"Strengthening Outcomes for Hispanic & High-Need Students"

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Brief Institutional Profile	
Gavilan College, established in 1919, is one of the oldest of the California Community Colleges. We serve southern Santa Clara County, parts of Monterey County, and most of San Benito County. The 2,700 square mile service area in a largely agricultural belt has a Hispanic population of **57%.**	
	Gavilan College
Fall-2014	**6,298**
Race/ Ethnicity	**Hispanic: 57.95%**; White: 28.6%; Asian/Pacific Islanders: 6.07%; Black: 2.04%; Native American: .49%
Programs	26 AA/AS Degrees and 24 CTE (Career Technical Education)
Accreditation	WASC: Western Association of Schools and Colleges

INTRODUCTION There are two primary goals of this project: 1) to improve our students' transfer rates, and 2) to increase equity for our Hispanic students in ALL of our measures. The college has just exceeded parity with the region's demographics. We want student outcomes to be aligned in the same way. We are quite serious that in all targets we set, our Hispanic students are proportionately represented. For example, **we want to improve transfer rates from 45% Hispanic to 58% Hispanic**.[1] This percentage is based on the Fall, 2014, student population which will likely be higher in five years. We will keep pace with this parity as needed.

Current Growth in Number/Percentage of Hispanics in Student Population [2]					
Fall 2012 N	Fall 2012 %	Fall 2013 N	Fall 2013 %	Fall 2014 %	Fall 2014 %
3,472	**46.30%**	**3,574**	**54.56%**	**3,650**	**57.95%**

But what does it really mean to be a Hispanic-Serving Institution? For one thing, we must shun the language of limits. "We cannot rationalize unequal outcomes as inevitable because students suffer a long list of deficiencies—underprepared, lack study habits, do not seek help, at risk." [3] The Center for Urban Education asserts that we need to "frame unequal outcomes as a problem of practice, rather than a problem of student deficiencies." [4] We propose a three-part activity to improve student outcomes and equity -- by improving our practices.

[1] *Chancellor's DataMart. http://datamart.cccco.edu/ Run 4-15-2015.*
[2] Ibid.
[3] Rendon, l. & A. Nora, V. Kangala. (2014) Ventajas/Assets y Conocimientos/Knowledge: Leveraging Latin@ strengths to foster student success. San Antonio, TX: Center for research and Policy in Education, UT, San Antonio.
[4] Policy Brief Series, Perspectivas: Issues in Higher Education Policy and Practice. AAHHE. Malcom-Piqueux, L. M.E. Bensimon. Design Principles for equity and excellence a Hispanic-Serving Institutions. Spring, 2015, Issue 4.

1. The COMPREHENSIVE DEVELOPMENT PLAN (CDP)

1 a. Analysis of Strengths, Weaknesses and Opportunities

Academic Programs The analysis of our strengths, weaknesses and opportunities in academic programs clarified the priorities and the three major Parts of the Activity. In some instances, the analysis of academic programs may overlap management and fiscal problems.

Academic Programs	
Project-Relevant Strengths	**Weaknesses and Opportunities**
• **Gavilan as Hispanic Gateway** to 4-year **degrees.** First-Year Experience improved retention/success. Hispanic transfers complete BA/BS degrees as well or better than Whites.	**1. Transfer rates & degree completion are too low.** *Objectives 1 & 2.* Hispanics are 45% of transfer: should be 58%, in parity with Hispanic student population. *Objective 1d.*
• **Excellent faculty, engaging environment.** Faculty have tested Supplemental Instruction and STEM with 7-10% higher retention.	**2. Hispanic/high-need students in extended basic skills delay their progress to transfer**, reducing rates/pace of completion, *Obj. 1 & 2.*
• **Academic Support analysis** by Planning Committee warrants centralizing fragmented academic support services.	**3. Students lack practice in transfer-level skills**. Without help beyond basic skills, low outcomes and inequities will remain, *Objectives 1, 2 & 3*.
• **New Online Course development** allows students to improve transfer pace take courses otherwise closed due to space limitations.	**4. Too few online courses** limit options for those without transportation or must expedite degree completion, *Objectives 1 & 2.*
• **College Outreach is strong.** Gavilan has non-credit programs in ESL. Gavilan's Service Learning pilot showed promising results.	**5. The curriculum is not anchored in civic responsibility** & students need community leadership practice, *Objectives 1, 3 and 4.*

Academic Problem 1. Transfer pace is too slow; completion is too low. California is now a minority-majority state with approximately 39% White, 38% Hispanic, 13% Asian and 6% African-American.[5] Proximity to Silicon Valley and the Bay Area has brought wealth to many residents, *but only 11% of Hispanic Californians have a bachelor's degree or higher*:

2011 California Population 25 Years and Older with a Bachelor's Degree or Higher		
All Persons 25 +	**Hispanic**	**White Non-Hispanic**
7,636,198 **(31%)**	904,723 **(11%)**	5,146,101 **(32%)**
2013 American Community Survey Census Update: Tables B15002, B15002I & B15002A		

Hispanics served by Gavilan are in danger of falling further behind because good jobs or advancement now require a baccalaureate. Too many of our Hispanic students are more likely to

[5] 2013 American Community Survey, Table DP05. http://factfinder.census.gov/ (Most recent)

be low-income and to attend low-achieving public schools. Gavilan's students are missing opportunities to prepare for high-wage, high-demand professions because too few are transferring to four-year colleges. California community colleges have a transfer rate of 25%.[6] Gavilan's average transfer rate is lower and inequities remain.

Gavilan Transfers by Ethnicity to All 4-Year Colleges						
	2005-2006		**2006-2007**		**2007-2008**	
	Cohort	**Cohort**	**Cohort**	**Transferred**	**Cohort**	**Transferred**
Total	467	39 or 8%	569	70 or 12%	579	162 or 28%
Hispanic	**206**	**12 or 6%**	**262**	**19 or 7%**	**271**	**58 or 21%**
White	192	20 or 10%	235	37 or 16%	215	71 or 33%
Chancellor's DataMart. 5 Years to Transfer. http://datamart.cccco.edu/ Run 2/15/2015						

Comparing data for our transfer rate after 3 years and after 5 years, below, demonstrates the slow progress that wastes student and college resources. The transfer gap between our Hispanic and white students is too high: about 6 points for three years and 15 points for five years.

Gavilan 3-Year Transfer Rate (Percentage of Entering Cohort)				
Cohort Year	**2005-2006**	**2006-2007**	**2007-2008**	**3-Year Average**
Total	8% of 467	12% of 569	8% of 579	10%
White	10% of 192	16% of 235	11% of 215	**12.33%**
Hispanic	6% of 206	7% of 262	4% of 271	**5.67%**
California Community College Chancellor's Office Data Mart. 3-Yr Transfer Velocity Rpt. 2/15/15				
Gavilan 5-Year Transfer Rate (Percentage of Entering Cohort)				
Cohort Year	**2005-2006**	**2006-2007**	**2007-2008**	**Average**
Total	25% of 467	29% of 569	28% of 579	**27%**
White	31% of 192	33% of 235	33% of 215	**32%**
Hispanic	19% of 206	10% of 262	21% of 271	**17%**
Other	25% of 69	50% of 72	35% of 93	37%
California Community College Chancellor's Office Data Mart. datamart.cccco.edu 2012				

We can attribute some of these results to a continuing problem with our region's high school performance rates. Eleventh graders take the CAASPP, or the California Assessment of Student Performance and Progress (formerly STAR). Our results across counties are still inequitable.

[6] http://www.collegecampaign.org/policy-priorities/transfer-pathway-reform 2-12-15.

Percent 11th Graders Who Meet or Exceed State Standards (2013)						
	Santa Clara County		***San Benito County***		***Monterey County***	
Subject	**White**	**Hispanic**	**White**	**Hispanic**	**White**	**Hispanic**
English Language Arts	58	**35**	58	**43**	65	**38**
Algebra II	18	**8**	16	**5**	23	**10**
Biology	66	**38**	69	**69**	88	**37**
Chemistry	42	**10**	24	**11**	35	**33**
Physics	67	**50**	68	**60**	70	**39**
California STAR Program Results, 2013 http://star.cde.ca.gov/star2013/help_navigating.aspx						

Secondly, transfer rates among Hispanics are not yet in parity with our student population. Clearly, equity gaps in education are as much an Academic Problem as they are a Management Problem. In this case we use the following working definition of equity:

> Parity refers to a condition in which the percent distribution of program participants by race and gender (as measured by contacts) is proportionate to, or within reasonable limits of their respective percent distribution in the potential **…** population**.** [7]

Currently, the percentage of Hispanic students among our transfers is 45%; since our Hispanic student population is 58%, we will not be satisfied with these outcomes until they are directly parallel to the group as a whole. Our Hispanic students have represented around half of our students for over five years; as such, we can no longer claim that they are a minority who do not reflect the college as a whole. They ARE our majority and nearly California's majority too.

Academic Problem 2. Hispanics and high-need students spend too long in basic skills, delaying progress. Paradoxically, the more courses students take, the less likely they are to complete the sequence or continue to a college-level course. After four years of testing a compressed skills curriculum at Chabot College, Katie Hern describes "the stark reality of *exponential attrition*: only 23% of students who began in the longer sequence went on to complete College English versus 45% from the accelerated track." [8] Since about 90% of our entering students test at least one level below transfer in skill, this is not an isolated reality. Our

[7] University of Florida, http://ded.ifas.ufl.edu/resources/affirm_faq.shtml
[8] Hern, K. Exponential Attrition & Promise of Acceleration in Developmental English and Math, June 2010, p. 6.

students get discouraged when they find they have two to three semesters of work ahead before college-level requirements. One study found that "Students placed three levels down from college Math go on to pass the college-level course at a rate of 10%. For those placing three levels down in reading, it is 24%.[9] Our practices must change to improve student progress.

Academic Problem 3. Students have insufficient practice in college-level skills. In order for our students to succeed in college-level, much less upper-division courses, they need to become autonomous learners. After nearly fifteen years of the testing emphasis in our schools, students report that they have little or no practice in more scholarly activities required for college-level challenges. Our students have very little experience with assessing learning tasks and planning effective approaches, much less the skills to execute these tasks. We have selected five critical gateway courses as a basis for gauging student improvement in this project:

Selected Gateway, College-Level Course Achievement, Fall 2014 [10]			
Courses	**Percent Success**	**Number**	**Totals**
Accounting 20	**46.2%**	49	106
Biology 1	**77.4%**	123	159
History 1	**64.3%**	142	221
Psychology 10	**47.2%**	158	335
Sociology 1A	**61.4%**	181	295
Average Success Rate & Totals	**58.5%**	**653**	**1116**
NOTE: The *success rate* is receiving a grade of A, B, C or Credit for the course.			

Further, traditional lecture classes do not often provide the structured, routine practice that is needed for upper-division courses. Students need "*interleaved and varied practice*" in active learning that will help them extract "*underlying principles or 'rules'* that differentiate types of problems." [11] These can result in remembering and applying new and deeper learning.

[9] Bailey, T., et al. Referral, enrollment, and completion of developmental education sequences in community colleges. *Economics of Education Review* (2009).
[10] Also baseline for Objective 1a, 1b, and 2a. Data: Gavilan Office of Institutional Research, 03-03-15.
[11] Brown, Peter C. H. L. Oediger, III and M.A. McDaniel. *Make It Stick: The Science of Successful Learning.* Cambridge, MA: Harvard University Press, 2014, p. 4.

Academic Problem 4. Too few online courses and services limit students' options. Public transportation to our semi-rural campus is extremely limited; further, many high-need students have competing work and family responsibilities. Many high-need students must expedite degree completion to save tuition and get into the workforce; these students need to fill in their requirements with online courses. Our distance education program has grown considerably since its beginning in 2001, but it has not recovered since the unprecedented dip in enrollment between 2007 and 2011. Online enrollment declined in 20011-12, but actually "turned negative" in 20012-13.[12] Growth in online required courses has not recovered from those losses, yet current demand is high. Further, our online support services are very limited; we need software for a consistently responsive Helpdesk. Student comments in recent surveys and focus groups revealed access and quality concerns; some said that online phone services did not respond to their needs.[13] We also limit progress without adequate classroom space. In F-2014's transfer-level Statistics, we turned away 240 students; in Biology, we turned away 147. [14]

Academic Problem 5. The curriculum is not anchored in civic responsibility; students do not apply what they learn to "the real world." Gavilan faculty report that few curricula have concepts that readily apply or relate directly to the world students inhabit. Few courses use civic participation as "learning in action," and yet we know this approach is one of the critical eight "High-Impact Practices" that improves student outcomes. George Kuh's landmark studies on student engagement show that such practices improve completion and graduation rates.[15]

Professor Seth Pollack at nearby Cal State University at Monterey Bay, and a consultant to this project, suggests that Service Learning is a high-impact practice because students link

[12] Online Learning and Student Outcomes in California's Community Colleges, www.pic.org, p.4.
[13] Distance Education Support Services Report, F 2013: http://www.gavilan.edu/research/reports/documents
[14] Course Demand Data, Argos System, data run, March 26, 2015.
[15] Kuh, G. (2008) High-Impact Educational Practices: What They Are, Who Has Access to Them and Why They Matter. Washington, D.C., American Association of Colleges and Universities.

curricula directly to internships, making learning concrete.[16] Civic involvement also gives them valuable leadership practice that they can use professionally. The National Task Force on Civic Learning and Democratic Engagement has "diagnosed the United states with "anemic" civic health, pointing to low voter turnout, poor civic knowledge and civic apathy.[17] If we are to give students important skill needed in a democracy, they can practice these skills in civic internships.

Analysis of Institutional Management: Many Academic strengths, problems and opportunities are closely related to those in Institutional Management. However, the following realities also challenged our thinking and planning for this project.

Institutional Management	
Project-Related Strengths	**Weaknesses and Opportunities**
• **Student Support Centers.** Thanks to a past Title V grant, we have expanded basic skills support. Labs improve student performance.	**1. Academic support is fragmented;** piecemeal help in skills related directly to course requirements is not enough. *Objectives 1 & 4.*
• **The Teaching-Learning Center** is a faculty resource center; but is primarily uses to train for technology uses and to update curriculum.	**2. Faculty development is too limited.** We lack comprehensive programs to help faculty test and assess critical transfer-level skills, *Objective 4.*
• **Early Childhood Education** is a thriving program that launches many students into broader education and leadership fields.	**3. Urgent regional need for Hispanic teachers and leaders;** we must prepare more students to enter the K-12 teaching fields. *Objective 1f.*
• **Strategy # 2 of Strategic Plan, 2014 – 2019, Goal 6: "**Implement student engagement by strengthening collaborative partnerships in our communities." [18]	**4. Gavilan is not seen as a community resource;** students and faculty must become more engaged intentionally in civic activities and provide expertise where appropriate.

Management Problem 1. Academic support services are fragmented. We have three writing labs and two math labs which are narrowly focused or are disconnected from course content and assignments. It is time now to centralize academic support services to be more cost effective and to serve students more efficiently. Piecemeal skills help is not enough and often counter-productive. The labs focus mostly on pre-college, basic skills assignments and while helpful, do not go far enough. We must engage participating faculty in tutor training so that concrete

[16] Pollack, S. Reflections From the Service Learning Institute. Spring, 2015, Vol. 10, Number 1, pp. 1-2.
[17] AACU. http://www.aacu.org/civic_learning/ 12-20-13.
[18] http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2014_2019.pdf, p. 2. 4-01-15.

classroom strategies are scaffolded by lab support. At a nearby California college, students can only get their course assignments by going to the lab to get them. We need similar links and strategic changes to centralize lab space and improve results. Students themselves report that there are very few students in our labs when they are there. They use the labs for help with skills challenges; others use them because they have no quiet place to study at home.[19]

Management Problem 2. Faculty Development is too limited. Our management (and fiscal) decisions have necessarily affected the breadth and depth of faculty development. In recent years, our budget priority has been to keep all full-time staff; therefore, we have cut back on intentional, comprehensive faculty development programs. We have had no systematic faculty development outside of our STEM grant since 2009. The Teaching-Learning Center is equipped for technology training and for updating curriculum; however, we must provide programs for faculty to test and assess innovative practices directly with their students. A series of workshops to expose faculty to new learning technologies is important, but these events are isolated unless they are followed by rigorous testing of how these innovations benefit student outcomes in the learning environment. Our teaching loads prevent some applications of new approaches, in that full-time instructors teach a 5-course load with at least 30 or more students each. In order to receive adequate training, test new methods, and evaluate results, faculty must have stipend incentives or released time for lasting change that is evident in student outcomes.

Management Problem 3. The region needs Hispanic teachers and leaders. In 2012, California's Commission on Teacher Credentialing reported that low enrollment in teacher preparation programs threatens the state's K-12 schools' ability to provide teachers.[20] Hispanics are 33% of the adult population across Santa Clara, San Benito and Monterey counties, but 45% of 0-14 year

[19] Gavilan Report: Student Success Center, (Spring 2013) http://www.gavilan.edu/research/reports/documents.
[20] Suckow, M. & Clark, T. (2012). *Teacher Supply in California, 2010-2011, Report to the Legislature*. p. 2.

olds.[21] State-wide, over 53% of K-12 students are Hispanic, but only 18% of K-12 teachers Hispanic. Over 66% of teachers are white, non-Hispanic.[22] In 2009-10, over 15,000 teachers retired, just when university teaching programs dropped by half.[23]

Sample School Demographics for Gavilan Service Areas: 2013-2014		
	Enrollment	**Hispanic %**
Santa Clara Co.		
Gilroy High School	1,433	**77%**
South Valley Middle School	790	**87%**
El Roble Elementary School	624	**73%**
San Benito Co.		
Aromas Elementary School	409	**62%**
San Benito High School	2,873	**67%**
Monterey Co.		
Salinas High School	2,519	**65%**
Alisal High School	2,379	**97%**
Los Padres Elementary School	762	**97%**
2013-2014 School Accountability Report Cards		

Student access to the job market of the future will depend on customized approaches to professional preparation. Data for our three counties show the need for professionals in selected education and leadership fields. Opportunities and salary projections in key fields appear below.

