Gavilan College
Equity Proposed Framework

1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

Submitted by:	Kimberly Smith	Department/Area:	*English Dept.*
Proposal Title:	Supplemental Instruction		

Choose a population(s) your proposal will impact	How many students will be impacted?
	Up to 1,848 students per academic year will enroll in classes at the basic skills and English 1A level with the attached supplemental instructional support described in this proposal. A significant portion of these students, especially those enrolled at the basic skills level will be low-income.
☐ Low income Student Course Completion	
☐ Foster Youth course completion	Click here to enter text.
	Up to 1,848 students per academic year will enroll in classes at the basic skills and English 1A level with the attached supplemental instructional support described in this proposal. A significant portion of these students will be Latino.
☐ Latino (Hispanic) student Transfer rates	
☐ Transfer Rates of students with a verified disability	Click here to enter text.
☐ Students that 20-24,25-49,50 or Older	

2. Please provide a summary of your request and how it will directly serve one or more of the populations indicated above. Include a timeline for the activities that you are proposing.

SUMMARY
The Supplemental Instruction Tutoring Program provides in-and-out-of-class peer tutoring for up to 45 English sections per semester at the basic skills and English 1A level. The Writing Center requests $65,472 annually to fund this program.

In addition to facilitating in-class group activities, assisting struggling students, and tracking class concepts, assignments, and deadlines for basic skills English and English 1A classrooms, Supplemental Instruction tutors also build a bridge between the classroom and the Learning Commons/Writing Center space. They also offer targeted Supplemental Instruction Sessions outside of class hours (up to two hours a week) where tutors help students master key concepts and academic tasks leading to successful course completion and ultimately transfer. Such sessions also encourage students to take advantage of the Writing Center's one-on-one drop-in writing consulation sessions, strengthening each student's connection to our school and its resources.

HOW IT WILL SERVE
Low-income and/or Latino students are enrolled in Gavilan College's basic skills classes at a higher percentages than those enrolling directly at the transfer level and experience less success across all classes. This college-wide dynamic is also mirrored inside Gavilan College's English classrooms, though students enrolled in classes with Supplemental Instruction often experience greater rates of persistence and completion than those without it.

The Supplemental Instruction Program has long been a key part of the English Department's most successful classes, including our linked 400 and 200 level classes as well as our 200 and 1A level Puente classes. Existing data shows that students enrolled in classes with supplemental instructional support persist and succeed at greater rates, including students of low-income and/or Latino backgrounds.

TIMELINE
Middle and end of Spring Semesters: Tutor Recruitment
Tutors are largely recruited from the same population targeted in this proposal, which means we especially seek out and encourage applications from students who started at the Basic Skills level and have already successfully completed English 1A . These student recruits are often from low-income and Latino backgrounds.

For example, of our 25 student staffmembers, 60 percent are Latino and a significant number are also low-income. Tutors that mirror the targeted population in this way are among the highest performing members of our supplemental instruction team, pulling in high numbers of attendees to their out-of-class sessions.

Summers: Training
English 12A: Tutoring Writers: Theory, Training, and Practice is a transfer level course that will provide staff members with two units of summer training to ensure each understands supplemental instruction principles and that they are adept at meeting the targeted population's learning needs.

Fall and Spring Semesters: Continued Training for Student Staff and Supplemental Instruction Programming in up to 45 Basic Skills English and English 1A sections.

Each fall and spring semester, peer tutors earn can additional unit of training by enrolling in English 12B, C, or D: Tutoring Writers: Theory, Training, and Practice while also being assigned to select English classrooms at the basic skills and 1A level as well as providing out-of-class Supplemental Instruction Sessions for students enrolled in those classes.

Equity money would be used to pay Supplmental Instruction tutors for their time in the classroom as well fund their out-of-class tutoring sessions.

3. Explain how the activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.

The Supplemental Instruction Program is as successful as it is, in part, because it hires peer tutors from the same population that it seeks to serve. This creates an important cultural and social bridge for low-income and Latino students, who are better able to connect their lives outside the academy to their lives inside it via the modeling, encouragement, and expertise the Supplemental Instruction Program provides.

Attached is a report outlining the benefits of supplemental instruction programs as well as a table showing the achievement gap for Mexican American (Latino) students nationwide. Nationally, students who regularly participate in Supplemental Instruction Sessions have been shown to increase their level of success by half-to-a-full letter grade.

Gavilan College data has already shown that our accelerated classes, the majority of which are provided with supplemental instruction tutors, have greater degrees of persistence and completion than those without. Students at the English 1A level succeed at a rate of only about 55 percent, which is a problem the Supplemental Instruction Program can help address. (See attached data.)

