

Gavilan College
Equity Plan Executive Summary
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Gavilan College has adopted as part of its Principals of Community, as reflected in Board Policy 2715, equity which will guide the institution's actions and the colleges shared set of values that inform and guide our community's daily practice. An equity-oriented campus culture is characterized by values that reflect a commitment to address historical and contemporary inequities. ¹Adherence to the principals of community are the professional responsibility of all staff. Gavilan's Principals of Community are as follows.

Equitable. We are committed to working towards an environment where all students are achieving their goals and have access to equitable resources and opportunities. We are committed to respect for individual dignity and equitable access to resources, recognition and security.

Diverse. We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community. We engage in socially and culturally relevant practices and foster caring relationships.

Inclusive . We believe in all voices being heard. This requires outreach and purposeful inclusion of all groups. We believe the free exchange of ideas demands mutual respect, trust and consideration of our differences.

Purposeful. We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning. We are committed to embracing collaboration, effective communication, and the development of strong working relationships throughout the campus.

In practicing these values, Gavilan College as federally designated Hispanic Serving Institution has a strong commitment to contributing to the Chancellors Office's Vision for Student Success goals of reducing statewide equity gaps among traditionally underrepresented groups. Latinos have been identified as one of the student groups that are less likely to reach a defined end goal such as a degree, certificate, or transfer. ²As a Hispanic Serving Institution, Gavilan College is making a concerted effort to meet the goals of the Vision for Success. Furthermore, Gavilan College is committed to acknowledging and addressing local inequity gaps.

The equity plan is based on 2017-18 is the baseline year for all of the SEA metrics with the exception of metric 620SW (All Students Who Transferred to a Postsecondary Institution) which has a baseline year of 2016-17 due to the lack of complete transfer data for 2017-18 at this point in time. The data is as it appears in the Community College Chancellor's Office NOVA system in which the report must be submitted complete with required goals and baseline data. The following charts shows the results of the

¹ Jayakumar and Museus (2012) *Creating Campus Cultures: Fostering Success among Racially Diverse Student Populations*.

² Vision for Student Success.

https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

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new disproportionate impact study and the appropriate goals as indicated by the California Community College Chancellors Office.

Enrolled in the Same Community College			
		Baseline	Goal
Disabled	Female	146	162
White	Female	849	910
Asian	Female	224	294
American Indian or Alaska Native	Female	29	39
Native Hawaiian or other Pacific Islander	Female	13	30
Asian	Male	244	408
Some other race	Male	32	44
Native Hawaiian or other Pacific Islander	Male	20	35
Foster Youth	Male	41	53
LGBT	Female	146	171
LGBT	Male	76	109

Retained from Fall to Spring at the Same College			
		Baseline	Goal
White	Male	355	548
Asian	Male	44	72
More than one race	Male	41	50
Black or African American	Male	35	48
Some other race	Male	15	26
First Generation	Male	711	782
Veteran	Female	16	25
Veteran	Male	81	144

Completed Both Transfer- Level Math and English Within the District in the First Year			
		Baseline	Goal
Filipino	Female	Not Available	1
Black or African American	Female	Not Available	1
Black or African American	Male	1	2
Veteran	Male	Not Available	1
More than one race	Female	Not Available	1

Transferred to a Four- Year Institution			
		Baseline	Goal
Disabled	Female	12	26
Some other race	Female	2	2
Native Hawaiian or other Pacific Islander	Male	Not Available	1
American Indian or Alaska Native	Male	Not Available	1
Foster Youth	Female	4	5
Foster Youth	Male	2	3
LGBT	Female	3	4
Veteran	Female	2	2

Attained the Vision Goal Completion Definition			
		Baseline	Goal
Asian	Female	6	11
More than one race	Female	4	6
American Indian or Alaska Native	Female	Not Available	1
Asian	Male	8	12
Black or African American	Male	7	9
Foster Youth	Female	2	6
Foster Youth	Male	2	4
LGBT	Female	5	7
LGBT	Male	4	4

Activities

The following institutional activities that are oriented toward achieving equitable goals which include developing a new process to address equity, equity in program planning, governance review and guided pathways. What follows is a short list of over thirty more specific activities addressing areas throughout the campus.

