

Project Abstract
“Strengthening Outcomes for Hispanic and High-Need Students”

Gavilan College is a mid-size community college in the semi-rural area, in Gilroy, south of San Jose, California. We are a proud Hispanic-Serving Institution with **58% Hispanics students**. We will address the problems outlined in the CDP with one Activity in three major parts. **This activity addresses the both Title V Competitive Priorities, below.**

CDP Problems	5-Year Project Objectives
<ol style="list-style-type: none"> 1. Too few Hispanic students persist or complete degrees; inequities remain. 2. Students stay too long in Basic Skills. 3. Students rarely practice transfer-level skills. 4. Too few online course options. 5. Curriculum unrelated to civic engagement. 6. Academic support is fragmented. 7. Faculty development is too limited. 8. Urgent need for Hispanic teachers/leaders. 9. Gavilan not perceived as a community resource; faculty & students not engaged in the community. 	<ol style="list-style-type: none"> 1. Increase Student Outcomes <ol style="list-style-type: none"> a. Increase <i>success</i> rates in gateway course of Acceleration (Expreso) cohorts to 69%. b. Increase <i>success</i> rates in gateway courses of Directed Learning Activities Cohorts: 69%. c. Increase overall transfer rates from 13 to 20%. d. Increase Hispanic transfer to be in parity with Hispanic % of student population: 58%. e. Increase BS/BC completion rate to 80%. f. Increase # of Education majors from 51 to 100. g. Increase completers of Transfer Academy (based on ACE) to 100%. 2. Improve Access/Quality of Online Programs <ol style="list-style-type: none"> a. Increase <i>success rates</i> in gateway courses of to match traditional F2F courses to 69%. b. Increase positive ratings of helpdesk to 90%. 3. Improve Civic Engagement <ol style="list-style-type: none"> a. Increase civic engagement of students to 450 and faculty to 30. b. Increase Civic Leadership Certificates to 30 per year. 4. Increase faculty teaching/learning skills. <ol style="list-style-type: none"> a. Increase faculty in Acceleration pilots to 30. b. Increase faculty in DLA pilots to 50. c. Increase faculty in Online/hybrid course development to 30.
Three-Part Activity	
<p>Part 1: Strengthen Learning Develop, pilot, assess Accelerated Basic Skills courses to expedite transfer and Directed Learning Activities to provide rigorous learning practice, and develop Transfer Academy based on ACE.</p> <p>Part 2: Improve Access to Online Programs Develop/pilot/assess 30 new online or hybrid courses; install, staff a helpdesk.</p> <p>Part 3: Increase Civic Engagement and Community Resources Develop 30 civic engagement projects for 450 Student Interns with 30 Faculty mentors; develop community Resource Archives.</p>	
<p>Absolute Priority: The Activity is designed to increase postsecondary success of our Hispanic and high-need students. The Three Parts are designed from strong theory and extensive research into improving persistence, transfer and degree completion in underserved and Hispanic students.</p>	
<p>Competitive Preference Priority 1: We will develop counseling, tutoring, innovative, compressed basic skills courses, rigorous learning skills in order to expedite transfer and 4-year college success.</p>	
<p>Competitive Preference Priority 2: The activity will design 30 new high-quality online and hybrid courses to improve options for students who need fill in curriculum to expedite transfer.</p>	

Total Request for Five Years: \$ 2,625,000.

About 38% is in development personnel; about 25% is in “Other” (Trainers, training and development Stipends, 50% Counselor, skills tutors, Mentors, Coaches and Technicians) and about 9% is in Supplies: loaner laptops, learning materials, printers and toner cartridges.