By continuing to provide funding for this program, the equity committee will ensure the success of our basic skills accelerated model and help increase success rates at the 1A level.

4. How do you propose to specifically target the populations that you indicated in question #1 for services?

By focusing our program on students at the basic skills level, we are establishing a direct link to low-income and Latino students. Because our tutors closely mirror the targeted population, they are also able to encourage higher rates of participation of low-income and Latino people at the 1A level.

Faculty opt into the Supplemental Instruction Program at the 400, 200, and 1A level by requesting to be a part of it. The Writing Center makes every effort to provide a peer tutor to every teacher who makes this request.

Peer tutors make possible a diverse range of best practices that have been shown to be effective with the targeted population, including providing just-in-time one-on-one assistance, facilitated small group activities, community building, out-of-class contact with a study group, and peer-to-peer bridges to other important forms of academic support, such as counseling and other tutoring programs.

5. Please address the following in regards to objectives.

> A. What is your proposed objective for the activity? Provide a metric(s) that should be used to measure the success of the activity specifically for the populations indicated In question 1.)
>> Program success can be measured by tracking individual students from low-income and Latino backgrounds who actively participate in the Supplemental Instruction Program from intial enrollment through transfer vs. those who are not receiving this support.

> B. What are the objectives for your project?
>> Our project's short term objective is to show increased rates of course completion at the basic skills and 1A level for students enrolled in classes with Supplemental Instructional attached.
>>
>> Our long term objective is to see students who enroll in supplemental instructionally supported English 1A classes transfer at higher rates than those who did not enroll in such classes.

> C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives.
>> Classes at the 400, 200, and 1A level with supplemental intructional support will be compared to classes that are not receiving this support.

6. Can your proposal be scaled to impact a greater number of students? If so how?

Were we able to hire more tutors and promote the program to and train additional faculty in supplemental intruction best practices, we would be able to reach every 400, 200, and 1A level classroom. However, to date it has not been possible to hire enough tutors to meet all potential need and not every instructor has expressed interest.

7. Please provide a budget and detailed breakdown of requested costs

Description	Amount
Provide Supplemental Instruction Tutoring for up to 45 basic skills and English 1A level sections per semester for between 4-6 hours a week of support per week (up to three classroom hours, two lab hours, and between 1-2 outside-of-class hour-long tutoring sessions for each class.) This is a total of 2976 supplemental instruction tutoring hours per semester at a median cost of $11 per hour = $32,736	
TOTAL	$65,472 per year

Equity Scoring Sheet

Proposal Name _Supplemental Instruction_

Proposal Submitted By: _Kimberly Smith_

Is this one time or continued funding? _____

	Low 1	Medium 2	High 3	Score
Equity Activity	Has no direct impact to student equity	Has some direct or indirect impact to student equity	Has a high degree impact to student equity	
Targeted solutions to identified populations	Has no direct link to identified populations	Has some direct or indirect link to the identified population	Has a high degree linkage to identified population	
Objectives	Has no data and objective findings indicated	Has some data and objectives Indicated	Has a lot of data and objective findings indicated	
Budget	Has high cost and low benefits	Has low cost and low benefit or high cost and high benefit	Has a low cost and high benefit	
Scalability	Has no potential for scalability	Has a low potential for scalability	Has a high potential for scalability?	
			Total	

Gavilan College
Equity Proposed Framework

1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

Submitted by:	*Alice Defrusne-Reyes*	Department/Area:	*Student Health Services*
Proposal Title:	*Student Health Services-PT Clerical Position*		

Choose a population(s) your proposal will impact

☒ Low income Student Course Completion

☐ Foster Youth course completion

☐ Latino (Hispanic) student Transfer rates

☐ Transfer Rates of students with a verified disability

☒ Students that 20-24,25-49,50 or Older

How many students will be impacted?

90 initially

Click here to enter text.

Click here to enter text.

90 initially

2. Please provide a summary of your request and how it will directly serve one or more of the populations indicated above. Include a timeline for the activities that you are proposing.