Fast-Growing Professions, Santa Clara, San Benito & Monterey Counties				
Occupations	**Annual Average Employees**		**Percent Increase**	**Median Annual**
	2008	**2018**		
Elementary School Teachers	10,070	11,710	**16%**	$60,137
Middle School Teachers	2,880	3,340	**16%**	$69,858
Special Education Teachers	810	970	**20%**	$64,938
Public Relations Specialists	2,240	2,710	**21%**	$76,780
Compliance Officers	1,510	1,820	**21%**	$59,872
Training & Development Specialists	1,370	1,650	**20%**	$82,628
Compensation, Benefits, Job Analysts	930	1,100	**18%**	$78,305
Accountants & Auditors	10,950	12,780	**17%**	$78,588
California Employment Development Department, labormarketinfo.edd.ca.gov/.				

[21] U.S. Census Bureau. *2013 American Community Survey Tables DP05 & B01001I.* factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

[22] California Dept. of Education. *Fingertip Facts on Education in California – CalEdFacts*. www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp 1-6-2013.

[23] Bland, J., Sherer, D., Guha, R., Woodworth, K., Shields, P., Tiffany-Morales, J., & Campbell, A. (2011). *The status of the teaching profession 2011.* Sacramento: The Center for the Future of Teaching and Learning at WestEd.

Hispanics make up 56% of the population in Monterey County, 57% of San Benito County, and 27% of Santa Clara County. Unemployment in Monterey County alone was 10.7% -- higher than the rest of California.[24] In these counties, Hispanics are over 33% of the population, but they hold a mere 12% of the jobs in the selected professions (above); White, non-Hispanics hold 55% of these jobs.[25] If we combine the retirement of well-educated Boomers with low educational Hispanic attainment, we have a serious opportunity gap.

Comparison of Educational Attainment						
	No H. S. Diploma/GED		Associate's Degree		Bachelor's Degree +	
	White	**Hispanic**	**White**	**Hispanic**	**White**	**Hispanic**
Monterey	56,878 **28%**	66,810 **53%**	15,443 **8%**	5,957 **5%**	48,905 **24%**	7,577 **6%**
San Benito	6,763 **22%**	6,643 **38%**	2,409 **8%**	1,123 **6%**	6,203 **20%**	1,790 **10%**
Santa Clara	72,361 **11%**	95,227 **35%**	48,286 **8%**	16,901 **6%**	286,546 **45%**	38,204 **14%**
2013 American Community Survey Census Update: Tables B15002I & B15002A						

Management Problem 4. Gavilan is not seen as a community resource. Students and faculty and the whole campus community must become more engaged in civic activities and provide help and expertise where we can. After all, we ARE a community college. The local community apparently regards us as a benefit they take for granted, much as they regard all public schools. We provide extensive ESL and other non-credit programs, but we have not, as a campus community, engaged in direct civic participation. We as faculty, staff and students have not intentionally structured opportunities to engage with the community. Our sporadic Service Learning efforts have been important first steps with promising results, but fiscal realities have limited this initiative. We have not sustained links to local groups that would demonstrate that college resources are readily available, or even perceived as such. We now need to scale up these efforts in order to boost our visible credibility.

[24] *Labor Force Data for Counties Dec. 2014*. http://www.labormarketinfo.edd.ca.gov/
[25] U.S. Census Bureau. *2013 American Community Survey Tables B24010, B24010A & B24010I*. http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Analysis of Fiscal Stability Increased retention will improve the fiscal foundation for Gavilan and its community, but maintaining fiscal stability is an ongoing challenge. We are conservatively managed by leaders and trustees who strongly support the college's mission and recognize the complex challenges facing our students and personnel. In fact, in planning this project and analyzing fiscal stability, we noted that Gavilan's Strategic Plan for 2014-19, Strategy # 6, states, "Develop a rolling five-year fiscal stability plan" and in Goal #1, the plan states that we will "Publicize opportunities and impacts of grant-funded programs in addition to the fiscal impact at the end of the grant cycle." [26] This augers well for institutionalization.

Fiscal Stability	
Project-Relevant Strengths	**Weaknesses and Opportunities**
• **Sound fiscal management.** For 30 years, we have had sound fiscal management. We have not laid off any full-time personnel.	**1. Low completion rates risk shaky financial footing.** California may soon make funding dependent on completion rates, not enrollment.
• **California's economy is recovering slowly.** CCs got $210 million (for 112 colleges) making room for 40,000 more students.	**2. State funding losses will not be recovered,** '08-'12. *Half o*f Gavilan's courses were cut; 129,000 students were turned away.
• **Resource Development.** Gavilan has strong history of seeking alternative funds to offset state and local cutbacks. Further developing this capacity is a major priority.	**3. Operational costs increase;** Gavilan is too dependent on state funds; 50% of our tuition ($46 a unit) barely covers costs. *Volatility* is made worse by low-income service area.

Fiscal Problem 1. Low completion rates risk shaky financial footing. We have carefully balanced the need to develop the college infrastructure without sacrificing academic programs; however, low transfer and completion rates continue to reduce fiscal stability. The administration consistently weighs college operations against student support to maintain financial viability. Without strategic approaches to improving student outcomes (*Objective 1*), we cannot hope to balance the budget. Researchers and practitioners agree that students with *intentional cohort support* will reduce completion time while increasing completion rates.[27] We will also address

[26] http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2014_2019.pdf, p. 3, 3-27-15.
[27] Jacobson, L. and C. Mokher. (2009). *Pathways to boosting the earnings of low-income students by increasing their educational attainment.* Hudson Institute Center for Employment Policy and CNA Analysis & Solutions; Bailey, T., G. Kienzl, D. Marcotte. (2004). Washington D.C.: U.S. Department of Education.

the slow pace of students' trajectory: colleges and universities can save millions of dollars by more efficiently moving students through their campuses.[28]

Fiscal Problem 2. The previous funding losses to California community colleges will not rebound for years. In the recent downturn, Gavilan lost funding for about half of our students and many were turned away by reductions in course offerings. The state is beginning to recover from the financial crisis of 2008, and unemployment is finally down from 12% to 7%.[29] Proposed funding for California Community Colleges is $7.3 billion, an increase of 8 percent over 2014-15. Cost effectiveness is highly limited as long as student attrition is high, completion is low, and progress is slow.

Fiscal Problem 3. Operational costs increase. Gavilan is too dependent on state funds; 50% of our tuition, or $23 per student, certainly does not cover costs. In each year, staff expenditures rise and state budgets fluctuate wildly. Gavilan has a volatile combination between our low-income service area and a crowded state educational budget agenda. Without adequate supplementary sources we cannot stay abreast of innovate ways to improve student success. We do not want to return to the recent past when we cancelled hundreds of classes.

1 b. Comprehensive Analysis by Major Constituents Our strengths, problems and opportunities have been analyzed by representatives from students and all levels of personnel:

The Title V Planning Committee
Staff: Steve Kinsella, President; Kathleen Rose, Asst. Superintendent, VP Instruction; Kathleen Moberg, VP of Student Services; Fran Lozano, Dean, Arts/ Science.; Bob Barr, Interim Research; Doug Achterman, Library; Mimi Arvizu, Kyle Billups, MIS; Blanca Arteaga, Counselor; Associate Dean Anne Ratto, EOP&S; Michelle Cortes, Classified. ***Community:*** Hamdy Abbass; Kurt Michaelson, Karen Aitken. ***Faculty:*** Mary Ann Sanidad, ESL; Enrique Luna, Social Sci.; Karen Warren, English; Jennifer Nari, Ken Wagman, Math; Rob Overson, Disability Resource Center. ***Students:*** Ryan Shook, Sociology, Learning Council; Denise Torres, Psych and Adrian Pagan, Humanities.

[28] *Meeting Compliance, but Missing the Mark*, The Campaign for College Opportunity, 2012.
[29] CA Community College Chancellor's Office: cccco.edu/PolicyInAction/KeyFacts, 1/24/14.

The process was informed by the college's Strategic Plan, 2014-2016. [30] The Title V Planning Committee extensively reviewed this plan, reviewed current research and visited proven campus models in our area; this planning group has met routinely since June, 2014.

CDP Comprehensive Analysis
• We reviewed *internal and external research* on student success, community needs, faculty development, basic skills, gateway course success, transfer barriers and civic engagement.
• We scoured our *Strategic Educational Plan* in order to synchronize our analysis of strengths, weaknesses and opportunities with the long-range planning for a responsive five-year project.
• We held a *community-input*, half-day retreat that included local leaders and four-year college representatives who provided feedback on students' needs and preparedness for successful transfer.
• We reviewed *state and national data*, NCES, Census data, and regional occupational trend analysis. We analyzed this in the light of California's growing need for Hispanic teachers and leaders.
• We reviewed student surveys and focus groups. We convened a *Student Voices Task Force* to advise project planning so that their voices and concerns were heard. Their input was invaluable.
• We toured nearby community colleges and Cal state Universities to look at successful practices we could adapt to the needs of our particular student body, especially Hispanic and high-need students.
• We reviewed our WASC Accreditation Report (2011) and recent follow-up reports (2015) which suggest that we as faculty need to be more engaged in student learning, its assessment and results.
• We reviewed recent California legislative agendas and policies to foresee regulations that could affect our program planning in the next five years--in all three major problem analysis areas.
• We listed high-impact practices in the literature and conducted a risk analysis of how adaptations would affect student performance and completion (see list of sources in the Project Design, p. 51).

1 c. M

easurable Objectives as Related to Institutional Goals. Clearly the close alignment of institutional goals and our measureable objectives will drive innovative strategies that contribute to the continuing growth of the institution. Without this relationship, the project would not be able to move us forward as an institution fully prepared to do what it takes to achieve stronger student outcomes--including especially, equity for our Hispanic students. Each of the three major activity parts serves at least one objective, assuring that these objectives will work synergistically with the institutional goals. A major responsibility of The Title V Planning Committee was to see that our objectives fit the college's Strategic Plan and the culture of the college. A Table showing this relationship follows.

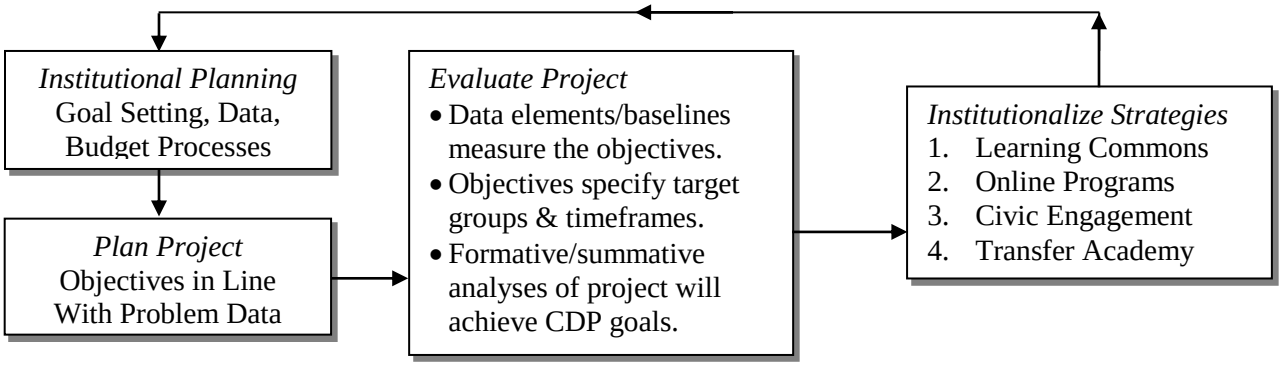
[30] http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2014_2019.pdf, pp.1-3, 3-15-15.

Measureable Objectives	Related Institutional Goals in Strategic Plan 2014-'19 [31]
Objective 1: Improve Student Outcomes a. Increase *success* in key gateway courses of Accelerated Basic Skills cohorts by 10% above baseline of 58.5%. b. Increase *success* in key gateway courses of Directed Learning Activities cohorts by 10% above 58.5%. c. Increase student transfer rates overall to 20%. d. Increase Hispanic transfers to be in parity with student body: 58%. e. Increase rates of 6-year BA/BS completion to 80%. f. Increase # of Liberal Arts/Education majors to 100. g. Increase Transfer Academy student completers to 100%.	**Strategy 1 Optimize enrollment, course offerings, and services to *reflect community needs and growth*.** • Goal # 1: …integrate student outreach activities…with *particular attention to educationally under-represented students.* • Goal # 3**:** Increase courses and programs…with particular emphasis on transfer model curriculum. **Strategy 2 Improve student services and enhance curriculum and programs…to help students meet their educational, career, and personal goals.** • Goal # 1: Increase the student success, completion, and transfer rates.
Objective 2: Increase Access to Quality Online Programs a. Increase *success* in online/hybrid gateway courses of cohorts by 10% *above face-to-face baseline* of 58.5%. b. Increase positive ratings of online Helpdesk to 90%.	**Strategy 1** (above) • Goal # 5: Evaluate alternate delivery of courses and services such as online, hybrids…
Objective 3: Increase Civic Engagement & Leadership a. Increase annual Interns in civic engagement projects to 50. b. Increase earned Civic Leadership Certificates to 30.	**Strategy 2** (above) • Goal # 6: Implement plans that enhance student engagement by strengthening collaborative partnerships with our communities. **Strategy 7: Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement …** • Goal # 5: Broaden contacts and communication with local high schools, businesses and agencies so these are widespread…
Objective 4: Increase Faculty Teaching-Learning Skills a. Increase faculty participation to 30: Accelerated Skills. b. Increase faculty participation to 50: Directed Learning Activities. c. Increase faculty participation to 50: Online/Hybrids. **NOTE:** Appropriate technology for teaching and learning is central to the three Parts of the Activity, see Budget Narrative, p. 49.	**Strategy 1** (above) • Goal # 3: Support professional development for faculty in order to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses. • Goal # 4: Support professional development for staff to improve services that support student success. • Goal # 5: Provide appropriate technology and support for teaching, student success, and administrative services.

[31] http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2014_2019.pdf, pp. 1-3, 3-27-15.

1 d. Institutionalizing Practices and Improvements, Operational Costs Gavilan's president, Dr. Steve Kinsella, urged the Title V Planning Committee to design a cost-effective, inclusive five-year project that commits no new staff to continuing employment. He urged us to use re-assigned time or stipends and temporary hourly contracts for consultants. Even though state funding is slowly improving, all project innovations must be seamlessly integrated into existing operations. We know that some colleges wait to plan institutionalization until the third project year, but we will work toward spin-offs and scale up of the three major Parts from Year 1. The continuation of our programs must be based on thoughtful assessment and feedback in all objectives in the light of refinements in each year, as diagrammed below.

Assessment Cycle to Inform Institutionalization



Institutionalizing People, Practices and Supplies
Personnel and Practices: • ***Project Coordinator, Activity Director, and Administrative Assistants*** will have temporary re-assignments to support faculty/staff teams in the three Activity Parts, inclusive of the 5-year project. Afterwards, they will return to previous campus positions (Warren to English; Lozano to Full-time Dean of Arts and Sciences, Assistant to the secretarial pool for another assignment, as warranted. • ***Learning Commons:*** a calculated portion of FTEs will cover the academic support of students in Accelerated skills and those courses using DLAs. Hourly costs will continue for Tutors in the Learning Commons. Leadership will pass to Doug Achterman, Head Librarian. • ***Faculty Participants*** will not continue on stipends, as their work on the Activity is inclusive of the five years. Following this, they will train new colleagues in Acceleration skills and Directed Learning Activities (DLAs), covered by the annual Faculty Development FLEX hourly commitment. • ***Expreso/Learning Commons Counselor* (50%)** will be on hourly contracts if budgets allow; retention and completion growth will add FTEs, allowing Gavilan to continue the academic supports. • ***Learning Commons, Expreso faculty and staff*** will train colleagues in new processes during the five years, creating a cadre of Expreso tutors and faculty who incorporate DLAs. All credit-bearing programs in this project, including remedial courses bring in FTEs in California.

- ***The Transfer Academy*** will continue, under the Learning Commons; tutors will be assigned to help with the Academy as the District budget allows.
- ***Online Course/Hybrid faculty and Services technicians*** will complete their work by project's end and the new online and/or hybrid courses will draw FTEs. The college web developer and the Distance Education staff will maintain the helpdesk (Freshdesk) with student work study technicians.
- ***El Centro Comunidad (Civic Engagement) Leader: 40% faculty position*** will be continued and expanded with external funding and/or by Gavilan, contingent upon the financial condition of the District and future success with public or private funding.
- ***Civic engagement Faculty Mentors*** will continue, funds permitting. Development of experienced Mentors will be complete, but will continue, if at a slightly reduced stipend or converted to Staff Development FLEX hours by contract.
- ***Other contractual*** **consultants and the External Evaluator** will not continue beyond the project.

