (1/4)	38%	51%	64%
Female, Homeless Students (0%)	(0%) (0/1)	21%	43%	64%
Males (59.3%)	(59.3%) (371/626)	60.8%	62.3%	64%
First Generation (61.2%)	(61.2%) (387/632)	62%	63%	64%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- Many students are not connected to a counselor on campus. If they do not reach out to counseling <mark>or are directly referred</mark> , then they will not see a counselor.
- <mark>Based on data</mark>, 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 primary term to secondary term. Gavilan College has limited institutional research capacity.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☐ Instruction   ☐ Business Services

☐ Student Services   ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- Implement a Coordinated Care Counseling Model.
- Establish (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.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

☐ Administrator   ☐ Partner (K12, Transfer, other)

☐ Faculty   ☐ Students

☐ Classified Staff

Action Steps:

Help Text: How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

- 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.
- Establish 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.

SUPPORT NEEDED

Support Needed
Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☐ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed
Help Text: You may use the space below to explain your selections. (2,500 character max)

> - Technical Assistance / Professional Development: Develop professional development related to intrusive counseling practices and equitable practices/mindsets

Metric: Completion

*Guidance***:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Areas of Completion

Help Text: Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- ☐ Adult Ed/Noncredit Completion
- ☐ Certificate Completion
- ☐ Degree Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Disproportionately Impacted Group	DI Group Rate	Year 1 Target Outcome (2022-23)	Year 2 Target Outcome (2023-24)	Year 3 Target Outcome (2024-25)
American Indian/Alaska Native	(0%) (0/3)	5%	11%	16%
Two or More Races	(7.3%) (3/41)	10.1%	13.3%	16%
Male, LGBTQ	(0%) (0/9)	5%	11%	16%
Male, AEC	(1.9%) (1/54)	7%	12%	16%
Males	(12.6%) (73/579)	14%	15%	16%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☐ Instruction
- ☐ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- Many of the dates for various registration deadlines, release of class schedules, academic standing notifications, outstanding balance for holds, and drops for non-payment are currently unpredictable.
- Our academic support office does not currently have the capacity to support students and does not integrate much with classroom curriculum.
- 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 ~~often no one~~ ==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.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☐ Instruction ☐ Business Services
☐ Student Services ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- 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.
- Development of an annual process of conducting research related to understanding the barriers populations disproportionately impacted in completion.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

☐ Administrator ☐ Partner (K12, Transfer, other)
☐ Faculty ☐ Students
☐ Classified Staff

Action Steps:

- Develop and Distribute an Integrated Student Services Calendar <mark>(this was attempted several times but maintaining the calendar was an issue – need a dedicated person that will manage or we will get the same results as in the past)</mark> • Create an integrated two-year calendar with critical student services dates (registration, NRS, deadlines, release of class schedule, academic standing notifications, 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 counselor, develop Ed Plan, complete financial aid application, graduation petition, transfer application timeframe, prepare to graduate, etc.

- Integrate Academic Support into 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; and academic support contacts that are facilitated and encouraged by course instructors. a) Implementation of Starfish software will facilitate integration of academic and student support. b) Training on equity-minded practices that facilitate 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 have 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 •Establish understanding of clear connections between integrated student support and course completion •Establish 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.

SUPPORT NEEDED

Support Needed
Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☐ Field Guidance & Implementation
☐ Technical Assistance/Professional Development
☐ Data & Research
☐ Policy & Regulatory Actions
☐ Technology Investments & Tools
☐ Pilots & Building Communities of Practice

Description of Support Needed
Help Text: You may use the space below to explain your selections. (2,500 character max)

> - Field Guidance & Implementation: Best practices from other similar institutions that have developed a communication plan and integrated master calendar.
> - Technical Assistance / Professional Development: Professional Development as it relates to supporting students holistically through instruction, student services, and business processes.

Metric: Transfer

Guidance: Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

TARGET OUTCOMES FOR 2022-25
Target Outcomes
Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

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%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

- To date there is not a formalized process or strategy to identify why these students are choosing not to transfer (==thought data states that many students identify Transfer as a goal without understanding what it means==) , nor is there is way to track these changes or decisions - (==Banner collects info and reports can be generated but we don't have identified staff who will do this and resources for follow-up) a==s students change their original educational goal. 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== ~~does not currently have~~ a full-time, ==dedicated to transfer only==, ~~transfer~~ counselor, 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.

STRUCTURE EVALUATION: Ideal Structure

Help Text: *Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? (Select all that apply)*

- ☐ Instruction
- ☐ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- Engage in equity minded inquiry
- Develop and Transfer <mark>Center?</mark> Area 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.

PLANNING & ACTION

Intended Audience/Recipient:

Help Text: *Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?*

- ☐ Administrator
- ☐ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☐ Students

Action Steps:

Help Text: *How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal.* (2,500 character max)

- 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 ~~and~~ a Transfer <mark>Center</mark> ~~Area~~ and specialist position <mark>(or restructure an existing position?)</mark> 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, <mark>specific DI groups,</mark> 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.

SUPPORT NEEDED

Support Needed

Help Text: The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☐ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed

Help Text: You may use the space below to explain your selections. (2,500 character max)

- Technical Assistance/Professional Development: Data & Research, Policy & Regulatory Actions, Technology Investments & Tools.

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

***Guidance*:** This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an <mark>opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below.</mark> You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

Help Text: By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

| |
| |

FINANCIAL AID

FAFSA Participation

Help Text: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

| |
| |

PELL Grant Participation

Help Text: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

| |
| |

Additional Aid for Students

Help Text: The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

☐ Yes
☐ No

Description of Additional Aid (2,500 character max)

| |
| |

BASIC NEEDS

***Help Text*:** The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic

needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center
***Help Text*:** Has your college established a Basic Needs Center and designated a staff person as a coordinator?
- ☒ Yes
- ☐ No

Services
Help Text: What services are you providing or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

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.

Participation
Help Text: How do you plan on increasing participation in your college's Basic Needs Center? (2,500 character max)

- 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
Help Text: The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

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 CalFresh outreach and assist with CalFresh applications.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

Help Text: The 2021-22 Budget Act provided $115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

LGBTQ+

LGBTQ+ Support

Help Text: In 2011, Assembly Bill 620 amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, California Education Code Section 66271.2 also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated $10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

Safe Space Training – many attended – Next steps?

MENTAL HEALTH

Mental Health-Related Programs

Help Text: The 2021-22 Budget Act included ongoing funding of $30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

Hiring of PT MH counselor + Discovery MH services

GENERAL ACCESSIBILITY

Accessibility

Help Text: Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

(Will AEC add info?)

INSTITUTIONAL PLANNING

Ongoing Engagement

Help Text: Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

Integrated Budgeting

Help Text: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

(This is super important!... what will be included?)

Student Voice

Help Text: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

(This is super important!... what will be included?)

ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

Planning Resources:
- [Diversity, Equity, Inclusion, and Accessibility (DEIA) Glossary of Terms](#), CCCCO DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCCO, July 2021

Recommended Reading:
- [CCCCO June 2020 Call to Action](#)
- [CCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

Recommended Viewing:
- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCO Call to Action Webinar](#) (June 3, 2020)