Students self refer to Student Health Services (SHS) for a variety of concerns not only health issues. This proposal will begin April 10th upon funding and provide case management until April 2018 for those students in the populations indicated above. Those students already members of a specific campus program e.g. EOP&S will receive health services and be referred back to continue to be seen by their program. Those students that are not receiving services currently from categorical programs will receive case management services within SHS. The College Health Nurse works with from 63 to over 110 students weekly depending on the various services. The first weeks of each semester are typically heavier. The acuity of the students has increased over the last two years. Acuity is used here indicating the complexitof and number of issues that the student presents. Case management services will be managed by the College Health Nurse (CHN) with the strategic support of a classified position. The intent of this proposal is to secure a permanent part time clerical staff person to work with students under the direction of the College Health Nurse. This person will preferably be bicultural and bilingual Spanish speaking.

3. Explain how the activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.

Nearly 90% of the students seen in Student Health are within the low income students and the age groups of 20-24, 25-49 and 50 and older. Interviews with the students indicate that there are multiple issues in their personal lives impacting their ability to complete

their classes and/or do well. As indicated by research from the UC system, nearly 25% of those students in the UC system leave school due to a myriad of social concerns. We know that our student population have several fewer resources than their counterparts in the UC system. As a result of the American College Health Association (ACHA), the actual percentage for our community college students leaving school is higher. This proposal is to use the case management model. The case management model will be utilized to work with and follow the identified students. The College Health Nurse will meet initially with the student. A plan will be developed between the CHN and the student. After the student's initial interaction with the CHN, the student will work directly with the clerical staff person at specific times throughout the semester. The clerical staff person will receive direction and consultation from the College Health Nurse.

4. How do you propose to specifically target the populations that you indicated in question #1 for services?
The target populations will be identified by several means. First of all, those students seen in SHS will be provided information regarding the case management model and invited to participate. The College Health Nurse (CHN) will work with Counseling, Financial Aid, A&R, Outreach, Transfer Center and other areas within Student Services to identify students. Additional outreach by the CHN to Faculty will encourage and identify the students. In addition, all self referrals in Argos will be contacted by SHS regarding this case management project.

5. Please address the following in regards to objectives.

    A. What is your proposed objective for the activity? Provide a metric(s) that should be used to measure the success of the activity specifically for the populations indicated In question 1.)
       Surveys will be completed by the participants
    B. What are the objectives for your project?
       The objectives include:
       1.0 Identify the case management model to be utilized
       2.0 Orient the part time employee regarding the case management model
       3.0 Create a survey to ascertain issues of concern for the student
       4.0 Provide outreach
       5.0 Identify students
       6.0 Provide service
       7.0 Evaluation completed by students
    C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives.
       All tools utilized in the project will be provided in the evaluation document. Data gleened from the initial survey and the evaluation upon completion will be presented.

6. Can your proposal be scaled to impact a greater number of students? If so how?
    Yes, this proposal could be scaled to impact a greater number of students. This pilot will be evaluated at the three month mark and will identify how additional students

could be included. The College Health Nurse will be available to meet regarding this proposal and also present results of this proposal.

7. Please provide a budget and detailed breakdown of requested costs

Description	Amount
Provision of a classified permanent part time clerical position. This Office Assistant 50% FTE (no benefits) 10month employee Track 7, Step C confirmed by HR March 2017	$15,594.20
Burdens for this postion as confirmed by Human Resources.	$4,054.49
	Click here to enter text.
Click here to enter text.	Click here to enter text.
TOTAL	$19,648.69

Equity Scoring Sheet

Proposal Name *Student Health Services-PT Clerical Position*

Proposal Submitted By: *Alice Defrusne-Reyes*

Is this one time or continued funding? _____

	Low 1	Medium 2	High 3	Score
Equity Activity	Has no direct impact to student equity	Has some direct or indirect impact to student equity	Has a high degree impact to student equity	
Targeted solutions to identified populations	Has no direct link to identified populations	Has some direct or indirect link to the identified population	Has a high degree linkage to identified population	
Objectives	Has no data and objective findings indicated	Has some data and objectives Indicated	Has a lot of data and objective findings indicated	
Budget	Has high cost and low benefits	Has low cost and low benefit or high cost and high benefit	Has a low cost and high benefit	
Scalability	Has no potential for scalability	Has a low potential for scalability	Has a high potential for scalability?	
			Total	

Gavilan College
Equity Proposed Framework

1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

Submitted by:	Karen Warren	Department/Area:	Click here to enter text.
Proposal Title:	**Pathways Planning: Support for Part-Time Faculty Participation**		

Choose a population(s) your proposal will impact

How many students will be impacted?

⊠ Low income Student Course Completion

All in demographic

⊠ Foster Youth course completion

All in demographic

⊠ Latino (Hispanic) student Transfer rates

All in demographic

⊠ Transfer Rates of students with a verified disability

All in demographic

⊠ Students that 20-24,25-49,50 or Older

All in demographic

2. Please provide a summary of your request and how it will directly serve one or more of the populations indicated above. Include a timeline for the activities that you are proposing.