- ***Supplies*** include lab computers, student loaner laptops, Learning Commons' supplies and curriculum materials, etc., for student cohorts in the activity. Equipment will be maintained in the MIS department operating budget, and additional printing and materials supplies will be covered in the Vice President of Instruction's budget, as required. [32]

Institutionalization and Estimated Costs			
Three Activity Parts	**Disposition/Leaders**	**Annual $$**	**Source**
1. The Learning Commons	Dean Lozano, English, Math	*As budgeted*	Gavilan Budget
2. Online Programs	Exec. VP Instruction Rose, D.E.[33]	*As budgeted*	Course FTEs
3. Civic Engagement	Exec. VP Instruction Rose	*As budgeted*	Course FTESs
Personnel			
Activity Director & Assistant	Return to previous positions	---	--
El Centro Director, .4%	To be continued, VP Instruction	*$48,000*	New Grants
Bi-lingual Counselor, .5%	To be continued, VP Students	*$54,000*	VP Students
Faculty Developer Stipends:			
Accelerated Skills	Training inclusive of the Project	---	---
Directed Learning Activities	Training inclusive of the Project	---	---
Online/Hybrid Courses	Training inclusive of the Project	---	---
Learning Commons Tutors	To be continued, Dean Lozano	*$24,000*	Gavilan Budget
Helpdesk Technicians	To be continued, VP Instruction	*$10,000*	Gavilan Budget
Faculty Mentors to Civic Interns	VP Instruction Budget	*$30,000*	Course FTEs
Training Consultants, @ONE	Training inclusive of the Project	---	---
Travel	Travel inclusive of the Project	---	---
Equipment	(No equipment requested)	---	---
Supplies, Software			
Learning Commons laptops	**ALL: MIS Maintenance**	Estimated	Gavilan
Online Programs: Chromebooks		.5 Annual MIS	Budget
Freshdesk software		Maintenance	
El Centro Field Intern Laptops		Budget	
El Centro Video cameras			
COST to Institutionalize: about $ 164,000 per year, budget permitting.			

[32] As reviewed by Dr. Kinsella, President, Dr. Rose, VP Instruction, and Mimi Arvizu, Director, Management Information Systems.

[33] D.E.= Gavilan Distance Education Department, that will develop Part 2, Objective 2.

1 e. The FIVE-YEAR PLAN To Improve Outcomes For Hispanic And High-Need Students			
Related CDP Problems	**Relevant Strategic Plan Goals**	**5-Year Project Objectives**	**Three Major Project Parts**
Academic: 1. Too few Hispanics transfer or get BA/BS degrees; not in parity w/ demographics. 2. Many students stay too long in basic skills, delay transfer. 3. Too few students are prepared for demands of transfer work. 4. Too few course options online. 5. Curriculum not linked to civic responsibility. **Institutional Management** 1. Academic support is too fragmented. 2. Faculty development is too limited for innovation. 3. Urgent local need for Hispanic teachers/leaders. 4. We are not seen as community resource/or truly engaged in the community. **Fiscal Stability** 1. High attrition=instability. 2. State funding losses won't be recovered. 3. Operational costs increase.	**Strategy 1 Optimize enrollment, course offerings, and services …** • Goal # 1: integrate student outreach: *attention to under-represented students.* • Goal # 3: Increase courses/programs with emphasis on transfer curriculum. **Strategy 2 Improve student services, enhance curriculum and programs to help students meet their goals.** • Goal # 1: Increase the student success, completion, and transfer rates. • Goal # 2: Complete student learning outcome assessment for continuous improvement.	**1. Improve Student Outcomes** a. Increase *success* of Accelerated cohorts, and b. *success* of DLA cohorts. c. Increase overall transfer rates, d. and Hispanics transfer in parity. e. Increase BA/BS completion. f. Increase Education majors. g. Increase Transfer Academy completion.	**Part 1: Learning Commons:** a. Train faculty, develop/pilot new compressed Basic Skills b. Train faculty, develop/pilot Directed Learning Activities c. Train tutors and pilot Transfer Academy (ACE model) **Features:** - Support Services Menu - Half-time bilingual Counselor - Trained Tutors/loaner laptops - All learning tasks link to curricula and are developed by Faculty for the specific course
	Strategy 1 (see above) • Goal # 5: Evaluate alternate delivery of courses, services: online, hybrids…	**2. Increase Online Access** a. Increase *success* online. b. Improve quality support	**Part 2: Increase Access Online** a. Pilot online & hybrid courses. b. Develop, staff helpdesk.
	Strategy 2 (see above) • Goal # 6: Enhance student engagement, strengthen community partnerships**.** **Strategy 7: Improve communication, etc. to foster a culture of engagement** • Goal # 5: Broaden contacts with high schools, businesses, agencies…	**3. Increase Civic Engagement** a. Increase # of Mentors and Student Civic Interns. b. Increase # of Civic Leadership Certificates.	**Part 3: Civic Engagement** a. Link community service directly to curriculum: apply learning to concrete action. b. Establish a Civic Leadership Certificate
	Strategy 7: Develop a rolling five-year fiscal stability plan. • Goal # 1: Publicize opportunities and impacts of grant-funded programs in addition to the fiscal impact at the end of the grant cycle**.**	**(Objective 4: Increase Faculty Teaching-Learning Skills serves ALL 3 objectives)** --Grant project will be fully institutionalized as budgeted	**Part 1 will strengthen student completion and transfer so that neither students nor the college waste resources.**

2. ACTIVITY OBJECTIVES, Annual Targets (**Detailed Process Objectives** Appear in Implementation Timetables, p. 30.)

5-Year Measurable Objectives	Baselines	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Objective 1: Improve Student Outcomes						
a. Increase *success* in key gateway courses of Accelerated Basic Skills cohorts by 10% above baseline. [34]	**58.5%**	Maintain	62%	64%	66%	**69%**
b. Increase *success* in key gateway courses of DLAs (Directed Learning Activities) cohorts by 10% above baseline. [35]	**58.5%**	Maintain	62%	64%	66%	**69%**
c. Increase student transfer rates overall to 20%. [36]	**13.4%**	Maintain	14%	16%	18%	**20%**
d. Increase Hispanic transfers from 45% to 58% to be in parity with 2014 Gavilan Hispanic population (now 58%). [37]	**45%**	Maintain	50%	53%	55%	**58%**
e. Increase 6-yr BA/BS completion rate of transfers to 75%. [38]	**72%**	Maintain	Maintain	Maintain	Maintain	**75%**
f. Increase the # of Liberal Arts Education majors to 100.	**51**	60	75	85	90	**100**
g. Increase completion in Transfer Academy to 100%.	**75%**	80%	85%	90%	95%	**100%**
Objective 2: Increase Access/Quality of Online Programs						
a. Increase *success* in online/hybrid gateway courses of cohorts by 10% *above face-to-face baseline* of 58.5%.	**58.5%**	Maintain	62%	64%	66%	**69%**
b. Increase positive ratings of online Helpdesk to 90%.	**0**	(in prep)	75%	80%	85%	**90%**
Objective 3: Increase Civic Engagement	3 faculty	6	6	6	6	**30 Total**
a. Increase to 6 the # of Faculty Mentors, to 90 the # of Interns in successful civic engagement projects per year.	45 students **(in pilot)**	90	90	90	90	**450 Total**
b. Increase to 30, completers of Civic Leadership Certificate.	**0**	(in prep)	(in prep)	10	20	**30 Total**
Objective 4: Increase Faculty Teaching/Learning Skills						
a. Increase faculty participation to 30: in training, design, pilots & assessment of Accelerated Basic Skills.	**0**	6	6	6	6	**30 Total**
b. Increase faculty participation to 50: in training, design, pilots & assessment of Directed Learning Activities.	**0**	10	10	10	10	**50 Total**
c. Increase faculty participation to 30: in training, design, pilots & assessment of Online Courses and Hybrids.	**0**	6	6	6	6	**30 Total**

[34] *Success* is earning a C or better credit in a credit-bearing course, in this case in specified key gateway transfer courses.
[35] DLAs, Directed Learning Activities: improvement from current rate of success without DLAs in key college-level gateway courses
[36] Baseline: Gavilan Student Right-to-Know, Fall 2010 Cohort, http://srtk.cccco.edu/441/10index.htm. See also Evaluation Plan, p. 38.
[37] By project end, the percentage of our students who are Hispanic may grow to well over 60%, but we will use F 2014 as our baseline: 58.5%.
[38] Data unavailable by college; these are all Hispanic "Upper Division Transfers "at San Jose State, 2013 Analytics, April 30, 2013, p. 6.

The Activity Objectives (p. 17) are realistic and related to the problems to be solved.

Objective 1: Improve Student Outcomes All three Parts of the Activity will work together to improve student outcomes; it is the primary objective of the three-part activity. In all of these measures, we have committed to disaggregating data to make sure that Hispanic students are in parity with their percentage of the student population.

In Part 1, development of The Learning Commons will provide academic support to students in three ways: 1) accelerating basic skills math and composition courses to expedite transfer, and 2) developing "Directed Learning Activities" or DLAs in order to prepare for success in transfer-level courses, and 3) the Transfer Academy will give students intensive practice thinking and writing that they can expect in upper-division courses. For the first two, we will use the *short-term measure* of *success* in key selected gateway courses—taken afterwards by cohorts in compressed skills, and taken concurrently by cohorts using new Directed Learning Activities. With incremental annual increases, the target 69% above the 58.5% baseline is realistic, given that 90% of entering students test below college level. The Transfer Academy will measure success by expecting 100% completion of submission and attendance requirements.

The long-term measures include increasing transfer rates to 20% from the current 13.4%; insuring parity of Hispanic transfers to their percentage of all students (or 58.5% from 45%); increasing baccalaureate completion by project Year 5 to 75% from 72%; increasing the number of education majors to 100 from 51, and that the percentage of completers of the Transfer Academy reaches 100% in five years. All of Objective 1 includes annual targets which the Title V planning Committee considered carefully and discussed in detail with our Office of Institutional Research Interim Director, Dr. Chris Myers. The sub-sets of Objective 1 are in response to *Academic Problem 1*, low transfer and degree completion rates and low parity of

Hispanic transfers with Hispanics in the student body; *Academic Problem 2*, delays in transfer of students in basic skills sequences; and *Academic Problem 3*, limited practice in high-order thinking skills. Related *Institutional Management Problems are: Problem 1*, fragmented academic support programs (to be centralized in the Learning Commons), *Management Problem 2*, the lack of intentional faculty development programs where instructors can test new methods directly with students, and *Management Problem 3*, a need for more Hispanic leaders in the community and Hispanic teachers in our K-12 school districts. Objective 1 also closely relates to Gavilan's Strategic Plan for 2014-'19: Strategy 1, Goal # 1, student outreach "…with particular attention to educationally under-represented student populations," Strategy 2, Goal # 1, Increase student success, completion and transfer, Goal # 3, transfer model curricula, and Goal # 4, develop learning support to prepare students for entry into basic skills and transfer programs.[39]

Objective 2: Increase Access/Quality of Online Programs Part 2 of the Activity will serve this objective the most directly by a) improving access and *success* in required transfer courses, and b) increasing positive ratings of an online helpdesk to 90%. We use as our baseline measure of *success* the Fall 2014 data on selected transfer-level courses: 58.5%. The Title V Planning Committee agreed to use the same measures and baselines as for Objective 1, a and b. Success in transfer-level courses is the key in all three initiatives to speed up student progress to transfer.

Objective 2 addresses *Academic Problem 4*, too few online course options, and *Institutional Management Problem 3*, faculty development programs do not provide comprehensive development. Half of our students taking online courses are full-time students wanting to complete requirements. Online and hybrid courses reduce space problems: hybrids combine time online with face to face (F2F) time and two courses can use one classroom. Objective 2 relates to Gavilan's Strategic Plan's Strategy 1, Goal # 5: "Evaluate alternative delivery of courses and

[39] http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2014_2019.pdf, p. 1.

services such as online and hybrids," and to Strategy 2, Goal # 5, "Provide appropriate technology and support for teaching and learning." [40]

Objective 3: Increase Civic Engagement This objective is served by *Activity Part 3*, which is designed to increase faculty civic engagement Mentors to 30 in five years, increase the number of Student Interns in successful civic engagement projects to 450, and the number of completers of a new Civic Leadership Certificate to 30. The civic engagement internships are a scale-up of recent pilots in Service Learning. The CDP related problem is Academic Problem 5: curriculum is not connected to civic responsibility, but this too is aligned with Gavilan's recent Strategic Plan for 2014-19, Strategy # 2, Goal # 6, "Implement plans to enhance student engagement, strengthening collaborative partnerships with our communities." [41]

Objective 4: Increase Faculty Teaching/Learning Skills Objective 4 serves all three parts of the Activity through the development of innovative classroom approaches. We will increase faculty participation in five years to a) 30 faculty in Accelerated Basic Skills, b) 50 faculty in Directed Learning Activities, and c) 30 faculty in Online and Hybrid courses. These are realistic, annual steps: 6 per year in Accelerated Basic Skills, 10 per year in DLA pilots, and 6 per year in Online/Hybrids. The problems addressed in Objective 2 and Part 2 are Academic Problem 4, too few online courses. We will also address Institutional Management Problem 3: faculty development is too limited. Objective 4 also relates to *Gavilan's Strategic Plan*, 2014-2019, Strategy # 2, Goal # 3, Support professional development for faculty in order to improve quality of teaching and curriculum for basic skills … and transfer courses." [42]

[40] Ibid.
[41] http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2014_2019.pdf, p. 2.
[42] Ibid.

3. a IMPLEMENTATION PLAN THREE-PART ACTIVITY OVERVIEW

Three Major Parts	Year 1	Year 2	Year 3	Year 4	Year 5
1. Strengthen Learning *Expreso, 30 faculty, 375 students*	Learning Commons 6 faculty pilot Accelerated Skills *75 students*	Learning Commons 6 more faculty pilot Accelerated Skills *75 students*	Learning Commons 6 more faculty pilot Accelerated Skills *75 students*	Learning Commons 6 more faculty pilot Accelerated Skills *75 students*	***Institutionalize ALL*** 6 more faculty pilot Accelerated Skills *75 students*
DLAs[43] *50 faculty* *1500 students*	10 faculty pilot Directed Learning *300 Students*	10 more faculty pilot Directed Learning *300 Students*	10 more faculty pilot Directed Learning *300 Students*	10 more faculty pilot Directed Learning *300 Students*	10 more faculty pilot Directed Learning *300 Students*
Transfer Academy *4 tutors* *200 students*	Adapt ACE model, conduct, assess Academy Pilot 1 *30 transfers*	Refine, conduct, assess Academy Pilot 2 *35 transfers*	Refine, conduct, assess Academy Pilot 3 *40 transfers*	Refine, conduct, assess Academy Pilot 4 *45 transfers*	Refine, conduct, Assess Academy Pilot 5 *50 transfers*
2. Strengthen Online Programs *30 faculty,* *900 Students*	6 faculty develop 6 Online/Hybrids *180 Students* Install Freshdesk	6 more faculty develop 6 Online/Hybrids *180 Students*	6 more faculty develop 6 Online/Hybrids *180 Students*	6 more faculty develop 6 Online/Hybrids *180 Students*	6 more faculty develop 6 Online/Hybrids *180 Students*
3. Strengthen Civic Engagement *30 faculty,* *450 students*	Train 6 Mentors, Assign *90 Interns* *(2-3 Oral Histories)* Prep Certificate	Train 6 Mentors, Assign *90 Interns* *(2-3 Oral Histories)* Prep Certificate	Train 6 Mentors Assign *90 Interns* *(2-3 Oral Histories)* *10 earn Certificates*	Train 6 Mentors Assign *90 Interns* *(2-3 Oral Histories)* *20 earn Certificates*	Train 6 Mentors *Assign 90 Interns* *(2-3 Oral Histories)* *30 earn Certificates*
1. Strengthen Learning Outcomes: The Learning Commons will provide centralized academic support via a Support Services Menu plus, **a. Accelerated Basic Skills:** 30 faculty will design, pilot, assess, 3 cohorts per year of 25 students each, in compressed basic skills pilots. **b. Directed Learning Activities:** 50 faculty will design, pilot, assess Directed Learning Activities in 50 gateway/transfer courses. **c. Transfer Academy:** Adapt the ACE model and provide an annual, intensive week of rigorous upper-division thinking/writing skills. **2. Strengthen Online Programs:** 30 faculty will design, pilot, assess 30 online/hybrid gateway courses; develop a high-quality helpdesk. **3. Strengthen Civic Engagement** in El Centro Comunidad: 30 faculty Mentors and 450 Student Interns will conduct community internships, launch a civic leadership certificate, conduct oral histories and develop community archives..					
Total number of faculty *who design curriculum, pilot, assess learning innovations and civic engagement:* ***175 Full Time/Adjunct Faculty***					
Total number of students *who are in pilot cohorts, evaluated on major milestones from considered baselines:* ***Nearly 3,000 Students***					

[43] DLAs: Directed Learning Activities.