1. Develop a New Iterative Process to Address Equity

An overarching goal for student equity would be to develop a new iterative process addressing student equity at Gavilan College. Prior to funds being consolidated into SEAP, the college’s Student Equity Committee would evaluate individual activity that was being funded from equity funds. Each funded area was required to provide a written and verbal report to the committee. This effort was functional however a new process would expand upon this and take a macro approach including integrated planning efforts that involve equity and not just have silos of equity activity. The equity-oriented campus culture has to have diversity and equity efforts permeate all the elements of the culture of the institution rather than being compartmentalized. Diversity is viewed as being central to achieving equitable outcomes.³ Developing a process will help to start to centralize the current departmentalized

³ Jayakumar and Musues (2012) *Creating Campus Cultures: Fostering Success among Racially Diverse Student Populations*.

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discussions. For example, the college program review process now requires that each area explore equity gaps specific to their areas and requires that they propose how they plan to address these areas. In the college’s Governance Review evaluation, a question is posed asking how each governance committee, operational committee, subcommittee and other various groups are contributing to Student Equity on campus. A new process would involve bringing together various areas to plan around equity. These areas would include, but not be limited to, Program Review (Equity Specific Questions), Governance Review (Equity Specific Questions), Equal Employment Plan/Committee and currently funded equity efforts.

2. Equity as Part of Program Review

As part of the Program Review Process, areas are asked to review the equity gaps and to use our internal database, GavData, to consider data within their program specific areas. As part of the review, programs are required to addressing issues of student equity and employee equity and strategize on how they are closing achievement gaps across student populations

3. Equity as part of Governance Review

As part of a new Governance Review Process every Shared Governance Group, operational committee, subcommittee, and task force are now required to report on how they are addressing student’s equity and supporting the colleges Principals of Community which has at its core an ethos of Equity, inclusivity, purposeful and diverse.

4. Implement Guided Pathways

Complete institutional structural improvements related to guided pathways that includes, new program maps and corresponding small-scale piloting of these maps including appropriate support mechanisms is underway. This includes meta major and cohort models that are based on student pathways which entails offering career interest workshops related to meta majors (GP) Connect with Future teachers’ program of Gavilan College and meta majors. The campus also provides the opportunity for students to connect with an employer or university representatives related to their career interest while motivating successful achievement.

Along with developing a process, Gavilan College will continue to engage in over 30 activities that will be undertaken to achieve the goals of equity. The following chart provides a brief overview of the activities which are expanded upon within the equity plan template.

<p>Access: Successful Enrollment</p>	<ol style="list-style-type: none"> 1. Self-Assessment Tools for Math and English 2. Community outreach via the Athletics department 3. Financial Aid Outreach 4. Welcome Center Onboarding 5. Education Forums 6. Super Saturday (Outreach Event) 7. Foster Youth Advertisement 8. Welcome Center Onboarding with special attention to identified populations 9. LGBT Policies and Courses
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<p>Retention: Fall to Spring</p>	<ol style="list-style-type: none"> 1. Peer Mentors/Welcome Center Support 2. Mental Health Support/Counseling 3. Financial Aid Pell Grants Support and Intervention 4. Faculty Diversity Hiring 5. Behavior Intervention Team and Maxient 6. Program Review and Equity Focus. 7. Equity Summit Team (Focus on Syllabus and Teaching) 8. Men of Color Leadership Programming 9. Athletics Services: 10. Career/ Transfer Center Programming Supporting Black or African American Retention leading to Transfer: 11. Welcome Center Peer Mentors. Support 12. Student Life Office: Cultural Events and Clubs 13. Veterans Boots to Books Guidance Course 14. Veterans Tutoring 15. MESA and TRIO Transfer Programing 16. Fresh Success and CalWORKs
<p>Transfer to a four-year institution</p>	<ol style="list-style-type: none"> 1. EOP/Foster Youth Counseling and Transfer Support 2. STEM Transfer Support 3. Career and Transfer Center Services: 4. Campus Visits
<p>Completion of transfer level math and English</p>	<ol style="list-style-type: none"> 1. Math and English 8-week concurrent Segments 2. Acceleration: Course Success in Transfer Level. 3. Developing a training foundation for faculty
<p>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</p>	<ol style="list-style-type: none"> 1. Implement Guided Pathways. 2. Career Exploration based on Meta Majors (GP) and Cohort Model 3. Course scheduling that meets students' needs leading to graduation. 4. Food Pantry- a free service to the Gavilan College community. 5. TRIO/ MESA Graduation Support. Social and Culturally relevant programing. The second largest ethnic group that MESA serves behind Latinos consist of Asian, Pacific Islanders, and Filipinos

