2019-22 Student Equity Plan
(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
Access: Successful Enrollment	7110	TBA	**Self-Assessment Tools for Math and English** Provide self-assessment tools, increased numbers of sections in transfer level Math and English, and acceleration counseling Self-Assessment tools **Community Outreach via the Athletics department** Develop tri-fold recruiting packets for each program, to include the same basic information and specific team information. Adopt a department wide recruiting template (individual programs recruit differently but providing the template can help each program). **Financial Aid Outreach** Hosting Super Saturday and Outreach to students who've filed FAFSA but have yet to complete CCC Apply.

			Welcome Center Onboarding. The Welcome Center and Peer Mentors assists students to complete the admissions application and enrollment process. Mentors attend all Educational Forums and Super Saturday to assist high school students in the matriculation process, leading to enrollment. **Education Forums** Education Forums 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. **Super Saturday** High School 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.

		TBA	**Peer Mentors/ Welcome Center**
Retention: Fall to Spring	3692		Mentors contact students weekly through text messaging and offer up to 2 hrs. a week of one-on-one assistance

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Mentors contact students weekly through text messaging and offer up to 2 hrs. a week of one-on-one assistance

Mental Health Support/ Counseling
Continue to provide on campus Mental Health Services/Counseling to students. Services are contracted with Discovery Counseling Services.

Financial Aid Pell Grants
Pell grant students in the DI groups will meet SAP standards from Fall to Spring semester by using Summer 2019 cohort of Pell Grant students to identify those on Academic Warning status to offer textbook assistance (grant or scholarship), requiring progress reports and appointments with their counselor

Faculty Diversity and EEO Plan
Recruit and Hire Diverse Faculty that are representative of our student population. Research has shown course retention and success is impacted by diverse faculty representation
For example,

1. HR will post all job announcements in targeted diversity websites. Classified and faculty positions are posted on 9 different diversity websites, Hispanics in

			Higher Ed, Blacks in Higher Ed, Asian's in Higher Ed, Women in Higher Ed, Veterans in Higher Ed, African Americans in Higher Ed, LGBT in Higher Ed, Disabled in Higher Ed and Higher Ed jobs. This will assist in having a pool of applicants that represents the students we serve and where there may be a gap. 2. HR attends 2 career fairs and a diversity career fair annually to attract a diverse population to serve our student 3. HR serves as the equal employment officer in all recruitments when hiring classified staff and faculty 4. HR provides training to all recruitment committee members on equal employment **Behavior Intervention Team and Maxient** Behavior Intervention Team assists students with various life situations such as disabilities, mental health concerns, or other needs for services because of life situations. Maxient is an early Alert/Behavior Intervention team and plans are to use the Maxient software to identify students in need more quickly. This includes academic, psychosocial, and basic needs such as transportation, hunger, etc. It will also include mental Health awareness summits.

	450	TBA	**Career and Transfer Center Services:** Build a cohort model, such as future teachers and meta majors. Offer services to assist students with information to facilitate a transition to the four- year university. Services include: Campus and 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 recognition events for students who are transferring. Outreach to classroom, 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.
Transfer to a four-year institution			**Campus Visits** The Career and Transfer Center will organize and implement student visits to four-year universities to expose students to different opportunities and choices they have on their path to transferring.
			STEM Transfer Support Implement and achieve the objectives of the STEM Hispanic-Serving Institutions (HSI) Science, Technology, Engineering, and Mathematics (STEM). The primary objective of this initiative is to increase

			the number and proportion of Hispanic and/or low-income students who enter a STEM program, obtain a STEM degree or certificate, and transfer to a four-year institution. These efforts are organized into three key goals and areas of activity: 1. Improve STEM student outcomes through centralized support services; 2. Increase STEM pathway success through the Guided Pathways model; and 3. Strengthen STEM teaching and learning opportunities through faculty training, customized courses, and student research opportunities As part of these goals the college will implement Summer Academies, STEM Academies, Supplemental Instruction, STEM Center, Mentor program, STEM counseling support and Internships.
Completion of transfer level math and English	92	118	**Math and English Segments** Offer Math and English in concurrent eight-week segments; offer English pre-transfer and transfer eight-week segments; offer support classes in Math and English. **Acceleration: Course Success in Transfer Level Math and English** Implement Acceleration and work on developing a training foundation for faculty for working with and utilizing student and academic support as it relates to acceleration and ensuring students are

			successful in Transfer level math and Science courses. **Learning Commons:** The Learning Commons serve as a center of Academic Support for Gavilan college courses. It continues to merge academic support programs and to bring classes into the Learning Commons center as well as provide targeted workshops.
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	681	729	**Implement Guided Pathways**. Structural improvements and student engagement. 1. Structural improvements: Complete and implement new program maps and corresponding small-scale piloting of these maps including appropriate support mechanisms. Complete and implement cluster model based on student pathways. 2. Engagement: Conduct student focus groups with affinity groups including groups that are disproportionately impacted. Use data to illustrate students' stories and experiences to encourage Gavilan staff and faculty to think about why guided pathways can be used to support these students completion **Meta Majors (GP) and Cohort Model** Offer career interest workshops related to meta majors (GP). Connect with Future