3 b. Three Major Parts of the Activity: Description and Rationale

Part 1: The Learning Commons				
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Faculty/tutor training/prep; Expreso Pilot 1 DLAs 10 cohorts Transfer Academy	Faculty/tutor training/prep; Expreso Pilot 2 DLAs 10 cohorts Transfer Academy	Faculty/tutor training/prep; Expreso Pilot 3 DLAs 10 cohorts Transfer Academy	Faculty/tutor, training/prep; Expreso Pilot 4 DLAs 10 cohorts Transfer Academy	Faculty/tutor training/prep Expreso Pilot 5 DLAs 50 cohorts Transfer Academy
CDP Problems: *Hispanic and overall low transfer and BA/BS rates, slow pace in basic skills, limited success in gateway GE courses, poor degree completion, fragmented academic support.*				
Objective 1: *Improve Student Outcomes: degree completion, transfer, transfer parity, Education majors. Transfer Academy completion.* **Objective 3 a. & b.:** *Increase Faculty Skills in Teaching and Learning.*				
People: *Warren, Part 1 Leader, .5 Counselor, Luna, Academy, 80 faculty, trained tutors, 1800 students.*				
a. The Support Menu: *Discreet basic skills units, Directed Learning Activities (DLAs), and services.* **b. Accelerated Basic Skills:** *Math/Composition; 2 faculty each per cohort, 3 Student Cohorts, 25 each, 375 students per year, Training Consultants, tutors in Learning Commons, Library.* **c. Directed Learning Activities:** *10 faculty design, pilot, assess activities in one course each in GE, Humanities and Science, training consultants; 300 students per year, 1500 total.* **d. Dedicated Bi-lingual Counselor:** *50% assignment to the Learning Commons and Transfer Academy.* **e. Trained Tutors:** *12-16 tutors who are trained to support skills and DLAs.* **f. The Transfer Academy:** *ACE model for a one-week intensive reinforcement of rigorous transfer skills.*				

The Learning Commons has been identified as comprehensive, centralized academic support, not only for basic skills, but for broader-based learning activities that prepare students for transfer. We have chosen Library Building 171 for the hub that will include instructors, a counselor and trained tutors for new practices that support student needs. The college will equip the space with table desks; loaner laptops for students and the tutors will support this work.

a) Student Support Activity Menu A selection of academic and non-academic support activities will be developed for students in the project's pilots. Instructors will use this menu strategically to differentiate assistance, requiring students who need additional support to complete a related activity on the menu. Learning Commons staff will monitor student progress carefully to ensure that students do required work in a timely manner—before or after a crucial content lesson. The menu will include discreet basic skills lessons, Directed Learning Activities, workshops on reading, writing, research, one-on-one or group sessions, or any other activity relevant to students' courses or their transfer path. Further support will be laptops that students

can check out for a semester. A San Jose State study reported that many students did not have computers at home.[44] Our faculty report the same phenomenon among our high-need students.

b) Expreso Accelerated Basic Skills. Following a student's required interview with the Expreso Counselor, the compressed writing and math courses will be open to all, regardless of test scores. The curriculum will be scaffolded with intentional structures to gradually raise the challenges and support with trained tutors. Expreso students will use loaner laptops for writing papers and submitting them online: Hispanics students over 18 are less likely to have Internet access than White or Black students: 53 %, 74% and 64%, respectively. [45] In each year, we will launch 3 cohorts of 25 students each, with a team of 2 faculty and a .5 Expreso Counselor. By Year 5, 30 faculty (6 per year) will institutionalize Acceleration with FTEs.

Year 1: Expreso Accelerated Skills Faculty Teams		
Compressed Composition: Scott Sandler, English 250P Kyle Hull, English 250P	*Compressed Composition:* Scott Sandler, English 250P Kyle Hull, English 250P	*Compressed Composition:* Scott Sandler, English 250P Kyle Hull, English 250P

We reviewed the data from our own Acceleration pilot in 2013-14. Students in both compressed basic math and Composition were about 10 percentage points higher in retention than those in comparable standard classes.[46] Some students actually tested far below the pilot class level and yet they succeeded. California community colleges estimate that 85% of their entering students need developmental math and 72% need English.[47] Some hopeful studies suggest that students in acceleration are nearly twice as likely to pass college-level English.[48] Los Medanos College's accelerated math is a one-semester path to college Statistics with no

[44] Firmin, R. et al. SJSU+ Augmented Online Learning Environment, Pilot Project, September, 2013, p. 28.
[45] How Americans Go Online. Pew Research Internet Project, September, 2013.
[46] Brown, R. Gavilan College Institutional Research, August 2014, Table 3, p. 2.
[47] Solórzano, Daniel G., Nancy Acevedo-Gil, and Ryan E. Santos. "Latina/o Community College Students: Understanding the Barriers of Developmental Education." *Pathways to Postsecondary Success: Progress Report* (2013): 1. www.pathways.gseis.ucla.edu/publications/DevEdPolicy.
[48] Jacobs, J. Accelerating Remediation in California. (2011) Community College Spotlight.org.

minimum placement score and they did statistical analysis *from day one*. [49] We now realize that

> …significant change will come only if we can step outside the prevailing assumption that multi-level sequences are the best way to *support underprepared students for the rigors of college.* We will never increase completion rates for College English and Math – and therefore increase the numbers of students becoming eligible for transfer and degrees – unless we shrink the length of our sequences.[50]

c) Directed Learning Activities (DLAs) In each year, after training, designing, testing and evaluating the DLAs with their students, the ten faculty participants will mentor colleagues in subsequent pilots. In fall, faculty will design the DLAs to match their course learning goals; in spring they will pilot these with students and assess the results. Tutors in the Learning Commons will be trained to help students with DLAs, as developed. Theories of student-directed learning, critical reflection, application and assessment, posit that these skills are needed for autonomous learners.[51] Karen Warren, Professor of Writing (Activity Director), will coordinate Part 1.

Year 1: Participating Faculty Developing DLAs	
Shelley Giacalone, Intro Public Speaking	Carlton Oler, Psych10: Intro to Psychology
Julian Kearns, Macroeconomics	Deborah Gustlin, Art1A: Art History
Ali Arid, Math 430, Algebra 1	Pat Henrickson, Principles Early Childhood
Leslie Tenney, Guidance 1	Rey Morales, Bio 9: Human Physiology
Enrique Luna, History 1, US History	Patrick Yuh, Bio 15: Human Anatomy

Directed Learning Activities help students gain more practice with a concept or skill related to a particular class. The "flipped classroom" model, in which students complete a short activity independent of class and visit a lab tutor who facilitates additional practice, is one useful model. In these classrooms, the homework is done directly in class; interaction with students is exemplary coaching, rather than traditional lecturing.

d) A Dedicated Learning Commons Counselor: A half-time, bilingual counselor will be hired and assigned to the Learning Commons. He or she will coordinate with faculty to get

[49] Ibid.
[50] Hern, K. Exponential Attrition & Promise of Acceleration in Developmental English and Math, June 2010, p. 14.
[51] Mezirow, J., in Merriam, Sharan. *Andragogy and Self-Directed Learning: Pillars of Adult Learning Theory*. New Directions for Adult and Continuing Education. No. 89, Spring 2001. Jossey-Bass, p. 9. Web. 25 Feb. 2015.

specialized support for students when needed, using our Early Alert system, Our data show that students using the system have substantially higher GPAs compared to those do not. [52] The Counselor will also be the primary recruiting point for increasing the number of Liberal Arts or Education majors; we noted the urgent local need for Hispanic teachers in the Comprehensive Development Plan, Institutional Management Problem 3. The Counselor will also contact parents and facilitate academic advising for all student cohorts in the project.

e) Well-Prepared Tutors Gavilan has a long history of training students as peer tutors in basic writing, reading and math. Their training will be conducted by Karen Warren, English, and Jennifer Nari, Math. Four tutors will also be train and assigned to the Transfer Academy, below.

f) The Transfer Academy We will work with Dr. Diego Navarro, ACE developer at Cabrillo College, to adapt his program to transfer students. We will have 25 students in Year 1, increasing to a five-year total of 400. The Academy will provide an intensive week of skills practice and critical inquiry. At Cabrillo, ACE tailors the program to Hispanic students who might not otherwise consider going to college:

> In 2002, Diego [Navarro]…used research and process design methods he'd learned while a researcher at Hewlett-Packard labs to assess the needs of underprepared youth and to design a program that would transform them into successful college students. … Each pilot included different elements of the two-week intensive that begins the ACE semester. [53]

ACE has received close study by local and nation-wide researchers who report that students in subsequent courses perform far above expectations. We will adapt the best features of their curriculum, including a bilingual session for parents so that our first-generation students do not feel disconnected or at odds between their college experience and their families' culture. Gavilan's Expreso Counselor for Strategy 1 will participate.

[52] Gavilan Learning Council Report: 2010-2012. www.ilearn.gavilan.edu/file.php/8202/, 12-2013.
[53] Navarro, D. Academy College Excellence. www.academyforcollegeexcellence.org/our-story/

Part 2: Strengthen Online Programs				
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
6 Faculty Develop 6 Online/Hybrid Courses *200 Students* Helpdesk Phase 1	6 more faculty Develop 6 more Online/Hybrids *200 Students* Helpdesk Phase 2	6 more faculty Develop 6 more Online/Hybrids *200 Students*	6 more faculty Develop 6 more Online/Hybrids *200 Students*	6 more faculty Develop 6 more Online/Hybrids *200 Students*
CDP Problems Slow pace of transfers, classroom space limited, growing interest in online and hybrid courses, systematic online faculty training limited by fiscal constraints**.**				
Objective 1 *Improve Student Outcomes (degree completion, transfer, Hispanic parity, etc.* **Objective 2** *Increase Access to high-quality Online Programs.* **Objective 3** *Increase faculty learning skills in online and hybrid courses.*				
People: *Lawrence, 6 faculty per year, Help Desk Technicians, 1000 students in online courses*				

Part 2 Description and Rationale In each year, 6 Gavilan faculty will design one fully online or hybrid course each in their discipline. Faculty will pilot and assess it with students:

Year 1: Faculty in Online or Hybrid Course Development
Debbie Klein, Anthropology; Marc Turetzky, Political Science, Rey Morales, Biology; Arturo Rosette, Art; Marilyn Chap, Sociology; David Perez, Spanish

We reviewed online teacher training options and found that California's own "@ONE" online training program understands our students' learning needs best. These online courses are only $65 each, are highly recommended and fill up rapidly:

Samples of @ONE Online Faculty Training Courses [54]
• Introduction to Online Teaching and Learning (SP154) • Building Online Community with Social Media (SP152) • Designing Effective Online Assessments (SP152) • Creating Accessible Online Courses (SP152)

For online courses to be a cost-effective alternative to traditional, face-to-face courses, they need to be less expensive and must yield comparable student outcomes. [55] In our review of the recent research in online courses and hybrids, we found that students who took online classes were more likely than students in traditional courses to complete degrees and transfer. This

[54] Online Teaching Training Site @ONE: www.onefortraining.org/node/ Palomar College, CA. 4-10-2015.
[55] U.S. Dept. of Education, Office of Planning, Evaluation, and Policy Development, *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, Washington, D.C., 2009.

suggests online courses are an important alternative.[56] Recent studies found that hybrids were very effective. This may be especially true for our high-need students who often prefer at least some direct contact with instructors and other students.

> One critical finding is that students in blended or hybrid online and face-to-face instruction do better than students who learn completely in one mode or the other. … Policymakers, administrators and teachers who must use resources wisely now can be confident that the extra cost does produce greater student learning outcomes. [57]

We found that in Biology 10, the success rate for the traditional courses in Fall, 2014, was 46% while for the online course, the success rate was over 90%. [58] The authors of a Maryland study in 2014 found that *students in hybrid courses and students in traditional courses performed equally well --course pass rates and grades.* Further, they found no evidence that online learning was harmful for underprepared students. [59]

Improving Our Helpdesk We will purchase and install online helpdesk software, Freshdesk. With these customizable tools, we can give students instant answers to their problem requests by creating a knowledge base that is always available. The data base allows us to improve student satisfaction and problem requests. We will use the built-in student satisfaction surveys to measure system effectiveness; we can also tell how well our Tutors and Technicians are doing. Surveys also store suggestions to save in the FAQs data base. This feature allows students to help themselves while staff takes care of more urgent issues.[60]

Part 3: El Centro Comunidad (Civic Engagement Center)				
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Assess needs, Train Interns, Civic Certificate, *Local Summit 1*	Assign Interns, Train Leaders, Prep Certificate, *Local Summit 2*	Assign Interns, Train leaders, Leadership Cert. *Local Summit 3*	Re-Assess needs, Assign Interns Economic Policy *Local Summit 4*	Institutionalize Future Agenda Fund El Centro *Local Summit 5*

[56] Online Learning / Student Outcomes in CA's Community Colleges, www.ppic.org/content/pubs/report/R514.
[57] U.S. Dept. of Education, Office of Planning, Evaluation, and Policy Development, see above.
[58] Gavilan Distance Education Comparison Data, Argos System, data run March 26, 2015.
[59] Griffiths, R., Chingos, M., Mulhern, C., & Spies, R. (2014). *Interactive online learning on campus: Testing MOOCs and other hybrid formats in the University System of Maryland*. New York: Ithaka S+R.
[60] Features of helpdesk software: http://freshdesk.com/customer-engagement/customer-satisfaction-survey, 4-10-15.

CDP Problems: *Limited connection between curriculum and civic sphere; low civic engagement of faculty and students, too few Hispanic leaders, Gavilan not perceived as community resource.*
Objective 3: *Increase civic engagement, develop community archives, and develop leadership.*
People: *Dr. Luna, Coordinator, Faculty Mentors, Coaches, Student Interns, Dr. Achterman, Head Librarian, community members & agencies.*
Three major components of Part 3:
a. Civic Engagement: Student Interns, Faculty Mentors*: 90 Student Interns per year; 6 Faculty Mentors, CSUMB's Dr. Seth Pollack, consultant.*
b. The Civic Leadership Certificate: *Dr. Luna, De Anza model; 18-units offered by Year 3.*
c. Resource Archives: *Achterman, Gavilan Library; Archivist; local public libraries; Dr. Luna.*

Part 3 Description and Rationale In each year, we will train, assign and assess civic projects directly connected to course curricula, chosen and re-designed by 6 faculty per year across disciplines. About 90 Student Interns per year will be guided by Faculty Mentors and Community Contacts in sponsoring agencies or businesses. The Faculty Mentors, with help from 3 Coaches from the Service Learning pilots, will pilot the new course with about 15 Student Interns. These internships will prepare students to join similar projects when they transfer. The goal is to strengthen students' leadership skills that they can use in the future.

Gavilan had a small pilot in Service Learning in 2013, with promising results. The faculty who participated recommended that we scale up civic engagement and help students make course content more relevant to the "real world." We learned the following in the pilots:

Service Learning Pilots: Benefits and Recommendations [61]
• It made the issues talked about in class become more real; it put a face on local people in need. • Information students learned from service placements helped them with course content. • Many students said they increased their understanding of communities' social/environmental issues. • Students reported that they learned more about the field and potential career pathways. • They appreciated the dialogue with fellow students regarding their placement experiences. • They said that they will be more likely to support these and similar organizations in the future. • Students recommended greater communication between the placement site, student and instructor.

a) Civic Engagement Model Our primary model is the Service Learning Institute at CSU Monterey Bay. They have a long history of fostering civic engagement skills; in fact, they require ALL students in every major to do a service project. "The goal is to develop 'the social

[61] Gavilan Research Report**,** www.gavilan.edu/research/reports/documents/surveyreport.pdf June, 2009**.**

responsibility and skills to be community builders." [62] Professor Seth Pollack, Director, suggests that service learning works because students connect their course curricula to their community internships.[63] Community-based learning is one of the eight "High-Impact Practices" that improves student outcomes, according to Kuh's national research.[64] A recent policy paper, "A Crucible Moment," calls for educators to develop these programs because participating students are more likely to complete their degrees, while developing habits of social responsibility.[65]

Civic Engagement: Faculty Mentors and Curricula
Leah Halper, History 5; Tatiana Irwin, History 3; Gina Michaels, Anthropology 2; Marilyn Chap, Sociology 1B; Rey Morales, Biology 4; Shelley Giacalone, Communications 10.

b) A Civic Leadership Certificate In Years 1 and 2, Dr. Luna will design the curriculum for the 12-18-unit certificate in civic leadership, and submit it for approval to the curriculum committee. They will be ready to offer a few courses by late in Year 2. The ICCE Program at De Anza College will advise us on the Certificate; their program received Teagle Foundation funds for their Civic Capacity Scholars Program**,** which builds community leaders.[66]

c) A Community Resource Archive will house planning documents, unpublished papers from our local communities, and oral histories in text and video, that can inform the outreach process and local policy development. These archives will be built slowly and its resources will be linked to our website and those of our main communities: Gilroy, Hollister and Morgan Hill. Our Head Librarian, Dr. Doug Achterman, member of the Title V Planning Committee, will give valuable expertise to Archive development. **Realistic timetables for activity implementation follow.**

[62] The Service Learning Institute, CSUMB. http://service.csumb.edu/students 2-4-14.
[63] Pollack, S. Reflections From the Service Learning Institute. Spring, 2015, Vol. 10, Number 1, pp. 1-2.
[64] Kuh, G. (2008) High-Impact Educational Practices: What They Are, Who Has Access to Them and Why They Matter. Washington, D.C., American Association of Colleges and Universities.
[65] The National Task Force on Civic Learning and Democratic Engagement. 2012. A Crucible Moment: College Learning and Democracy's Future. Washington, DC: Association of American Colleges and Universities, p. v.
[66] De Anza College ICCE website: www.deanza.edu/communityengagement/ 3-4-15.

