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## Integrated Plan (SSP,BSI,Equity) Executive Summary

Gavilan College continues to promote integrated planning and program coordination at the institutional level. Basic Skills, Student Equity, and SSSP continue to have separate requirements. However, efforts to take an institutional approach to the alignment of the three programs will be guided by the following five goals. 1. Multiple Measures 2. Acceleration 3. Guided Pathways 4. Cross Discipline Counselor Resources, and 5. Professional Learning.

These goals will be guided by mechanisms that will help to advance the integration of matriculation, instruction and student support to accomplish student success goals. A BSI, Student Equity and SSSP crosswalk will outline activities leading to the integrated goals and serve as a planning document. The college will use IEPI indicators and goals as a common outcome. Guided Pathways will be implemented, in an integrated effort between student services and instruction. Lastly, communication will be sustained by providing cabinet reports, senate reports and the development of an integrated planning website.

### Student Equity Plans

Gavilan College has recreated its disproportionate impact study in an effort to provide accurate data. The initial data set analyzed in 2015 was completed by a temporary institutional research analyst and not verified by the short-term director of Institutional Research at that time. The baseline data used in our previous report was flawed. Gavilan College's Director of Institutional Research discovered that the baseline data was not replicable. Consequently, the college has begun with new baseline data. Gavilan College's Chief Student Services Officer/ Vice President of Student Services received permission from the Chancellor's Office and Mia Keely for Gavilan College to complete a new analysis that was reflective of appropriate baselines and research methodologies. The following chart shows the results of the new disproportionate impact study and new data goals.

Indicators		Baseline	Disproportionate Impact Student Category, 2010-2011 New Students						Goals
		College wide Average (Mean) Hazard	Gender	Ethnicity	Foster Youth	DSPS	Low Income	Veteran	
Access		NA		Asian White					.5%
Course completion	Retention / Success, All Courses	85%; 65%		African Americas	Foster Youth	DSPS			1.5%
	Remedial English Success	54%		African Americas	Foster Youth	DSPS			1.3%
	Remedial	82%	Males						.8%

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	ESL Success								
	Remedial Math Success	52%		African Americans	Foster Youth			Veterans	.9%
Degree and Certificate Completion	Associate Degree	12%	Males	African Americans, Asians, Native Americans	Foster Youth				40 students
	Certificate	9%	Males	African Americans, Asians, Native Americans	Foster Youth				63 students
Transfer Outcomes	Transfer Velocity (Six Years)	32%			no data	DSPS		no data	1%
	Transfer Volume	≈ 350 annually		African Americans, Native Americans	no data	DSPS		no data	41 students

The new disproportionate analysis unveiled new groups that were experiencing disproportionate outcomes such as African Americans, Asians, and Native Americans. During the fall 2017 semester, areas receiving funding will be charged with creating additional activities to address these groups. However, some groups were already being addressed. The following chart outlines the activities, purpose, impacted areas and funding allocations for the 2017-2018 academic years. The activities and associated funding allocations will be further discussed at future equity meetings. Additional proposals will be vetted through the approval process if funding or priorities change. For example, as Guided Pathways efforts take focus, Equity funding may have to be reviewed and reassigned. Funded areas will need to continue to report back to the committee using the approved mechanisms.

Activity	Purpose	Area Impacted	Funding Allocation
Foster Youth / Undocumented Students Counselor.	To Provide dedicated support to Foster Youth and Undocumented Students.	Course Completion, Basic Skills Completion, Degree and Certificate Completion.	\$44,000.
Veterans / DRC Counselor.	To provide Veterans and AEC students with dedicated counseling support.	Course Success, Basic Skills Course Success.	\$54,991