			teachers' program of Gavilan College and meta majors. Provide the opportunity for students to connect with an employer or university reps. related to their career interest, and motivate successful achievement
			Food Pantry The Gavilan College Food Panty provides a free service to the Gavilan College community. Second Harvest Food Bank provides 90% of the food available within the food pantry. Students may access daily snacks (i.e. soups, granola bars, fruit, and water) as well as a weekly bag that contains a variety of nonperishable foods to take home (i.e. rice, beans, canned vegetables, and canned protein). Additionally, the Food Pantry provides fresh items twice a month. **Course Scheduling that meets Students Needs leading to graduation.** Use student education plans data, institutional data and guided pathways to create course schedules that meet student's needs. Scheduling will also follow parameters for scheduling procedure and product as reflected in the Scheduling and resource guide.

2. *In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.*

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Access: Successful Enrollment	American Indian or Alaska Native Female (29) Asian Female (224) Asian Male (244) Disabled Female (146) Foster Youth Male (41) LGBT Female (146) LGBT Male (76) Native Hawaiian or other Pacific Islander Female (13) Native Hawaiian or other Pacific Islander Male (20) Some other race Male (32) White Female (849)	American Indian or Alaska Native Female (39) Asian Female (294) Asian Male (408) Disabled Female (162) Foster Youth Male (53) LGBT Female (171) LGBT Male (109) Native Hawaiian or other Pacific Islander Female (30) Native Hawaiian or other Pacific Islander Male (35) Some other race Male (44) White Female (910)	**Foster Youth Advertisement** Create a 1-page handout for Foster Youth that provides information on available support services and direct contact information for Foster Youth liaisons at the college. Create a referral card for campus partners to encourage referrals to available support services. Increase HS school staff representation in EOPS Advisory from 4 HS to 6 HS. **Welcome Center Onboarding**. The Welcome Center and Peer Mentors will reach out to the identified Disproportionately Impacted populations to assist those students to complete the admissions application and enrollment process. Mentors attend all Educational Forums and Super Saturday to assist high school students in the matriculation process, leading to enrollment **LGBT Policies and Courses**. Promote LGBT Policies, propose pronouns policy and LGBT proposed Sociology course as a means to create a more welcoming culture for students.

| Retention: Fall to Spring | Asian Male (44)
Black or African American Male (35)
First Generation Male (711)
More than one race Male (41)
Some other race Male (15)
Veteran Female (16)
Veteran Male (81)
White Male (355) | Asian Male (72)
Black or African American Male (48)
First Generation Male (782)
More than one race Male (50)
Some other race Male (26)
Veteran Female (25)
Veteran Male (144)
White Male (548) | **Program Review.**
The College's Program Review for the campus will continue to require that programs use GavData to examine their equity data over the last three years. If there are differences in success rates across groups, they are required to identify achievement gaps and plans to close any existing student achievement gaps or EEO related gaps. These gaps include all the identified disproportionately impacted groups.

Equity Summit Team (Tentative Language)
The team that acquires training at the Skyline Equity Summit will return to develop a plan for programing and implement the plan to support best classroom practices that impact retention such as equity-oriented syllabi, teaching practices, etc.

Create a Men's Leadership Institute
Including.
a. Counseling support (in coordination with the VRC-DeWitt),
b. Scheduled group meetings (Connection Groups) to discuss issues dealing with academics and personal life,
c. Mentorship program with male faculty, community leaders and local industry.
d. This will include supporting students that identify as Men of Color in the Community College Cora Training Certificate and develop at least one new form of programing to implement from what was learned in the training. |

			Athletics Services: A high Proportion of Student Athletes falling into the category Male, Black or African American. About 20% of Athletics consist of African Americans while African Americans make up about 3% of the Gavilan population. Students will be required to do the following a. Complete progress reports 3 times a semester. b. Require education plans for athletes (fall due Oct 15 and spring due March 15). c. Ongoing follow up with a counselor. d. Create benchmarks during the semester/year. **Career/ Transfer Center Programming Supporting Black or African American Retention leading to Transfer**: • Implement Black Student Union to create a sense of community • Invite HBCU Reps to Transfer Day • Host HBCU Webinars • Host university trips to HBCU transfer day's events **Welcome Center - Peer Mentors.** Peer Mentors will work one-on-one with identified impacted students providing referrals to all academic and support programs. **Student Life Office: Cultural Events and Clubs** Host culturally based events and activities to create a sense of community and encourage campus engagement through clubs