3 c. PROCESS OBJECTIVES AND TIMETABLES (Project Overview, p. 21; Measurable Objectives, p. 17)

Year 1: Process Objectives, Tasks and Participants	When	Results, Related Objectives
Leadership & Accountability • Launch Project: set up office/budget and Advisory Committee. • Appoint, hire staff, consultants, Expreso Counselor, tutors, External Evaluator and select faculty applicants to participate. • Establish roles, write procedure manual, re-affirm baseline data. • *President Kinsella Appoints F. Lozano, K. Warren, E. Luna*	**10-15** **--** **1-16**	• All Staff, Consultants, Advisory, Tutors, hired/ appointed; manual complete, faculty selected. • Offices & budgets ready, reviewed by Advisory. • Objectives & Measures reviewed, re-affirmed. • Baselines, data elements, definitions re-confirmed. • *Advisory agrees: Efficient, effective Year 1 launch.*
Part 1. Strengthen Learning ***The Learning Commons*** • Purchase supplies, loaner laptops, design Services Menu. • Set up case management (Counselor), train Commons Tutors. • Launch, Train 6 Expreso Skills & 10 Directed Learning Activity faculty. • 16 faculty conduct Pilots: w/ 6 Expreso, 10 Directed Learning cohorts. • Recruit Liberal Arts/Education majors as declared to 60. • Train tutors in Accelerated Skills units & Directed Learning Activities. • Train tutors; design, prepare all materials ACE Transfer Academy. • Recruit ALL ready transfer students; conduct one-week Academy. • *Lozano, Warren: 16 faculty, Counselor, consultants, 300 students.* • *Luna, Counselor, 25-30 students, faculty, tutors*	**10-15** **--** **6-16**	• Learning Commons lab equipped, ready to use 2-16. • Case management in Learning Commons & online. • 16 faculty trained for Expreso Skills & DLAs. • Accelerated Skills/DLA pilot *cohorts maintain baseline success in gateway courses* (Yr 1 target) • Liberal Arts/Education declared majors increased to 60. • ACE consultant, curriculum materials fully developed. • Students recruited, Academy conducted, high ratings. • *Obj. 1a and b : gateway success baseline maintained.* • *Obj. 4: teaching/learning, 16 faculty participate.* • *Obj. 1 g, Increase Academy completers to 80%.*
Part 2. Strengthen Online Programs • Conduct faculty training: @ONE courses, online teaching/learning. • 6 faculty design, conduct, assess pilots of new online/hybrids. • Install Freshdesk helpdesk, Stage 1: survey end users; recommend. • *Warren, Lawrence, @ONE training, 6 Faculty, 180 Students*	**11-15** **--** **8-16**	• Faculty prepared, online or hybrid courses ready. • Faculty successfully pilot, assess online/hybrids. • Freshdesk installed, Stage 1; surveys promising. • *Obj. 2, Increase success online/hybrid gateways.* • *Obj. 1, Increase gateway success, pace, transfer.*
Part 3. Strengthen Civic Engagement ***El Centro Comunidad*** • Launch, equip Center; visit models at SJSU, CSUMB, De Anza. • Prepare Civic Leadership Certificate, Year 1, Goal: 3 courses. • Contact with local agencies/businesses for Internships. • Appoint, train Interns & Mentor; assign, conduct field projects. • *Luna, 7-9 faculty Mentors, 30 Interns, Consultants, oral histories.*	**10-15** **--** **9-16**	• Visits made to model programs, plan adapted. • Center fully equipped, resource archives begun. • Civic Leadership Certificate, Yr 1 curricula done. • Interns and Mentors trained; positive local reviews. • Student Interns conduct successful field projects. • *Obj. 4: Increase successful Interns to 30.*
Evaluation & Reporting • Gather data as specified in Evaluation Plan; Advisory reviews. • Review all feedback; recommend changes; prepare internal reports. • Submit Year 1 Interim (4-16) and Annual Performance Report to Title V. • *Lozano, Warren, Luna, VP Rose, External Evaluator*	**5-16** **--** **9-16**	• All data gathered as specified & fully reviewed. • All feedback reviewed, accepted; revisions adapted. • Interim/APR submitted; internal report distributed. • *Evaluation is in the service of ALL Objectives.*

Year 2: Process Objectives, Tasks and Participants	**When**	**Results, Related Objectives**
Leadership & Accountability		• Budgets fully aligned between Gavilan & G5.
• Align budget figures for Year 1: Gavilan Accounting with G5.	**10-16**	• Consultants hired for Year 2, according to plan.
• Review staff, hire consultants/tutors; review all with Advisory.	**--**	• Advisory Comm. serves as liaison to constituents.
• *Lozano, Warren, Staff, Faculty, Advisory Committee*	**1-17**	• *ALL Objectives: Efficient leadership benefits ALL.*
Part 1. Strengthen Learning *The Learning Commons*		• Lab materials, supplies replenished; maintained.
• Purchase, loaner laptops, supplies for Learning Commons.		• Expreso Skills/DLA cohorts achieve 62% *success* in
• Recruit, train 6 Expreso Accelerated Skills/10 DLA faculty.	**10-16**	gateway courses (target). Tutors fully trained.
• Train tutors with new DLAs for Learning Commons assignments.	**--**	• Faculty teams prepared, conduct pilots successfully.
• Conduct Pilots in Accelerated Skills and DLA w/ student cohorts.	**6-17**	• Declared Education majors reach target of 75.
• Recruit Liberal Arts Education majors as declared to 75.		• Tutors trained, curriculum and materials revised.
• Recruit, train tutors; revise materials/processes based on feedback.		• Students recruited, Academy conducted, high ratings.
• Recruit ALL transfer students; conduct one-week Academy.		• *Obj. 1a & b: gateway success at 62% for all pilots.*
• *Luna, Counselor, 30-35 students in cohort, tutors.*		• *Obj. 3: teaching/learning, 16 faculty participate.*
• *Lozano, Warren: 16 faculty, 375 students in cohorts*		• *Obj. 1 g, Increase Academy completers to 85%.*
Part 2. Strengthen Online Programs		• Faculty prepared, online or hybrid courses ready.
• Conduct faculty training: @ONE courses, online teaching/learning.	**10-16**	• Faculty successfully pilot, assess online/hybrids.
• 6 new faculty design, conduct, assess pilots of new online/hybrids.	**--**	• Freshdesk installed, Stage 2; surveys promising.
• Install Freshdesk helpdesk, Stage 2: survey end users; recommend.	**9-17**	• *Obj. 2, Increase success online/hybrid gateways.*
• *Warren, Lawrence, @ONE training, 6 New Faculty, 180 Students*		• *Obj. 1, Increase gateway success, pace, transfer.*
Part 3. Strengthen Civic Engagement *El Centro Comunidad*		• Center equipped, resource archives expanded.
• Replenish supplies, loaner laptops, expand archives and resources.	**10-16**	• Interns and Mentors trained; positive reviews.
• Complete Civic Leadership Certificate, Year 2: 3 more courses.	**--**	• Civic Leadership Certificate completed (18 units).
• Contact with local agencies/businesses for Internships.	**9-17**	• Student Interns conduct successful field projects.
• Appoint Mentors, train Interns, Assign, conduct Field Projects.		• *Obj. 4: Increase Civic Interns to 35.*
• *Luna, 11-14 faculty Mentors, 35 Student Interns, oral histories.*		• *Obj. 1: Outcomes: completion, transfer equity.*
Evaluation & Reporting		• All data gathered as specified & fully reviewed.
• Gather data as specified in Evaluation Plan; Advisory reviews.	**5-17**	• Feedback reviewed, recommended changes made.
• Review all feedback; recommend changes; prepare APR.	**--**	• APR submitted; internal report distributed.
• *Lozano, Warren, Luna, VP Rose, External Evaluator*	**9-17**	• *ALL Objectives.*

Years 3 and 4: Process Objectives, Tasks and Participants [67]	**When**	**Results, Related Objectives**
Leadership & Accountability • Rectify project budget for each year: Gavilan in line with G5. • Review staff; meet with Advisory; plan Institutionalization & its budget. • *Lozano, Warren, VPs Rose & Moberg, Dr. Kinsella, budget.*	**Oct.** **--** **Jan.**	• Budgets aligned fully between Gavilan & G5. • Budget developed for proposed Institutionalization. • Advisory lobbies colleges for continuing programs. • *Objectives: Effective leadership benefits ALL.*
Part 1. Strengthen Learning *The Learning Commons* • Purchase, loaner laptops, supplies for Learning Commons. • Recruit, train 16 faculty each year in Accelerated Skills/DLAs; refine materials according to Year 2 and 3 feedback loop recommendations. • Train tutors with new Skill units/DLAs for Learning Commons. • Conduct Expreso/DLA Pilots, recruit Education majors: 85, and 90. • Recruit, train tutors; revise materials/processes based on feedback. • Recruit ALL transfer students; conduct one-week Academy. • *Lozano, Warren: 16 Pilot faculty, 375 students in cohorts per year* • *Luna, Counselor, 35-45 students,4 tutors each year.*	**Oct.** **--** **June**	• Lab materials, supplies replenished; maintained. • Accelerated Skills and DLA cohorts achieve 64%, Yr 3 and 66%, Yr 4 *success in* gateway courses. • Tutors trained in Skills units, DLA assignments. • Faculty well prepared and conduct pilots successfully. • Tutors trained; curriculum, materials revised, printed. • Students recruited, Academy conducted, high ratings. • *Obj. 1: gateway success of Skills/DLA pilots.* • *Obj. 3: teaching/learning, 16 faculty participate.* • *Obj. 1 g, Increase Academy completers to 90, 95%.*
Part 2. Strengthen Online Programs • Conduct faculty training: @ONE courses, online teaching/learning. • 6 new faculty per year design, conduct, assess new online/hybrids. • Customize Freshdesk according to feedback; survey end users. • *Warren, Lawrence, @ONE training, 6 New Faculty, 180 Students*	**Oct.** **--** **Aug**	• Faculty prepared, online or hybrid courses ready. • Faculty successfully pilot, assess online/hybrids. • Freshdesk customized; surveys 80, 85% positive. • *Obj. 2, Increase success online/hybrid gateways.* • *Obj. 1, Increase gateway success, pace, transfer.*
Part 3. Strengthen Civic Engagement *El Centro Comunidad* • Replenish supplies, loaner laptops, expand archives, plan resources. • Recruit Civic Leadership Certificate Students; conduct courses. • Contact with local agencies/businesses for Internships. • Appoint Mentors, train Interns, Assign, conduct Field Projects. • *Luna, 11-14 Mentors; 40, Yr 3 and 45, Yr 4 Student Interns.*	**Oct.** **--** **Aug**	• Center equipped, resource archives expanded. • Interns and Mentors trained; positive reviews. • Civic Certificate completers: 10, Yr 3; 20 Yr 4. • Student Interns conduct successful field projects. • *Obj. 4: Increase Civic Interns to 40, Yr 3; 45 Yr 4.* • *Obj. 1: Outcomes: completion, transfer equity.*
Evaluation & Reporting • Review Year 3 and 4 data, evaluations with External Evaluator. • Submit Annual Performance Report to Title V and internal report. • *Lozano, Warren, Luna, VP Rose, External Evaluator*	**May** **--** **Sept**	• All data gathered as specified & fully reviewed. • All reports compiled, reviewed, accepted. • APR submitted; internal report distributed. • *ALL Objectives.*

[67] **To save space, this page of Timetables refers to Years 3 AND 4: Academic Years 2017- 2018 and 2018-2019.**

Year 5: Process Objectives, Tasks and Participants	**By**	**Results, Related Objectives**
Leadership & Accountability • Rectify 5-Year annual budgets with Gavilan Accounting. • Review staff; meet with Advisory to Institutionalize ALL. • *Lozano, Warren, VPs Rose and Moberg*	**10-19** **--** **1-20**	• Budgets fully aligned between project & Gavilan. • Budget developed for planned Institutionalization. • Advisory lobbies colleges for continuing programs. • *Objectives: Efficient leadership benefits ALL.*
Part 1. Strengthen Learning *The Learning Commons* • Equip lab; Recruit, train 16 faculty in Accelerated Skills and DLA; refine materials and methods according to Years 3 and 4 feedback loops. • Train tutors with new Skill units & DLAs for Learning Commons. • Conduct 3 Expreso (2 faculty each) and 10 DLA Pilots. • Recruit declared Liberal Arts/Education majors the target of 100. • Recruit, train tutors; revise materials/processes based on feedback. • Recruit ALL transfer students; conduct one-week Academy. • *Luna, Warren, Counselor, 25-30 students, faculty, tutors.* • *Lozano, Warren: 16 Pilot faculty, 375 students in cohorts.*	**10-19** **--** **9-20**	• Lab materials, supplies replenished; maintained. • Expreso Skills/DLA cohorts achieve 69%, *success* . • Tutors trained in new Skills units and DLA assignments. • Faculty well prepared and conduct pilots successfully. • Liberal Arts/Education declared majors reach 100. • Staff/tutors trained by ACE consultant; curriculum and materials revised and 5th edition printed. • Students recruited, Academy conducted, high rating. • *Obj. 1 a and b: gateway success of Skills/DLA pilots.* • *Obj. 3: teaching/learning, 16 more faculty participate.* • *Obj. 1 g, Increase Academy completers to 100%.*
Part 2. Strengthen Online Programs • Conduct faculty training: @ONE courses, online teaching/learning. • 6 new faculty per year design, conduct, assess new online/hybrids. • Survey Freshdesk end users; refine according to feedback. • *Warren, Lawrence, @ONE training, 6 New Faculty, 180 Students*	**11-19** **--** **9-20**	• Faculty prepared, online or hybrid courses ready. • Faculty successfully pilot, assess online/hybrids. • Freshdesk; surveys 90% positive. • *Obj. 2, Increase success online/hybrid gateways.* • *Obj. 1, Increase gateway success, pace, transfer.*
Part 3. Strengthen Civic Engagement *El Centro Comunidad* • Replenish supplies, loaner laptops, expand archives, plan resources. • Recruit Civic Leadership Certificate Students; conduct courses. • Contact with local agencies/businesses for Internships. • Appoint Mentors, train Interns, Assign, conduct Field Projects. • *Luna, 15-17 Mentors; 50 Student Interns.*	**10-19** **--** **8-20**	• Center equipped, resource archives expanded. • Interns and Mentors trained; ALL positive reviews. • Civic Leadership Certificate completers: 30. • Student Interns conduct successful field projects. • *Obj. 4: Increase Civic Interns to 50.* • *Obj. 1: Outcomes: completion, transfer equity.*
Evaluation & Reporting • Gather Year 5 data as specified, review with Advisory. • Review Year 5 Evaluation, staff reports w/ Ext. Evaluator. • Review ALL Year-End reports to ascertain *summative* information. • Assemble, compose, submit FINAL Performance Report to Title V. • *Lozano, Warren, Luna, VP Rose, External Evaluator*	**3-19** **--** **9-20**	• Year 5 and previous years' reports reviewed. • All data gathered as specified & fully reviewed. • All reports compiled, reviewed, accepted. • FINAL APR submitted; internal report distributed. • *Evaluation is in the service of ALL Objectives.*

4. KEY PERSONNEL

The past experience and training of key professional personnel in the Activity are directly related to the job description of each. The time commitment of the primary personnel was thoroughly discussed by the Title V Planning Committee. Our previous experience with Title V projects helped us to decide which functions required 100% and which could do as well with a smaller time commitment. For example, we have learned that the percentage of time for the Activity's Administrative Assistant needs to match the commitment of the Activity Director.

Qualifications of Dean Fran Lozano, Project Coordinator (25%, donated by Gavilan)
Project Coordinator: Frances Lozano, MA.
Relevant Educational Background: • BA: University of California, Berkeley, With Distinction (English) 1970 • MA: California State University, Fresno (English) 1977
Relevant Leadership Experience • Project Coordinator of Individual Title V Project, 2010-2015 (funded by Gavilan) • Dean of Humanities and Sciences: 2002 to Present (Basic Skills Supervisor) • English Professor and Chair 1995-2002; Chair, STEM Grant; Chair, Basic Skills Committee
Project Coordinator's Roles and Responsibilities
• Work closely with Activity Director and project staff to develop and implement all three Parts. • Supervise and collaborate with Title V staff, Advisory Committee, faculty participants, and internal and external evaluators of the project. Supervise fiscal management of the project, ensuring that Federal and Gavilan fiscal policies and procedures are followed. • Report to the Advisory Committee routinely on all aspects of the Title V activity • Coordinate evaluation; disseminate results and findings; submit all federal and internal reports.
Qualifications of Gavilan Activity Director, Karen Warren (100%)
Relevant Educational Background: • MA, English/Creative Writing, San Francisco State University, 1985 • BA, English/Creative Writing, San Francisco State University, 1983
Relevant Leadership Experience • Generated Acceleration Task Force, Learning Commons Review, Academic Senate. • English Department Chair, Gavilan College, 2003-2007; 2012-present • Participated in year-long Community of Practice for California Acceleration Project
Relevant Teaching Experience • English Composition, Gavilan College, 1995-present. Full-time instructor in all levels of freshman composition, literature, developed prompts for department writing exam. • Wrote new curriculum for developmental students; trained language and writing tutors. • English Composition, Cabrillo College, 1987-1995. • Writing Program Instructor, University of California, Santa Cruz, 1994.