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Resourced Budget for activities

The activities listed will derive from various funding sources including SEAP, various grants and categorical funds. The associated budget is as follows:

Activity	Source	Amount (Source 1)	Amount (Source 2)	Amount (Source 3)
Career & Transfer Center related Activities	SEAP (Equity)	\$80,860.00		
Foster Youth via EOPS	SEAP (50%) EOPS (50%)	\$45,000.00	\$ 45,000.00	
Acceleration/BSI Transition	SEAP (BSI)	\$145,000.00		
Guided Pathways	Guided Pathways	\$167,000.00		
Student Life Office	SEAP (Equity)	\$4,000.00		
Welcome Center Peer Mentors	SEAP (Equity)	\$45,000.00		
STEM Activities Transfer & Graduation	Tittle III STEM	\$973,654.00		
Acceleration, Learning Commons, Civic Engagement	Title V	\$450,000.00		
MESA & TRIO related Activities	SEAP (Equity) MESA Grant TRIO SSS GRANT	\$18,368.00	\$74,515.00	\$255,499.00
Men of Color	SEAP (Equity)	\$8,000.00		
Education Forums	SEAP (SSSP)	\$ 2,500.00		
Super Saturdays	SEAP (SSSP)	\$ 2,500.00		
Maxient	Mental Health Grant – Behavior Intervention	\$6,000.00		
Mental Health Services	Mental Health grant. – Personal Counseling	\$20,000.00		
Food Pantry	Hunger free campus dollars	\$50,279.00		
Equity Professional Development	SEAP	\$11,000.00		
	TOTAL	\$2,029,161.00	\$119,515.00	\$255,499.00

Equity Funding 2015-16, 2016-17 and 2017-18

The following chart highlights the accounting for student equity funds for the 2015-16, 2016-17 and 2017-18 fiscal years. The majority of the funding was attributed to salaries and employee benefits with a steady increase. In 2015-2016 staff and faculty was associated with about 43% of the total budget which increased to 73% of the total budget for the 17-18 fiscal year. The current funds for equity for 2018-2019 fiscal have now been combined into SEAP funding which now includes SSSP and BSI. However, the numbers of staff positions have been adjusted for accordingly.

		15-16	16-17	17-18
1000	Academic Salaries	\$44,886	\$44,294	\$73,541.92
2000	Classified and Other Nonacademic Salaries	\$135,608	\$222,323	\$218,002.45
3000	Employee Benefits	\$48,072	\$62,254	\$111,866.82
4000	Supplies & Materials	\$42,288	\$8,254	\$7,968.43
5000	Other Operating Expenses and Services	\$110,138	\$101,725	\$106,164.98
6000	Capital Outlay	\$68,010	\$47,264	\$919.6
7000	Other Outgo	\$87,276	\$74,057	\$30,504
	Totals	\$536,278	\$560,171	\$548,968.2

Equity Plan Progress

As a Hispanic Serving Institution with a goal of meeting the Chancellor Offices Vision for Success, it is crucial that Gavilan College continues to offer services that are equitable to other community colleges. Prior to the recent student equity plan, Gavilan College did not have some services for students such as a Career and Transfer Center, Student Activities Office, mental health services, and specialized counseling for Veterans, Foster Youth, and Dreamers. However, equity efforts on campus have strived to develop and provide access to appropriate support that is important to helping students be successful. Along with this direct support, Gavilan College has also begun to have equity permeate into its Principals of Community, Program Planning and Governance Review. The following includes, but is not limited to, important accomplishments and programming.

1. Principals of Community Board Policy 2715. The Equity Committee took lead in updating Board Policy 2715 - Principals of Community. An equity workgroup took lead in updating Gavilan College’s Principals of Community. It was decided that since the campus needed an equity framework that the Principals of Community be transformed to embody an equity framework.

2. Established Equity in program review process. Each program going through program review is now required to review data in their program as it relates to student equity. The programs are required to include in their plans how they intend to address equity gaps in their respective areas.

3. Established Equity as part of the Governance Review Process. As part of the new Governance Review Process which will be launched in Fall 2019, each participatory governance committee,

operational committee, and other subcommittees and task forces are now required to report on how they are supporting student equity.