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Counselor Release time for Campus Culture work.	To work on further developing a culture of equity framework.	ALL	\$24,278
Basic Skills Program Specialist.	To provide student support, intervention and success programing for Basic Skills Students.	Basic Skills Course Completion.	\$68,659
MESA/TRIO Program Specialist.	To provide support to the MESA and TRIO Programs and allow for the program to serve additional students above the number required by the programs grants.	Degree and Certificate Completion, Transfer Velocity And Volume, Course Success Rates, Access.	\$20,537.00
Career and Transfer Center Program Specialist / Career and Transfer Center Programing.	To coordinate programing for the college's transfer and career center, coordinate university rep visits, provide visits to four year universities, and oversee lab for career and interests exploration.	Transfer	\$ 86,921 (Staffing), \$4,740(Operating Budget)
In reach/ Student Activities Program Specialist and Associated Programing	To Provide student life coordination, liaison with civic engagement, service learning, student government and welcome center student ambassador Program.	Degree and Certificate Completion.	\$79, 761 (Staff) \$3,625.00 (Operating Budget)
Tutoring/Peer Mentor Support.	Additional tutoring/peer mentor support is currently under development in collaboration with the Athletics Department, MESA/TRIO Program and others to provide additional completion rates for African American Students.	Course Completion, Basic Skills Course Completion.	\$13,464
Professional Development, Training, and Conferences with an equity focus	To provide professional development opportunities and trainings related to student equity, creating a campus culture that is student equity focused.	All	\$30,746
Mental Health Support Services	To provide on campus Mental Health Services/ counseling to students. Services are contracted with Discovery Counseling Services.	All	\$21,000
Fresh Success Program Subsidy.	To provide a subsidy to continue the Fresh Success. Fresh Success serves students receiving or is eligible tor Calfresh/SNAP benefits. Being expanded to Hollister site.	Course Completion, Basic Skills Course Completion	\$30,000
Innovative Educators	Provides faculty and staff online tutorials for working with students, meeting student needs, and being aware of regulatory and other compliance issues.	All	\$17,000
HACU Membership	Gavilan College will continue to be a member of the Hispanic Association of	All/Institutional	

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	Colleges and Universities. HACU will add to an institutional macro level action that will affirm its commitment to the Latino community, addressing student inequities, and working with Gavilan College's Latino Advisory Board.		\$5,000
Health 101	Monthly student-centered health and wellness magazine that also provides six pages of campus-specific content.	All	\$4,500
Nettutor	Provides Online tutoring to students who cannot access on campus tutoring.	Course Completion, Basic Skills Course Completion.	\$7,000
Maxient:	Early Alert/Behavior Intervention team and plan using the Maxient software to identify students in need more quickly. This includes academic, psychosocial, and basic needs such as transportation, hunger, etc.	All	\$6,000

## Accomplishments

### Increasing the Retention of First Time Students

An important goal from the 2015-2016 plans that intersect SSSP, student equity and BSI was to increase the retention of first time students. Several activities have been implemented in each area to address the goal. Follow up services were implemented with students not completing enrollment steps, undecided or students that had a change of major. Student Equity provided additional counseling and resources to support and expand categorical programs and identified disproportionality impacted student populations such as foster youth and veterans. Furthermore, programs were developed for athletes - the majority being students of color. The basic skills initiative provided boot camps for skills/concept matters and provided accelerated courses along with counseling support.

### Equity Funded Accomplishments

Equity funding has been instrumental in several areas. Gavilan College is a federally designated Hispanic Serving Institution. Unlike many other community colleges, Gavilan College lacked in basic services and programming that many community colleges provided to their students. It was crucial that Gavilan College's students and mostly Latino population be afforded the same opportunities as other community colleges. For example, Gavilan College did not have a Transfer and Career Center, office of Student Activities, and mental health services. In response, equity has helped to establish a Transfer and Career Center to help guide students and provide transfer activities. These activities include career and transfer fairs, university visits and hosting representatives from universities. A new program specialist for student activities has begun to help create a student-centered culture on campus with organizing and supporting student organizations, providing student life activities that are essential in helping create a sense of belonging for students on campus, and working with our Service Learning and Civic Engagement faculty. Gavilan College also now contracts with a Mental Health organization to provide on campus mental health services as an earlier grant identified mental health services as a crucial campus need.

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Along with these key efforts, Foster Youth, Undocumented Students, and Veterans, and basic skills now have designated counselors. Equity efforts have also helped to seed a new program called Fresh Success, serving students that are eligible to receive CALFresh/SNAP benefits. Basic Skills MESA and TRIO student services have expanded with the addition of a program specialist to serve a greater number of students for both programs.

Institutional efforts have also been supported by student equity. Equity partially funded the Educational Master Plan as it relates to equity groups. The plan identified the educational needs of our distinct district regions and the projected labor market needs of our area. Hispanic Association of Colleges and Universities (HACU) membership was also supported and supported the college's restoration of the community Latino Advisory Board. Professional development around equity issues has been provided, which include retreats on understanding equity and trainings for faculty such as plenary sessions, and teaching and learning institutes.

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