Activity Director's Roles and Responsibilities
• Work closely with Project Coordinator, Dean Lozano, and all project staff to benefit outcomes. • Work closely with Dr. Luna, Coordinator of Part 3. • Monitor all objectives, data and identify barriers to progress for students and faculty. • Support all faculty participants and activity staff in order to meet project objectives. • Purchase equipment, manage all funds according to institutional and Title V regulations. • Manage feedback loop from data analysis to refinements in processes and products.
Qualifications of Enrique Luna, Ed.D. Coordinator, Part 3 and Transfer Academy Part 1 (40%)
Relevant Educational Background: • 2010 University of San Francisco, Doctorate in Education, International/Multicultural Ed. • 1994 California State University, Los Angeles, Master of Arts in History, United States and Latin American History: California State University, Fresno (English) 1977
Relevant Leadership Experience for Part 3 (and the Transfer Academy in Part 1) • 2011-Present The Manifestation Project, Human Rights Education Fellowship at Stanford University, (**similar to ACE model**) a gradual process that leads students' to self-awareness, collaboration, knowledge, action, assessment, and self-reflection. Lower-division transfer students will get a taste of the more independent, project-oriented upper-division work, and will experience an efficient and effective model for life-long civic engagement.
Part 3 Coordinator's Roles and Responsibilities
• Part 3: Coordinate the Civic Engagement projects and establish El Centro Comunidad with community archives, oral histories, etc. • Part 1: Coordinate the Transfer Academy, with ACE Consultant Diego Navarro. • Work closely with Activity Director K. Warren and F. Lozano, Project Coordinator.
Heather Brown, Ph.D., External Evaluator (by contract to the project)
Education Ph.D., MA Applied Social Psychology, Claremont Graduate Univ., Claremont, CA B.A. Psychology, University of Puget Sound, Tacoma, WA
Relevant Professional Experience 2008--present Mt. St. Mary's University, Los Angeles. Assist.VP, Planning, Research
2002--2008 Cypress College, Cypress, CA. *Director, Institutional Research*
1999--2002 El Camino College, Torrance, CA. *Director, Institutional Research*
1997--1999 Pasadena City College, Pasadena, CA. *Research and Planning Analyst*
• Accreditation Team for WASC Spring 2011, Spring 2006, Fall 2004 and Spring 2003. • Member of the WASC Retention and Graduation Review Committee (2012-2015). • WASC Taskforce for Student Success, 2009-2010; Board of Directors for CAIR (California Assoc. of Institutional Research); Former Board Member, Research/Planning Group, CA Community Colleges.
Faculty Training Consultants (temporary contract as needed)
• Part 1: Sugie Goen-Salter, Professor of Education, CSU San Francisco: Learning Commons, Acceleration, Directed Learning Activities, Learner-Centered and project-based pedagogies. Transfer Academy: Diego Navarro, ACE, Cabrillo College; Academy curriculum. • Part 2: Online Programs: @ ONE Online training courses for 6 faculty per year. • Part 3: Seth Pollack, Professor/Director of Service Learning Institute, CSU Monterey Bay, Civic Engagement Internship Mentoring, program development, etc.
Faculty Participants (Stipends or released time)
• Learning Commons Faculty: Acceleration or Directed Learning Activities, training and piloting. • Faculty Mentors & Coaches: Support Civic engagement Interns, liaise with community agency staff .
Student Tutors & Technicians (hourly as budgeted, trained by project staff)
• Tutors in the Learning Commons program support: Accelerated Skills, Directed Learning Activities. • Technicians for Online Helpdesk (Freshdesk); Live chat with students to help with technical problems. • Tutors for Transfer Academy: support advanced skills practice for upper division preparation.

5. MANAGEMENT PLAN Gavilan has selected well-qualified internal staff with management experience to oversee implementation of the proposed project. The Project Coordinator, Dean Frances Lozano, will be directly responsible to Gavilan's President, Dr. Steven Kinsella, for achieving all project objectives and the two competitive priorities.

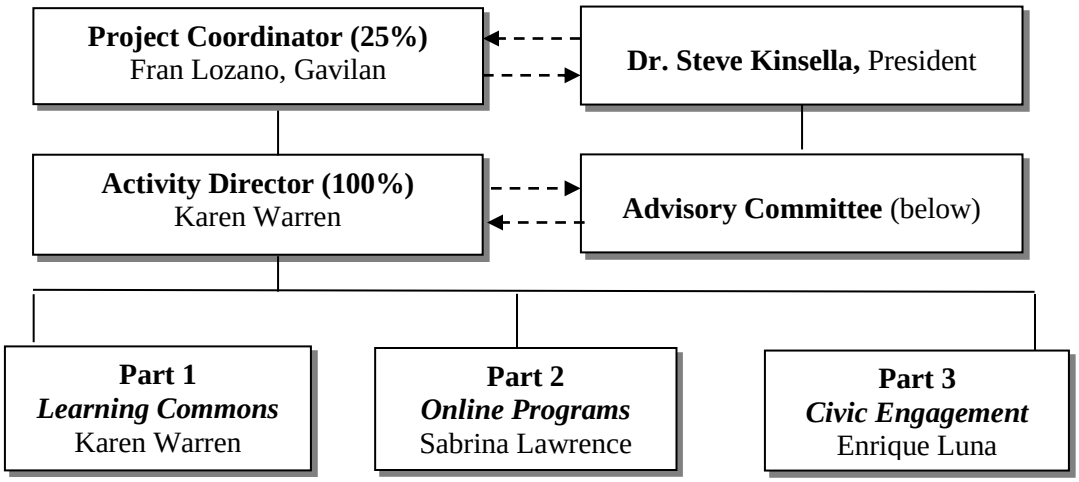
Management Strategies for Effective Implementation

Management Results to Optimize Impact	Strategies to Achieve Management Results
• **Integration** The project will be well integrated into Gavilan governance from launch to institutionalization.	• Ms. Lozano/Ms. Warren will engage colleagues and assure that project procedures easily fit into college operations from the start.
• **Committed Leadership** Supervise project leaders and External Evaluator. Keep President & VPs directly informed about project's impact or obstacles to development.	• Ms. Lozano will work most closely with Ms. Warren, Activity Director, Parts 1 and 2 and Dr. Luna, Part 3, and inform the President's Council, Learning Council, and Grants Committee.
• **Accountability** The project will meet or exceed all federal GPRA accountability standards, ensuring the HSI goals for achievement equity.	• Ms. Lozano will oversee and manage project accountability. The project will meet or exceed all new federal UG accountability standards.
• **Coordination** All personnel charged with project responsibilities will fulfill roles consistent with the Implementation Plan.	• Ms. Lozano will coordinate all three Activity Parts in a manner that will optimize utilization of program resources and personnel.
• **Compliance** The project will be in full compliance with federal regulations, internal monitoring and annual reporting of progress.	• Ms. Lozano will see that all personnel remain thoroughly informed about Title V policies and grant terms/conditions, and in compliance with reporting.
• **The Evaluation Plan** will be followed to achieve desired review, data elements and their thorough analysis so as to achieve objectives.	• Ms. Lozano will manage the Evaluation Plan, working closely with the Gavilan Institutional Research office and the External Evaluator.
• **Broadly-Based Participation** is the goal: the original Planning Committee will be heavily involved; many serve on Advisory Committee.	• Ms. Lozano will assist in the recruitment of project participants and will facilitate smooth working relationships internally and externally.
• **Management Procedures** will be followed by all staff and participants who will be fully and clearly informed of policies and procedures.	• Ms. Lozano will develop a comprehensive project manual to specify policies, procedures, reporting responsibilities and clear lines of authority.

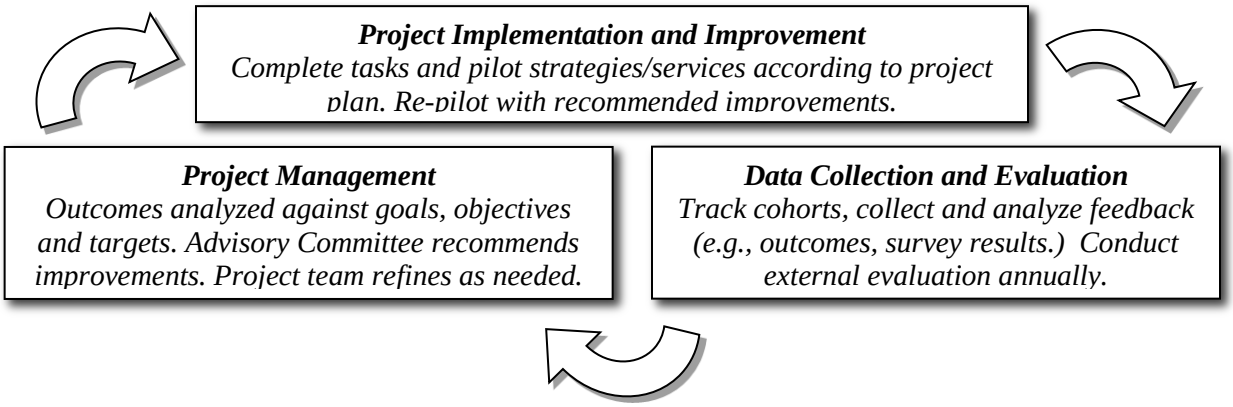
Authority to Conduct the Project Effectively The Project Coordinator, Fran Lozano, Dean of Humanities and Sciences, and will be funded by Gavilan to coordinate the management of all aspects of the project. **She will have direct access to and full authority from President Kinsella to manage the project** (see Organizational Chart, below). She will work most closely with Activity Director, Karen Warren, MA, English Department, who has earned the confidence and support of faculty and staff due to her many innovative leadership positions. Dr. Enrique

Luna will coordinate Civic Engagement and the Transfer Academy. Kathleen Rose, Executive Vice President and Chief Instructional Officer, was also involved in all aspects of the Title V Planning and research. The following diagram shows the relationships among its key players, Gavilan's President and the Title V Advisory Committee, below.

Project Organizational Chart



Feedback Loop for Continuous Improvement The Federal Register asserts that "Data can tell us which students are on track to college preparedness and which need additional support; [monitoring these data] are *essential to the continuous improvement of educational results."* [68] All new processes and data bases will be seamlessly integrated into existing college systems.



[68] US Dept. of Ed., Secretary's Priorities for Discretionary Grant Programs Comment Request, Federal Register, August 5, 2010, p. 11.

Strong Project Leadership The strength of the college leadership team will enhance the long-term success of the Title V project, during and after the funding period. Dr. Steven Kinsella, President since 2003, has streamlined college management and kept the college growing under daunting cutbacks. Unlike many California community colleges, Gavilan has had no full-time layoffs. This cautious fiscal continuity assures that the Title V project will enjoy a timely launch, smooth development and thorough institutionalization. Gavilan's Executive Vice President, Chief Instructional Officer, Dr. Kathleen Rose, was the leader of the Title V Planning Committee; her generous support for each of the three Parts of the activity was unwavering.

Project Advisory Committee Members of the Advisory Committee will represent a broad spectrum of disciplines, experience and potential transfer students. Appointed by President Kinsella, the Advisory Committee will monitor all program development, review cohort data, recommend formative improvements, track fiscal activity, communicate with constituencies--and foster overall program growth. The Advisory will review project reports in order to make thoughtful recommendations, and they will serve as liaisons from campus to community.

The Advisory Committee
Chair: **Dr. Kinsella, President,** K. Rose, Exec. VP/ CIO; F. Lozano, Dean, Arts/Science; M. Sanidad, ESL; K. Warren, English; D. Achterman, Library; D. Klein, Anthropology.; B. Barr, Interim Research. ***Community Members:*** H. Abbass, K. Michaelson, Karen Aitken ***Students:*** Ryan Shook, Sociology, Learning Council; Denise Torres, Psychology, writing assistant; Adrian Pagan, Humanities, writing assistant.

6. EVALUATION PLAN Gavilan has moved beyond mere compliance reporting to a strong focus on student outcomes and milestones. This maturing in the way we think about the purposes of gathering data will facilitate short-range benefits to this project and long-range benefits to our students. The spirit of this evaluation is based upon equity for Hispanic, first-generation and high-need students. To assure project success, the evaluation tracks the Objectives in two ways: 1) ***summatively,*** which documents the cumulative trajectory of improvements annually and at the end

of the project, and 2) ***formatively,*** which identifies barriers to success that can be removed along the way. Note the Collection & Analysis Cycle explicated at the end of this section.

Both ***quantitative*** data, such as cohort and comparison group tracking, and ***qualitative*** data, such as surveys, focus groups or interviews, will support this process. These measures and methods focus not only on improving skills and classroom practices, but on the human factors that contribute to sustained improvements. The Office of Institutional Research (Interim, Chris Myers) will work with Dr. Heather Brown, External Evaluator, to set up the research capabilities and data elements.

Operational Definitions	
Student Cohorts	**Groups of Students** along barrier points, progress, milestones, targets—usually compared to groups in comparable courses who have not participated in pilots, below. • *Students in Part 1*: *The Learning Commons* *a) Expreso Accelerated Skills, 3 cohorts or 75 students per year.* *b) Directed Learning Activities, 10 cohorts per year.* *c) The Transfer Academy 30-50 students per year.* • *Students in Part 2: 6 Online or Hybrid Course cohorts per year.* • *Students in Part 3*: *El Centro Comunidad* *a) Student Interns in civic projects, about 90 per year.* *b) Students in Civic Leadership Certificate courses after Year 2.*
Faculty Cohorts	**Groups of Faculty** in successful training and completion of pilots with cohorts: • *Faculty in Part 1:* a) Learning Commons Acceleration Project, Expreso, 6 faculty per year. b) Learning Commons Directed Learning Activities, 10 faculty per year. • *Faculty in Part 2: Online Programs, 6 faculty per year.* • *Faculty in Part 3: 6 Faculty Mentors and 3 Faculty Coaches* per year will serve as Civic Engagement Mentors, supervising Interns in Civic Engagement Projects.
Tracking	Following a student cohort (or group) over time such as full-time, first-time students who plan to transfer and earn degrees, or transfers' progress at CSUs.
Intervention	An innovative method or "treatment" that faculty and students will test together, such as Expreso Accelerated skills, Directed Learning Activities (DLAs) or Internships, etc.
Comparison	A cohort that has experienced a specified intervention would be compared to a similar cohort that did NOT experience the innovative intervention.
Milestones	Significant achievement points along a specified trajectory, in this case, along student cohorts' experience, 60 units, AA degree, transfer, a BA or BS degree.
Parity	For the purposes of this transfer-centered project, we aim for an equitable percentage of Hispanic transfer students in parallel with the 58% of our student population who are Hispanic. Currently, only 45% of our transfers are Hispanic.

Measuring the CDP or Institutional (Strategic Plan) Goals

Project-Related CDP Problems	Problem-Related Strategic Plan Goals
Academic: 1. Transfer rates too low; Hispanic transfer not in parity. 2. Students delayed in basic skills, delay transfer. 3. Students lack practice in transfer-level skills. 4. Too few online courses limit expedited transfer. 5. Curriculum not anchored in civic responsibility.	**Strategy 1** Optimize offerings and services to *reflect community needs and growth.* • Goal # 1: integrate student outreach for *educationally under-represented students.* • Goal # 3**:** Increase course**s** and program**s…** emphasis on transfer model **c**urriculum**.** **Strategy 2** Improve student services and enhance curriculum …to help students meet their career and personal goals. • Goal # 1: Increase the student success, completion, and transfer rates. **Strategy 1** • Goal # 5: Evaluate alternate delivery of courses and services: online, hybrids… • **(see Management, # 5, below).**
Institutional Management: 1. Equity in Hispanic transfers not yet in parity. 2. Academic support services are too fragmented. 3. Faculty development is too limited. 4. Urgent local need: Hispanic teachers and leaders. 5. Gavilan not perceived as community resource; student and faculty engaged to little.	**Strategy 2** Improve student services and enhance curriculum …to help students meet their career and personal goals. • Goal # 1: Increase the student success, completion, and transfer rates. **Strategy 1 (above)** • Goal # 3: Support professional development to improve quality of teaching and curriculum for basic skills … and transfer courses. • Goal # 4: Support professional development for services to support student success. Goal # 5: Provide appropriate technology and support for teaching and student success. **Strategy 2 (above)** • Goal # 6: Enhance student engagement by strengthening collaborative partnerships. **Strategy 7:** Improve coordination and partici-pation to foster a culture of engagement … • Goal # 5: Broaden communication with local high schools, businesses and agencies…
Fiscal: 1. Low completion rates risk financial stability. 2. State funding losses will not be recovered. 3. Operational costs increase while budget limited.	**Strategy 6** • Goal # 1: Publicize opportunities and impacts of grant-funded programs in addition to the fiscal impact at the end of the grant cycle.

The relevant institutional problems, outlined and documented in the CDP, are aligned with the Strategic Plan and goals, 2014—2019.[69] The relationship among CDP problems, institutional

[69] Gavilan http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2014_2019.pdf, pp. 1-3, 3-27-15.

(Strategic Plan) goals, measureable objectives and the three Parts of the Activity appear in the **Five-Year Plan**, unpaged, following p. 16p. The analyzed problems and Strategic Plan Goals in turn affected the objectives and the "solutions" or major parts of the activity. The activity objectives, in turn, are made more specific by target timelines, indicators, data elements and specified measures, in the discussion below. Again, the success of this project is driven by annual *formative* information from routinely collected feedback, and its use for improvements (see Feedback Loop, p. 37). Collecting annual milestones information will provide *summative* information. For the final evaluation, annual results will be compared to the cumulative results for the CDP, institutional goals (Strategic Plan Goals) and the Activity Objectives.