4. Community College Survey of Student Engagement. Equity funded the Community College Survey of Student Engagement (CCSSE), which is a product and service that focuses on learning and retention. Key findings can be found at <https://www.gavilan.edu/about/research/2018%20Gavilan%20College%20Key%20Findings%20Report.pdf>

5. Professional Learning. The following Professional Development opportunities were provided including but not limited to: 3CSN Nor Cal Equity Institute, Equity Workshop for Fall 2018 Convocation, Equity Retreat Activities, Creating a Lasting Guided Pathways Movement on your Campus, California Association for Postsecondary education and disability, San Jose State University, California Community College Conference , Exploring the Scholarship of Teaching and Learning (SOTL) with an Equity Mindset, Tackling California's Teacher Shortage: Community College Chancellors Office, 2017 Curriculum Institute, 2018 Waves Conference, CCCSAA Professional Development, Institutional Effectiveness Partnership Institute, and Ensuring Transfer Success 2018.

6. Established and continued Mental Health Support. The aim of the Gavilan-Discovery Collaborative Counseling Program is the delivery and integration of behavioral health services to the Gavilan College community through the provision of a research-based, 3-tiered model.

7. EOPS/Foster Youth and Dreamers counselor. Equity funds half of this position in order to provide specialized student support services for current and former foster youth on campus including those foster youth deemed ineligible for EOPS. The counselor helps to define roles and processes and in communicating with Foster Youth students.

8. Veterans Counselor. Equity funds were utilized to pay 1/2 of a full-time counselor's salary (other half provided by the AEC to assist disabled veterans). The counselor was put in place to provide student veterans at Gavilan College with a designated counselor who can assist with their specialized areas of need including utilizing their educational benefits, connecting the students to outside services and supports with other agencies, such as the VA, in a timely manner.

9. NetTutor . Funds were used to provide online tutoring for all students through NetTutor. A link is provided on the Gavilan website instructing students on how to logon to NetTutor.

10.Guided Pathways Support. The Guided Pathways Task Force received an allocation of Equity funding to support pathways work required for guided pathways state funding and to develop a five-year plan for implementation.

11.Program Specialist Basic Skills. A Program Specialist has provided support services to Counselors, instructors and students from Basic Skills areas. He has served in various committees and collaboration projects with other Student Service areas to help engage Basic Skills students (i.e. University Tours, Career Day, Cesar Chavez Celebration, and Peer Mentors).

12.Career and Transfer Center. Equity funds were used to hire a Career/Transfer Specialist to operate and open the Gavilan Career and Transfer Center (CTC). CTC offers services to assist students

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with information to facilitate a transition to the four-year university. The Career Transfer services help guide students to make an informed Education and Career decision.

13. Faculty Liaison/ Equity Culture. 20% release time was provided to faculty member to work on creating/growing a culture of equity on campus and serving as the Equity committee co-chair. .

14. Student Activities. The position of Student Life coordinator was filled in fall 2016 and will be ongoing using Equity funding. The objective of the position is to develop a more robust student life environment, liaise with Civic Engagement, Service Learning, ASGC, and other services on campus, and to conduct ongoing assessment of opportunities to engage students more broadly across campus.

15. MESA/TRIO Program Specialists. The Position partially funded by student equity (25%) provided significant administrative support to the Student Equity Coordinator and student equity efforts including budgets, reporting, and other administrative duties related to enacting student equity on campus. It also allowed for the MESA and TRIO programs to expand service numbers beyond the minimum numbers required by their grants.

16. University Visits. The Career /Transfer Center sponsored bus trips to 4- year universities. Visiting College and Universities can be very helpful in exploring and deciding on potential transfer universities.

17. Student Health. With the equity funds received, the online magazine, *Student Health 101*, was funded. We know that our students use their tech devices (e.g. smart phones) to access information and stay current. This research-based publication is used nationwide by more than 700 universities and colleges.

Gavilan College recreated its disproportionate impact study in 2017 in an effort to provide accurate data. The initial data set produced 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 the 2015 analysis was flawed. Gavilan College's Director of Institutional Research discovered that the baseline data was not replicable. Consequently, the college had begun with new baseline data. Therefore, the data to provide a quantitative analysis was not available at the time of this plan. Furthermore, using the previous data methodology is now inconsistent with the Chancellors Office's new database and methodology requirements

Student Equity Contact :

Eduardo Cervantes, Ed.D.

ecervantes@gavilan.edu

408-848-4887