Pathways Planning: Support for Part-Time Faculty Participation

This proposal is submitted in partnership with the Equity proposal to begin a year-long pathways planning process supported by Career Ladders Project. This additional funding would support part-time faculty to participate in the planning efforts by providing compensation (at hourly meeting rate) for 30 people to join two days of professional learning and workshops in the summer of 2017.

Restructuring our programs using a guided pathways approach has the potential to increase student success dramatically by instituting better communication and integration of instructional programs and student services. With guided pathways, students experience shorter times to reach completion goals as a result of improvements in developmental education and smooth pathways into degree and certificate programs. (Nodine, Dadgar, Venezia, & Bracco, 2012). These planning workshops will serve two purposes:

1) The initial pathways institute in June 2017 will be informational and provide hands-on experience with data analysis, research on best practices for equity groups, and an overview of guided pathways components, including meta-majors and career exploration.
2) The pathways workshop facilitated by Career Ladders Project will involve faculty and staff from two or more campus programs in designing proto-pathways from onboarding to transfer.

Both of these opportunities will be open to all, but since part-time faculty participation is critical to the success of a major new initiative such as guided pathways, this proposal would provide

needed funding to support this effort. These workshops will be important stepping stones in professional learning and initial planning for pathways development.

Nodine, T., Dadgar, M., Venezia, A., & Bracco, K. R. (2012). *Acceleration in developmental education*. San Francisco, CA: WestEd.

3. Explain how the activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.

While students are more likely to succeed if they receive help navigating college policies and procedures (Weissman et al., 2009; Bahr, 2008), when these services are optional many students, especially low-income and first-generation students who tend to need the services the most, do not access them (Karp, O'Gara, & Hughes, 2008; Cox, 2009). Research on community college students indicates that students who enter with pre-existing knowledge of college systems are most likely to take advantage of services (Karp et al., 2008). The guided pathways approach integrates academic and student support services and helps students navigate by providing markers and milestones for achievement, along with targeted interventions.
Sources cited in Dadgar, M., Nodine, T., Bracco, K. R., and Venezia, A. (2013). *Integrating Student Supports and Academics.* San Francisco: WestEd.

4. How do you propose to specifically target the populations that you indicated in question #1 for services?
Entering students from equity demographic groups will be directed to pathways based on initial career/major exploration. Through a pathways emphasis on contextualized learning, students in equity populations will be introduced to all the competencies they need to develop to reach their completion goals.

5. Please address the following in regards to objectives.

   A. What is your proposed objective for the activity? Provide a metric(s) that should be used to measure the success of the activity specifically for the populations indicated In question 1.)
       To develop a plan for launching campus-wide development of guided pathways.
   B. What are the objectives for your project?
       The guided pathways project will restructure and integrate campus programs and services in order to increase student success and shorten time towards completion goals.
   C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives.
   Yes, the project has a planning component for scaling up and using the proto-pathways development process in spring as a model for developing pathways for all programs.

6. Can your proposal be scaled to impact a greater number of students? If so how?
   Yes, the project has a planning component for scaling up and using the proto-pathways development process in spring as a model for developing pathways for all programs.

7. Please provide a budget and detailed breakdown of requested costs

Description	Amount
Provide compensation for 30 part-time faculty to participate in 5-hour guided pathways institute, Summer 2017 (at $40 hourly meeting rate)	$6,000
Compensation for 30 part-time faculty to participate in 6-hour pathways planning workshop, Summer 2017 (at $40 hourly meeting rate)	$7,200
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
TOTAL	13,200

Equity Scoring Sheet

Proposal Name *Pathways Planning: Support for Part-Time Faculty Participation*

Proposal Submitted By: *Karen Warren*

Is this one time or continued funding? _____

	Low 1	Medium 2	High 3	Score
Equity Activity	Has no direct impact to student equity	Has some direct or indirect impact to student equity	Has a high degree impact to student equity	
Targeted solutions to identified populations	Has no direct link to identified populations	Has some direct or indirect link to the identified population	Has a high degree linkage to identified population	
Objectives	Has no data and objective findings indicated	Has some data and objectives Indicated	Has a lot of data and objective findings indicated	
Budget	Has high cost and low benefits	Has low cost and low benefit or high cost and high benefit	Has a low cost and high benefit	
Scalability	Has no potential for scalability	Has a low potential for scalability	Has a high potential for scalability?	
			Total	