Evaluation Measures, Methods and Baselines, by Objective

Objective 1: Improve Student Outcomes	***Measures and Baselines***
a. Increase *success* in gateway courses of Expreso Accelerated skills cohorts to **69%.**[70]	*MIS: Success rates, in subsequent gateway courses, run by ethnicity,* ***Baseline: 58.5%.*** *F 2014. Locally-Developed Student Survey.*
b. Increase *success* of cohorts in Directed Learning Activities (DLAs) to **69%**.	*MIS: Success rates of DLA cohorts in gateways, run by ethnicity,* ***Baseline:*** **58.5%,** *F 2014. Locally-Developed Student Survey.*

As discussed in the introduction to this proposal, all measures of Objective 1, improve student outcomes, will be disaggregated by ethnicity so that we can tell if our Hispanic students are succeeding in equal proportion to their percentage of the student body. The Title V Planning Committee reviewed various ways to measure the progress of student cohorts in 1) the Expreso Accelerated Basic Skills initiative, and 2) the Directed Learning Activities courses. Some research in the literature used descriptive counts, retention measures, and grades in courses where the particular intervention was tested. In the long run, we decided that the key to finding out if these new strategies really benefit students is to see how they do in subsequent college-level courses. The critical question is, can our students, after trying new learning approaches,

[70] *Success* is A, B, C or Credit in gateway courses, after Accelerated Basic Skills.

really do well in what we call *gateway transfer-level courses* that make or break them on their path to transfer. Dr. Christopher Myers, Interim, Institutional Research, ran crosstabs on "*success* rate by course" in the following five gateway courses for Fall 2014, providing an average of 58.5%. These five gateway courses were selected because they are representative of required, college-level courses that students must pass in order to transfer. *Success* here is the percentage of students who receive A, B, C or Credit:

Success Rates by Course and Average for Baselines: F 2014 [71]		
Gateway Transferable Courses	**N Enrolled**	**Success**
Accounting 20	159	42.2%
Biology 10	221	77.4%
History 1	335	64.3%
Psychology 10	295	47.2%
Sociology 1A	1116	61.4%
Average Success Rate	**2,126**	**58.5%**

Hence, student cohorts in the Learning Commons Acceleration project and cohorts in Directed Learning Activities will be assessed *quantitatively* against the success rates in gateway courses, Objective 1 a and b, as above. Crosstabs will also be run by ethnicity to determine to what extent our interventions improve performance among our Hispanic students, who currently achieve success at a lower rate--about a 10-percentage point difference. Each set of cohorts will also be compared to students who were NOT in either set of pilots, but who took the same gateway courses. Presumably, for example, student cohorts in Expreso's accelerated skills courses should easily outpace comparison groups who are "trapped" in basic skills. Tracking these and other milestones reflect recent research on community college students: "...obtaining 30 credits or completing half a program is a positive factor affecting graduation probabilities."[72]

[71] Myers, C. Gavilan Office of Institutional Research, MIS cross-tabs run, March 3, 2015, p. 5-6.
[72] Calcagno, J. and P. Crosta, T. Bailey, & D. Jenkins. (2007). *Stepping Stones to a Degree: The Impact of Enrollment Pathways and Milestones on Community College Student Outcomes.* Research in Higher Education, Vol. 48, pp. 755-801.

We will also develop a Student Survey to gather *qualitative* evidence of students' experience in the two types of pilots associated with the Learning Commons: One survey will be for feedback from student cohorts in the Expreso (Acceleration) cohorts; another survey will be for cohorts in Directed Learning Activities. These instruments will be designed by a small task force of staff and students appointed by Project Coordinator Frances Lozano. All results will be reviewed by the External Evaluator, Dr. Heather Brown. She will also interview the faculty involved in both pilots (16 total per year) to get feedback for refining the pilots. Faculty insights are always pithy and highly valuable for improving results.

Objective 1 c.	**Measures, Methods, Baselines**
c. Increase student transfer rates to **15%.**	**Baseline:** "Student Right to Know" Data, Chancellor's Office (**8%, F 2010**)

This objective is central to our *quantitative* measure of success in this project over the five years. We have established that we have a reasonable chance to improve this rate to 15% by the end of the project. Even the students on the Title V Planning Committee believe that the activity's strategies would support that much improvement. The baseline, 8% in Fall 2010 is the data Gavilan sends to the Chancellor's Office Data Mart as part of Federally-mandated public disclosure of Completion and Transfer Rate. For the *qualitative* measure, the .5 Counselor will interview 10% of pilot cohorts to get students' views on how new methods helped them – or not.

Objective 1 d.	**Measures, Methods, Baselines**
d. Increase Hispanic transfers 58%, in parity w/ our Hispanic population**.**	MIS data, % of transfers who are Hispanic. **Baseline: 45%,** June 2014.

Too often, colleges as communities misunderstand how powerfully and pervasively they communicate to students which groups have the right to succeed and which do not. It is only in confronting the disparities in achievement across groups we can confront how we communicate to students. We may be sending subtle messages about who is entitled to the college enclave and who is not; under-prepared students may sense that they and their culture "do not belong here."

We must not, in effect, "blame the victim" or deny that ALL students are entitled to benefit from the post-secondary experience.

Our baseline was a simple MIS calculation of transfers by ethnicity in Spring, 2014. Practitioners in college programs have long sought appropriate measures to determine a level playing field. We have decided that within this project's duration, the percentage of our Hispanic student transfers should be equal to the percentage of our Hispanics student population (**58%**). If in five years we have a larger percentage of Hispanic students, we will revise that goal accordingly. It would be too easy to argue that not all students want to transfer, but our largest transfer-receiving institution, San Jose State, does nearly as well or better graduating Hispanic "New Upper Division Transfers." [73] This makes it even more critical that we bring Gavilan Hispanic students to transfer readiness so that their futures remain truly open.

Objective 1 e.	**Measures, Methods, Baselines**
e. Increase 6-yr BA/BS completion to 75%.	San Jose State's calculation of Upper Division Transfers, Baseline, **71.8**%.

Our major transfer-receiving institution, San Jose State University, has strong student tracking analytics to help follow 6-year degree milestones for baccalaureate completion. In our Activity Objectives and Annual Targets, on p. 17, we necessarily cannot specify annual targets, given the time to degree after transfer. We will, however, maintain the baseline or slightly improve it (in case of early transfers) until the last year of the project. The Baseline is derived from San Jose State's "Graduation Watch" which proudly shows that for entering cohort F 2006, Hispanics in "Upper Division Transfers" graduated at the highest rate of all groups: nearly 72%. [74] This baseline gives us hope of sustaining or slightly improving it in five-years to 75%. We are assuming that Gavilan students will do as well as other SJSU transfers, but as yet, those statistics

[73] SJSU Institutional Effectiveness & Analytics, SJSU Graduation Watch, Sutee Sujitparapitaya, 4-30-13, p. 6.
[74] See previous footnote on "Upper Division Transfers" and their 6-yr graduation rate at San Jose State, 2013.

are not yet disaggregated by transfer-sending community colleges.

Objective 1 f.	**Measures, Methods, Baselines**
f. Increase the number of Liberal Arts/Education majors to 100.	MIS declared major counts. **Baseline: 51, F 2014.**

We showed in the CDP that there is an urgent need for Hispanic teachers in California in general, and more specifically in our region. In our most recent internal data, we have 51 Liberal Arts majors who chose Education fields: these include K-12 teachers, principals, special education personnel and school counselors. Our thriving Early Childhood Education program is not included in this calculation; however, this group is a fertile field from which to recruit students who might be interested in K-12 options. The Planning Committee set the five-year goal at 100 which is a realistic goal, given that the project's bilingual counselor and the faculty in the Learning Commons projects will be expected to encourage students in this direction.

Objective 1 g.	**Measures, Methods, Baselines**
g. Increase completion in Transfer Academy to 100%.	% of Academy completers, student rosters. **Baseline: 75%.** Student Survey.

A simple count of completers of the Transfer Academy will suffice for our *quantitative* measure of the completion rate. In our adaptation of ACE at Cabrillo College, we are confident that 100% completion, after five years, is reasonable for those who have submitted required work and attended the one-week program. We use an "educated-guess" baseline, the 75% completion rate of students in our TRIO summer bridge program. While this may need to be adjusted, we are reasonably confident that we will see at least 80% completion by the first year of the Transfer Academy, given that it is also a one-week course, and that transfer-ready students are at least as likely to stay in the program as TRIO students who stay for 3 weeks. In order to put student feedback into the loop for program improvements, we will conduct a satisfaction survey and random interviews for the *qualitative* measures of the Transfer Academy and ask for suggestions for the feedback loop.

Objective 2: Increase Access Online/Hybrids	Measures, Methods, Baselines
a. Increase success in online/hybrid gateway courses by 10% above baseline (to 69%).	a. MIS, same measure as Obj. 1 a and **Baseline: 58.5% F 2014.** Survey.
b. Increase positive ratings of online Helpdesk to 90%.	b. Internal Freshdesk software end user survey **Baseline: 0,** 75% by Year 2, etc**.**

Objective 2 a. Online or Hybrid Gateway Success We will use the same *quantitative* measure from Objective 1 a and b—the data from traditional gateway courses, to establish a baseline and comparison for online and hybrid courses. In Year 1, we will develop new online and/or hybrid required transfer courses, especially those five in Objective 1a and 1b crosstabs, see above. This will be our baseline until we have more specific data on student online performance by Year 3. Current research suggests that we are fortunate if our data on retention and success are as strong as "ordinary" courses. For our *qualitative* data, we will use a free-ware instrument such as Survey Monkey, to query cohorts in the new online/hybrid courses.

Objective 2 b. Helpdesk Ratings The budgeted software, Freshdesk, has built-in and customizable satisfaction surveys to measure how happy students are with your helpdesk support. Freshdesk collects feedback directly from every "ticket" request you resolve and ties the feedback back to your technicians' performance. These necessarily *qualitative* surveys will help us understand how well our technicians are doing and provide a way for online students to share their ideas and suggestions for the feedback loop.

Objective 3: Increase Civic Engagement	Measures, Methods, Baselines
a. Increase # of faculty to 6 per year, and the # of students to 90 per year in *successful* civic engagement projects.	Intern rosters, Intern Rating Form, Mentor Rating Scale, Sponsor feedback. **Baseline, 3 faculty and 25 students**, '13-14 Service Learning pilot.
b. Increase the # of Civic Leadership Certificate completers to 30, (Yrs. 3, 4, 5).	Enrollment roster for Civic Leadership Certificate; Interviews, External Evaluator. **Baseline, 0,** a new certificate curriculum.

The measures of civic engagement in the models reviewed by the Title V Planning Committee included a range of options. The best civic projects were part of a course requirement

or major, suggesting a more complex evaluation involving grades. All programs kept a running roster of participating Student Interns, Faculty Mentors, and Community Contacts.

For Objective 3 a, we will measure *quantitative* success with Intern Rosters, including Faculty Mentor and Community Contact. We will also conduct a *qualitative* review of internal documents such as Mentor notes and feedback from agency contacts. We will develop an Intern Rating Sheet to be completed by each Intern, his or her Faculty Mentor and the Community Contact to determine if perceptions are aligned or misaligned. Dr. Brown will conduct random interviews with Interns and Mentors about the experience and ways to improve it. We derived the baseline numbers from a 2013-14 pilot of 3 faculty and 25 Service Learning Interns.

For Objective 3 b, we will review Banner system Civic Leadership Certificate holders, Rosters of program completers (*quantitative),* and Dr. Brown will interview selected certificate completers on strengths and limitations of the curriculum itself (*qualitative*).

Objective 4: Increase Faculty Skills	**Measures, Methods, Baselines**
a. Increase training, etc. to 30 faculty in Expreso Accelerated Skills (6 per year).	Faculty roster, interviews (Ext. Evaluator), Student Surveys, Accelerated skills cohorts **Baseline: 0** yet participating.
b. Increase training, etc. to 50 faculty in DLAs (10 per year).	Faculty roster, interviews (Ext. Evaluator), Student Surveys in DLA courses cohorts **Baseline: 0** yet participating.
c. Increase training, etc., to 30 faculty in Online/Hybrid courses.	Faculty roster, interviews (Ext. Evaluator), Student Surveys, new online cohorts **Baseline: 0** yet participating.

Objective 4, Increase Faculty Skills in Teaching and Learning For Objective **4 a**, we will increase to 30 over the five years, the number of faculty who participate in training, course re-design, piloting and assessing new methods in the Acceleration (Expreso) Skills development. We will maintain Activity participation rosters and the External Evaluator will review monthly reports and other program Archives. **For Objective 4 b**, we will increase to 50 over 5 years, the number of faculty who are trained, who design Direct learning Activities, pilot and assess them

in one course each--across the disciplines. **For Objective 4 c,** we will increase to 30 over the five years, the number of faculty who are trained and develop curriculum for online or hybrid courses. These objectives will tell us about participation, but not about the quality of our training or the success of this delivery. For a *qualitative* measure for all three subsets of Objective 4, we will use a small team of faculty and students appointed by Dean Lozano, to conduct Student Surveys. Dr. Brown will conduct interviews with ALL faculty on their experience.

Data Collection and Analysis Cycle			
5-Year Project Objectives	**Measures/Methods**	**Timing**	**Data Type**
Objective 1: Improve Outcomes	*MIS: Compare success rates*	(relevant	Quantitative
a. Increase *success* in gateway courses,	*pilots to non-pilot cohorts:*	term)	
Expreso cohorts to 69%.	***subsequent gateways** for*		Formative &
(Hispanic equity gap: 10 points;	*Expreso cohorts; crosstabs,*	Annual	Summative
Hispanic parity gap, 13 points.)	*Hisp. parity/performance*[75]		
Student satisfaction	***Surveys**: locally developed for*	Semi-	*Qualitative*
	student cohorts;	Annual	
Faculty recommendations	***Interviews** of Faculty*	Annual	*Qualitative*
b. Increase *success* in gateway courses	*MIS: Compare success rates*	(relevant	Quantitative
of DLA cohorts by 69%.	*pilots to non-pilot cohorts:*	term)	
(Hispanic equity gap: 10 points;	*cohorts in **DLA gateway***		Formative &
Hispanic parity gap, 13 points.)	*courses; crosstabs, His- panic*	Annual	Summative
	parity/performance.		
Student satisfaction	***Surveys**: locally developed for*	Semi-	*Qualitative*
	student cohorts;	Annual	
Faculty recommendations	***Interviews** of Faculty*	Annual	*Qualitative*
c. Increase transfer rates to 15%.	Submitted by Office of	Spring	Quantitative
	Research to CCC Datamart	Annual	Formative &
	(Report to Advisory)		Summative
d. Increase Hispanic transfers from 45%	Submitted by Office of	Spring	Quantitative
to parity w/ population: 58%.	Research to CCC Datamart	Annual	Formative &
	(Report to Advisory)		Summative
e. Increase 6-yr BA/BS completion rate	San Jose State UDT data [76]	Annual	Quantitative
to 75% (begin data Year 4)	Comparable at CSUMB,	(Yr 4+)	Summative
(Hispanic Parity)	Disaggregated by Hispanic		
f. Increase Education majors to 100.	MIS majors declared;	Fall	Quantitative
(Hispanic parity)	disaggregation crosstabs;	Annual	Formative
	Counselor case management		
g. Increase Transfer Academy	Transfer Academy Rosters	Summer	Quantitative
completers to 100%. (with all	***Surveys:** student satisfaction*	Annual	Formative
assignments/attendance)	***Interview:** random* follow up		*Qualitative*

[75] Equity gap: success rates by course; parity gap: % of Hispanics to all students in transfer-level gateway courses.
[76] SJSU Institutional Effectiveness & Analytics, SJSU Graduation Watch, Sutee Sujitparapitaya.

Objective 2: Improve Access/ Quality of Online Programs a. Increase *success* in online or hybrid gateway courses, equal or above F2F gateway, to 69%.	***MIS:*** *Compare success rates of pilots to F2F cohorts: crosstabs, Hispanic parity and performance.* ***Survey:*** Survey Monkey ***Interview:*** *pilot faculty*	(relevant term) Annual Annual Annual	Quantitative Formative Summative *Qualitative* *Qualitative*
b. Increase positive ratings: Helpdesk	Freshdesk built-in, ticket & services customized survey	Semi-Annual	*Qualitative* Formative
Objective 3: Increase Engagement a. Increase # of faculty to 6 and # of students to 90 in successful Civic Projects per year.	Intern Rosters, Rating Sheet, Sponsors' feedback, **Interviews**, ***Focus Groups*** *w/ External Evaluator*	Summer Annual	Quantitative Formative, Summative *Qualitative*
b. Increase to 30, annual completers of the Civic Leader Certificate (Beginning Year 3).	MIS Banner Certificate holders; Curriculum review, ***Interviews,*** *Ext. Evaluator*	Annual	Quantitative Formative, Summative *Qualitative*
Objective 4: Increase Faculty Teaching/Learning Skills a. Increase training, piloting, etc. of Accelerated Skills to 30 faculty.	Participation Rosters,	Annual	Quantitative Formative, Summative
b. Increase training, piloting, etc. of DLAs to 50 faculty.	Review of monthly reports, Activity Archives;	Annual	*Qualitative*
c. Increase training, piloting, etc. of online/hybrid courses, 30 faculty.	Student Surveys, Faculty Interviews.	Annual	

7. BUDGET NARRATIVE All budget requests were carefully considered to build on and strengthen existing institutional capacities, and all requested funds are reasonable and necessary to achieve our objectives. Once development is complete, all effective improvements will be maintained using institutional funds. **A complete detailed breakdown of costs and description for each budget category can be found in the Activity Budget Detail Form.** All costs are tied to achieving the Activity Objectives. All members of the Title V Planning Committee were careful to shape project costs that were absolutely critical to success.

Project Costs	**Necessary & Reasonable to Achieve Objectives and Scope**
Personnel	
Project Coordinator (25% donated by the Gavilan District)	Personnel support ALL objectives and scope of the project. A highly qualified "insider" is needed to coordinate the implementation, the budget and the evaluation for this project. Dean Fran Lozano will support the staff and play a significant role in evaluation. *(Gavilan's President will assign her role; the college will donate her 25% time.)* This assignment is more cost effective than hiring a project manager with Title V funds.