			Veterans Guidance Course Provide Veterans with a *Boots to Books* Guidance course. **Veterans Tutoring** Math and English tutoring provided inside the Veteran Resource Center e.g. Academic Coaches. **Fresh Success and CalWORKS** Follow up calls, monitor enrollment, case conferences with identified at-risk student populations, coordinate services with AEC, tutoring, etc. **MESA and TRIO Transfer Programing (First Generation)** Gavilan MESA and TRIO Programs focus is on Transfer for students who are underrepresented and/or first generation. First Generation Latinos make up the highest percentage of students in the MESA program at about 78%. Latinos make up about 73% of the students in the TRIO Student Support Services program. The programs are largely designed to meet the needs of first generation, racial minority groups students using sociocultural relative programing such as engaging collectivist cultural norms, community cultural wealth with families, providing bilingual tutoring support etc. (STEM Tutoring in Spanish home language), Academic Excellence Workshops following the Treisman model which has found to work well for Students of Color. MESA also serves Undocumented Students which are largely Latino in our service area providing

			referrals and support. Propose a Sociology of Latinos as part of either Sociology or Social Justice ATS to help promote Latino interest in the major and transfer pathway.
Transfer to a four-year institution	Disabled Female (12) Native Hawaiian or other Pacific IslanderMale (Not Available) American Indian or Alaska Native Male (Not Available) Foster Youth Female (4) Foster Youth Male (2) LGBT Female (3) Some other race female (2) Veteran Female (2)	Disabled Female (26) Native Hawaiian or other Pacific Islander Male (1) American Indian or Alaska Native Male (1) Foster Youth Female (5) Foster Youth Male (3) LGBT Female (4) Some other race female (2) Veteran Female (2)	**EOP/ Foster Youth Counseling and Transfer Support** • Implement three (3) counseling contact cycles per term. First contact with student must be completed within the first 6 weeks of term. Second contact to be completed between weeks 7 and 11. Third contact must be completed between weeks 12 and 16. • Transfer-bound students will receive a handout with important dates, deadlines and steps to take related to transferring. The handout will be reviewed with their EOPS counselor. **LGBT Policies and Courses**. (Cross listed with ACESS, Transfer, Cert. & degree completion) Promote LGBT Policies, propose pronouns policy and LGBT proposed Sociology course as a means to create a more welcoming culture for students.
Completion of transfer level math and English	Black or African American Female (Not Available) Black or African American Male (1) Filipino Female (Not Available) More than one race Female (Not Available) VeteranMale (Not Available)	Black or African American Female (1) Black or African American Male (2) Filipino Female (1) More than one race Female (1) VeteranMale (1)	

| *Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree* | American Indian or Alaska Native Female (Not Available)
Asian Female (6)
Asian Male (8)
Black or African American Male (7)
Foster Youth Female (2)
Foster Youth Male (2)
LGBT Female (5)
LGBT Male (4)
More than one race Female (4) | American Indian or Alaska Native Female   (1)
Asian Female (11)
Asian Male (12)
Black or African American Male (9)
Foster Youth Female (6)
Foster Youth Male (4)
LGBT Female (7)
LGBT Male (4)
More than one race Female (6) | **TRIO/ MESA Graduation Support**
The second largest ethnic group that MESA serves behind Latinos consists of Asian, Pacific Islanders, and Filipinos at about 11% of the entire program. Similar to providing these groups with appropriate sociocultural responsive programing based on norms such as collectivism, the MESA programs engage families; Providing Academic Excellence Workshops following the Treisman (1990) model which has found to work well for Students of Color, and provide multilingual tutoring if available.

LGBT Policies and Courses. (Cross listed with ACCESS, Transfer, Cert. & degree completion)
Promote LGBT Policies, propose pronouns policy and LGBT proposed Sociology course as a means to create a more welcoming culture for students. |

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

    Gavilan College's Research, Planning, and Institutional Effectiveness (commonly abbreviated RPIE) will provide yearly updates on the equity metrics and evaluate the progress.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

    Coordination will continue to take place across equity related categorical programs and campus based programs. Such areas that have categorical programs coordination is:
    - In the Equity Committee bylaws Categorical programs have two voting seats on the committee.
    - Categorical programs have taken the lead of expanding many best practices. For example, EOPS has taken the lead in providing Foster Youth Services and services for Dreamers, the accessibility Resource Center has taken lead in the Veterans Resource Center and Services, MESA and TRIO Programs have increased their service numbers beyond their grant minimums and will take lead in programing for Men of Color.
    - Categorical programs are represented on the college's integrated planning committee which includes SEAP funds.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

    TBA (See attachment)

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

    Point of Contact:

2019-22 Student Equity Plan

(For Planning Purposes Only)

Name _____

Title_____

Email Address _____

Phone _____

Alternate Point of Contact:

Name_____

Title_____

Email Address _____

Phone _____

Approval and Signature Page

College:_____   District:_____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

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Chancellor/President   Date   Email Address

_____
Chief Business Officer   Date   Email Address

_____
Chief Instructional Officer   Date   Email Address

_____
Chief Student Services Officer   Date   Email Address

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President, Academic Senate   Date   Email Address