Activity Director: Gavilan (100%) $477,822 Total + benefits (35%)	An Activity Director is needed to oversee day-to-day project activities. Karen Warren will work with all staff, meeting with Project Coordinator on a regular basis to discuss results, obstacles and solutions. She will ensure that all Three Parts of the Activity remain on track and that all objectives are achieved.
Admin. Assistant: Gavilan (100%) $238,912 + benefits	An Administrative Assistant is needed to make the Director's extensive role possible by handling all secretarial tasks, helping with reporting requirements, setting up spreadsheets to track project expenditures, and taking minutes for all Title V project meetings.
Travel	
Training events; Title V Workshops $57,000 Total	Training workshops and conferences in Accelerated Basic Skills, Directed Learning Activities and Civic Engagement, and for a small team to attend and make presentations at the Title V meetings in Washington.
Equipment (No equipment requested)	
Supplies	
Part 1: Strengthen Learning $171,054 Total	For the Learning Commons in Part 1, faculty and students will need loaner laptops, printers and paper to design and pilot Accelerated Skills and complete DLA assignments, write papers, do research and submit their work. Gavilan will provide the printing funds for the Transfer Academy materials, based on the needs of the ACE model. Part 1 will assign its trained tutors (especially bilingual ones) to the one-week summer academy. The two main interventions of the Learning Commons requires that high-need students have access to not only tutors but to computers and the Internet so that they can submit work online.
Part 2: Online Access / Programs $64,500 Total	Cost-effective Chromebooks will be needed for faculty developers on new online courses and hybrids (6 per year) and students in the 6 pilot cohorts, about 180 per year, will need these tools to participate fully. We know that many high-need students to not have access to computers, much less the Internet: both of these are imperative to online course participation. Many students are turned away each year due to crowded classroom space. These courses are far more cost effective than face-to-face traditional courses. Students who have competing priorities will fill in required courses for transfer with online and hybrid courses.
Part 3: Strengthen Civic Engagement $102,000 Total	In El Centro Comunidad, 6 Faculty Mentors and 3 Coaches (from Service Learning Pilots) per year and the Student Interns they supervise will need training materials, supplies and loaner laptops for fieldwork. Our Oral History interviewers will need a video camera, and building the Community Archives will require materials and printing supplies to launch and expand the data collection of local resources.
Contractual	
External Evaluator $ 85,500 Total	**For all five years,** the External Evaluator, Dr. Heather Brown, has strong experience in community colleges research and evaluation of many types of programs, including Title V. The annual data-gathering cycle will produce valid and reliable data to meet all objectives and support rigorous follow-up.
"Other"	
Part 1: Learning Commons Acceleration & DLA development $240,000 Total	**Per year, 6 faculty stipends** of $3,000 each are needed to receive training, develop, conduct and assess the Learning Commons pilots for Accelerated basic skills cohorts, train tutors; refine and increase the pilot cohort groups. **Per Year, 10 faculty stipends** of $3,000 each are needed to develop, test, and evaluate Directed Learning Activities (DLAs) in one course each (300 students per year). Each of the 10 faculty members will test these DLA assignments in one class each year, to give students practice in transfer-level thinking.

Part 1: Expreso Counselor (.5 assignment) $242,000 Total	**A half-time, bilingual Counselor** will help Acceleration skills cohorts to clarify career goals and plan transfer/degree pathways, conduct workshops for parents, help students with academic challenges and direct them to other college services. He or she will also serve the one-week intensive Transfer Academy that will help prepare transfer students to make a better transition to a four-year college.
Part 1 Learning Commons Peer Tutors $96,000 Total	**Peer Tutors** will be trained by the Learning Commons faculty; Acceleration (Expreso) and DLA pilot cohorts will use these tutoring services, as will other students in the pathway toward transfer. Tutoring will be primarily in writing, reading and math skills, and in the Directed Learning Activities assignments. Four tutors will be trained to support the one-week Transfer Academy. All tutors will be on an hourly contract, supplemented by the district as appropriate.
Parts 1-3, Training Consultants $100,000 Total (Years 1-4 only)	**Part 1:** Sugie Goen-Salter, San Francisco State, will train faculty teams for Accelerated Skills and consult with them on its development, as well as train and support the Directed Learning Activities faculty. Diego Navarro, Academy for College Excellence, Cabrillo College, will train staff for the Transfer Academy. **Part 2:** Online/Hybrid Course training: @ONE online training courses. Each online training course is $65;other services are provided free by @ONE. **Part 3:** Seth Pollack, Director, CSUMB Service Learning Institute, will be the primary consultant to the Civic Engagement faculty as they re-design curricula and supervise students in community service projects.
Part 2 Helpdesk Technicians $ 50,000 Total	Students will be hired to serve as Helpdesk Technicians for the new development of online and hybrid courses. The current system lacks adequate support and students complain that the help is not consistent. Freshdesk will be customized.
Part 2: Online Development Stipends $90,000 Total	**For each year, 6 Faculty will need Stipends** of $3,000 each to design, pilot and assess one new transferable online or hybrid course with their online students. **Helpdesk technicians** will install and customize "Freshdesk" software and provide real-time Chat for support when the new system stymies our students.
Part 3: Civic Engagement $126,000 Total	**Each year, stipends for 6 Faculty Mentors** ($3,000 each) and **3 Service Learning Coaches** ($1000 each), and hourly Archive Assistant will link new curriculum to Civic engagement and train, pilot, assess cohorts. They will also serve as liaisons to community agencies for *15 Student Interns per class* (x 6 classes or cohorts = 90 students).

8. PROJECT DESIGN

Strong Theory One: High-Impact Practices After close review by the Title V Planning Committee, the approaches used by this project are derived primarily from two "strong theories" that gave focus to our strategies. First is George Kuh's work on High-Impact Educational Practices.[77] The solid research behind these practices makes them unavoidably compelling for our learner and learning-centered activity. The following table shows how we have incorporated this theory into our Activity.

[77] G. Kuh and K. O'Donnell. 2013. Ensuring Quality and Taking High-Impact Practices to Scale. Washington D. C.: AAC&U). Case studies by Sally Reed, see LEAP at www.aacu.org/leap.

High-Impact Practices	Specifically Addressed in the Project
First-Year Seminars and Experiences	Part 1's Accelerated Skills courses will use First-Year seminar methods: Faculty Teams work with a Counselor, students do intensive skills practice and the whole learning community, faculty and students, are empowered learners.
Common Intellectual Experiences	Directed Learning Activities (DLAs) will be tested in 10 courses a year will provide rigorous practice in higher-order thinking; the Learning Commons will be a hub of practice and working evidence of intellectual growth.
Learning Communities	Accelerated Skills courses and DLA pilot courses will function as Learning Communities precisely as they are testing innovative practices in teaching and learning.
Writing-Intensive Courses	Accelerated skills and DLA pilots will use rigorous writing assignments to prepare students for upper-division work and to make composing practice routine. The Transfer Academy in Part 1, will also employ intensive writing practice.
Collaborative Assignments and Projects	A function of Learning Communities is just that: to work together inter-dependently in learning teams, just as students must know how to collaborate in their professional spheres.
Undergraduate Research	DLAs are really forms of applied research that shows students the demands of rigorous courses. The earlier that students engage in research principles and challenging tasks, the more independent and efficient learners they will be.
Diversity/Global Learning	Global learning in a diverse, interconnected world will be the intentional touchstone of most assignments in Expreso Skills, in the DLAs and in Civic engagement discussions.
Service Learning, Community-Based Learning	In Part 3, our small Service Learning pilot will be scaled up to formalize civic responsibility and leadership skills in locally-applied learning. Students will succeed in similar projects at Cal-State Univ., Monterey Bay & San Jose State.
Internships	Linked strongly to Global Learning and community-based learning, the internships in Part 3 will provide students with hands-on experience with faculty Mentor supervisors.
Capstone Courses and Projects	The committee wrestled with adapting capstone programs as adapted from other community colleges, but decided that we would see if the DLA assignments or the civic leadership certificate might lend themselves to future capstone projects.

Strong Theory Two: Design Principles for Equity and Excellence at H.S.I's. In our introduction, we referred to the Center for Urban Education's work on securing equity for Hispanic college students. We look to ourselves and our practices to improve Hispanic students' success. The design principles are: 1) Our identity as an H.S.I. is reflected in our mission, our priorities and goals, 2) Hispanic student success is a shared value among leaders, faculty and staff, 3) Assess outcomes for Hispanics (what data we pay attention to), 4) Ongoing reflection

and action by leadership and individual practitioners. This project will improve our practices on all four fronts. Further research beyond the three theories is grounded in the following research:

Objectives and Activity Focus	Primary Sources and Programs
1. Improve Student Outcomes *CUE, Achieving the Dream, Pew Hispanic Center/student performance.*	Lumina, 2010; Excelencia, Santiago & Brown 2008, 2012; Gonzales, J., 2010; Navarro, 2011, Bensimon, et al., 2015; Tinto, 2005; Cross, 2003; Kuh, 2001; McClenney, Marti, 2006.
Access & Completion; Advancing Student Success; Equitable results	*NCHEMs*, Jones, D., Ewell, P., 2009, Student Success Task Force, 2011; Contreras, et al., 2008; Bensimon & Dowd, 2012.
Hispanic Benchmarks, Goals and Measures of Equity & Parity, ACE	Dowd, Malcom, Bensimon, 2009; Santiago and Brown, 2008; California Accel. Project, 2014; Hern, 2012; Navarro, 2012.
2. Increase Online Access/Quality *Improving transfer pace online*	RP Group Online Learning, http://www.rpgroup.org, Griffiths, et al. 2014; USDE, Meta-Analysis, 2009; Gavilan Distance Ed.
Improving services to students in online programs (helpdesks)	Exemplary Web sites: Santa Barbara College, Monterey Peninsula College, Valencia College, and others, 2015.
3. Increase Civic Engagement *Community commitment, Civic Leadership Certification*	Service Learning Institute, CSUMB, 2015; CCLC at SJSU, 2014; De Anza College ICCE, 2014; De Anza Certificate model, 2014; Fallon, 2014; Gavilan, 2013; Pollack, 2015.
4. Increase Faculty Skills *Testing new curriculum to compress Basic Skills*	Ching, 2013; Carnevale and Strohl, 2010, Hope, 2010, Hern, 2013; Umbdenstock, 2010, HP Project report, 2012.
Faculty training, testing and assessing new ways of online and F2F formats.	Kuh, et al., 2014; Asera, 2009; Hutchings, 2007; RP Group, 2000-2013; Valencia College, 2011; Educause, 2012, 2015.

The Logic Model. We studied logic models and assessed their emphases and strengths. These included those driven by theoretical, outcomes and activities approaches. The W.K. Kellogg Foundation asserts that outcomes logic models focus on relationships between work components and outcomes.[78] It is particularly conducive to project monitoring and management, and it will provide us with well-documented data and evidence to support incremental institutionalization. Combined with guiding strong theories, the logic model gives us a framework in which to shape our work and its progression. Without it, we will be limited in holding ourselves accountable to students – mainly Hispanic students—for their success.

[78] W. K. Kellogg Foundation. *Using logic models to bring together planning, evaluation, and action: Logic model development guide.* 1998.

LOGIC MODEL "Strengthening Outcomes for Hispanic and High-Need Students"				
GAVILAN NOW	**INPUTS**	**ACTIVITY**	**IMPACT - OUTCOMES**	
	Strengths	**Three Parts**	**Short Term**	**Long-term**
Academic: Hispanics are 45% of transfers; should be **58%** in parity with student body. Limited identity as an Hispanic-Serving Institution. Students delayed in basic skills; too little rigorous skills practice. Too few options in online curricula. Curriculum disconnected to civic responsibility. **Management:** Academic support is too fragmented. Faculty learning innovations are not tested with students. Urgent local need for Hispanic leaders and teachers. Gavilan is not perceived as a community resource. **Fiscal:** High attrition = fiscal instability. State funding won't recover; costs rising.	Experienced expertise in leadership: Project Coord., Activity Director, staff. Administrative support and commitment to student equity and success; proven institutionalization. Innovative faculty and strong students served on the Planning Committee. Strong Service Learning pilot is the foundation for development. Well established Gavilan Distance Education will expand online programs. Planning by key college constituents grounded the Activity in strong theory, solid research & exemplary practices. ALL plans and objectives linked to Gavilan Strategic Plan, 2014-2019. Experienced Evaluator will collect data, make analysis & continuous improvement.	**Part 1: Learning Commons** a) Accelerated Basic Skills b) Directed Lrning Activity c) ACE Transfer Academy *Objective 1: Increase student outcomes (transfer, equity, degrees, increase teachers & completion).* **Part 2: Increase Access to Online/Hybrid Programs** a) faculty develop courses b) customize new helpdesk software: Freshdesk *Objective 2: Increase online access and quality.* **Part 3: Increase Civic Engagement of faculty and students** a) link curricula to civic responsibility b) Develop Internships c) Develop Civic Leadership Certificate. c) Begin resource archive. *Objective 3: Increase Civic Responsibility in faculty and students.* **Note:** *Objective 4, increase faculty skills in teaching and learning.*	Targeted 225 students in 6 Accelerated Basic Skills pilots will improve course success & expedite transfer; Hispanics in transfer parity w/ population. Targeted 300 students in 10 Directed Learning Activity pilots per year raise course success, strengthen skills for upper-division success. 30 Faculty re-design, pilot online/hybrid courses to increase student access. 450 Student Interns will link learning to civic action; leadership skills will benefit future professional positions. 30 Faculty Mentors re-design curricula, expand community contacts , increase engagement The Leadership Certificate will verify skills for job advancement & civic service. Faculty development will provide new teaching and learning skills to increase student outcomes: course, transfer & degree success.	Formative evaluation results will indicate opportunities for improvement; summative evaluation results will guide future planning. Stronger identity as H.S.I. is in evidence in campus culture. Evidence of Hispanic parity with population; aligns with the updated Strategic Plan. Pilots will be expanded based on evaluation results, guided by planning and objectives. Access to and success in high-demand online and hybrid requirements increases. Increased student civic engagement & leadership; Gavilan visibility higher & it's perceived as a local resource. Decreased costs to students and college increases productivity, fiscal stability. Supports Title V and ED Goals to increase access and expand opportunities for Hispanic/high-need students.
DESIGN PLAN			**FIVE-YEAR RESULTS**	

Absolute Priority The Institutional Goals, the CDP Goals, the three main Activity Parts, the strategies within them and the Measureable Objectives—all directly address the Absolute Priority and the two Competitive Priorities for 2015. In fact, the entire project is designed to *increase the number and proportion of high-need students who are academically prepared for, enroll in and complete postsecondary education*. The three Activity Parts will work together to improve student outcomes along their academic trajectory, and to improve Hispanic students; parity across all student outcomes. All data gathering will include disaggregating by ethnicity so that we can be worthy of the designation as a Hispanic-Serving Institution.

Competitive Preference Priority 1. Tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English Language instruction) designed to help retain students and move [them] rapidly into core courses and through program completion.

Gavilan has a clearly defined mission and current strategic goals that include increasing students' pace and completion of transfer and baccalaureate degrees. The three Project Parts will work synergistically so that transfer and BA/BS degree completion is increased, and *full* ***parity for Hispanics*** **(58.5%)** is achieved. We serve hundreds of Hispanic, high-need and first generation students who are being left out of opportunities if our results are not improved.

How the Project Will Increase Degree Completion and Academic Success

- **Part 1, Improve Student Outcomes: The Learning Commons**
  a. Accelerated Basic Skills or Expreso will develop compressed basic skills and tutor support in a centralized lab. Three teams of 2 faculty and a half-time Counselor will work with 3 freshman cohorts each year. These courses will move students faster into transfer-level courses required for degrees.
  b. Directed Learning Activities (DLAs) will include 10 faculty per year who will design specialized activities and pilot test them in at least one class each. These customized assignments will provide practice in transfer-level and upper-division skills that students need for success with the baccalaureate.
  c. The Transfer Academy will give transfer students an intensive one-week transition program. We will adapt the ACE model from Cabrillo College and incorporate advanced skills practice.
- **Part 2, Online Courses & Support Services** will provide more access to online courses and services so that students can transfer faster, save commuting time, and reduce limitations. Online courses reduce stress on students with long work hours, limited transportation and scheduling conflicts.
- **Part 3, El Centro Comunidad** will improve civic engagement, leadership and learning in a new community resource center. Cal State Universities (our transfer-receiving institutions) will advise us on principles that tie civic engagement to learning and leadership. De Anza College will help us with a Civic Leadership Certificate to qualify students' leadership and improve job potential.

Competitive Preference Priority 2. Projects that are designed to support the development and implementation of high-quality online or hybrid credit-bearing, accessible learning opportunities to reduce costs and time to degree completion, or allow students to progress at their own pace.

Our online program has been hampered by limited funds for both faculty training and web development. Nevertheless, students have been increasingly turning to online and hybrid courses **Online Courses & Support Services** will provide more access to online courses and services so that students can transfer faster, save commuting time, and reduce limitations. Online courses reduce stress on students with long work hours, limited transportation and scheduling conflicts.

How the Project Will Improve Access to Quality Online Courses and Services

- **Objective 1: Improve Student Outcomes** will lay the groundwork for Accelerated basic skills courses that will be converted to online or hybrid courses Year 3 and afterwards. Part 1 will also prepare students for the rigorous demands of online and hybrid upper-division courses at their transfer-receiving institutions, primarily at regional Cal State Universities. We will see that Hispanic transfers are in parity with our student population, *Objective 1*.
- **Objective 2: Increase Access to Quality Online Courses** will expand accessible courses and online services to improve completion rates and expedite transfer pace. Students will have options to complete coursework without commuting directly to campus. (The average commute is about 20 minutes by car; we are without public transportation in most of Gavilan's service area.)
- **Objective 4: Increase Faculty Teaching and Learning Skills** will broaden these skills so that students have much more than traditional courses posted online. Faculty will research new pedagogies for online courses and for the flipped classroom model of the hybrid courses. Students will have new skills of their own to propel them to success in transfer and upper-division courses. They will also have new skills in manipulating the technical environment such as using course management systems and joining other learners on social media.