

**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.

Choose a population(s) your proposal will impact

How many students will be impacted?

Low income Student Course Completion

Up to 1,848 students per academic year will enroll in classes at the basic skills and English 1A level with the supplemental instructional support described in this proposal. Many students enrolled at the basic skills level are low-income. Equity funds would meet about half our program's cost in meeting those students' needs.

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 supplemental instructional support described in this proposal. Many students enrolled at the basic skill level are Latino. Equity funds would meet about half our program's cost in meeting those students' needs.

Latino (Hispanic) student Transfer rates

Transfer Rates of students with a verified

[Click here to enter text.](#)

disability

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 basic skills and 1A level English sections per semester. This program is a key component of the department's acceleration model.

The attached Supplemental Instruction diagram (Fig. A.) depicts how the program's two elements inter-relate and how they, in-turn, support and are supported by other Writing Center services.

The Writing Center requests \$32,736 per year annually to fund half of what is required to support up to 45 sections at the basic skill and 1A level. The Supplemental Instruction program is a key element of the English Department's acceleration model, allowing students to move through classes more quickly and successfully by providing additional layers of support, multiple points of contact, and important peer-to-peer connections that promote persistence, understanding, and hope.

Additionally, because the Supplemental Instruction Program provides embedded tutoring in classrooms, teachers are able to employ research supported best practices, practices which are described in more detail below.

SUPPLEMENTAL INSTRUCTION: A TWO-ELEMENT PROGRAM

Element One: In-class Embedded Tutoring

Embedded Supplemental Instruction tutors in the classroom have lead to higher success and persistent rates in classes nationwide by helping teachers in facilitating small group activities, modeling "best" student practices, assisting struggling students, and tracking class concepts, assignments, and deadlines for basic skills English and English 1A classrooms.

Embedded Supplemental Instruction tutors also build bridges between the classroom and the Learning Commons/Writing Center space. They become friendly faces in a dynamic environment, encouraging students to visit and utilize all our services.

Element Two: Out-of Class Supplemental Instruction Tutoring

When possible, classes receiving in-class embedded tutoring are also served by weekly out-of-class facilitated group tutoring sessions.

In these sessions, tutors help students master key classroom 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 consultation sessions, strengthening each student's connection to our campus 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. In particular, our P classes attract students with these backgrounds. P classes are linked and they have provided early models for the recently instituted English Department's acceleration project. Historically, our acceleration classes have been first in line to receive the Supplemental Instruction Program services and its faculty are among its most active proponents.

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 provides staff members with two units of 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 22 Basic Skills English and English 1A sections

Each fall and spring semester, peer tutors earn an 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 and providing out-of-class Supplemental Instruction Sessions for students enrolled in those classes whenever possible.

Equity money will be used to pay Supplemental Instruction tutors for their time in about 22 sections 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 successful, in part, because it hires peer tutors from the same population that it seeks to serve. As mentioned earlier, our staff is 60 percent Latino and a significant number are also low-income.

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's peer tutors provide.

DATA & RESEARCH

Proof of Concept

According to the National Resource Center for The First Year Experience & Students in Transition report on Supplemental Instruction (which is attached) students enrolled in classes with this type of support perform significantly better than students without access to it.

For example, at the community college level students who participated in SI programs had significantly increased success rates. (Please see Fig. B attached, which is also on page 14 of the attached report Fig. C.)

Their findings also include the following on page 11 of the report:

1. "[S]tudents learn best when they talk to each other.
2. "Talking to each other will be more effective if the instructor is not present for every discussion.
3. "Study sessions need to be organized outside of class."
4. It works best with "a trained facilitator who, preferably, knows both the course and the instructor.

The Writing Center's program is based on the model described in the report and the early years of our program showed similar success.

For example, please see the attached:

Figure D: Supplemental Instruction Success Rate Comparisons (08/09AY) showing increased success for students participating in our program. Students in SI classes

were close to 17 percent more successful at all levels for which data was gathered.

Figure E: Supplemental Instruction 10-11 showed less dramatic results but still significantly more success at the 200 level. Students in those classes were five percent more successful. Students enrolled at the 400 level did not share that success however.

Because there are far fewer 400 level classes offered, data gathered from that pool may be measuring key differences in elements outside of the SI program itself, such as teacher effectiveness or types of students enrolled in a particular section.

Figure F: The 2017 Institutional Effectiveness Report, includes a table on page six, showing overall improved student success at the basic skills level in English.

Between 2005 and 2010, the English department increased success here by about 2 percent. This data includes both classes that received and did not receive Supplemental Instructional support. Since some other data demonstrates those with this support succeed at higher levels compared to those without, it is worth trying to determine what role this support played in the 2 percent increase.

Figure G: Recent data gathered by Institutional Research is also included in this proposal.

Link to Acceleration Success:

Students who are part of our piloted acceleration project experience more velocity and success than those not enrolled in it. Supplemental Instruction is a key part of this program.

By continuing to provide funding for this program, the equity committee will ensure the success of the English Department's acceleration model and its ability to meet the needs of our students, the majority of whom are low-income and/or Latino at the basic skills 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. Historically, first in line for the program our teachers in our accelerated P classes, and our program works to serve their needs first. Beyond that 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 initial 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 instructional 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 instruction 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
<p>Provide Supplemental Instruction Tutoring for up to 23 basic skills and English 1A level sections per semester for between 4-6 hours a week of support per week (up to three in classroom hours, two lab hours, and between 1-2 outside-of-class hour-long tutoring sessions for each class.)</p> <p>This is a total of 1488 supplemental instruction tutoring hours per semester at a median cost of \$11 per hour = \$16,368</p>	
TOTAL	\$32,736 per year

Gavilan College Supplemental Instruction (SI) Course Success Rates of SI/Non-SI Sections, 2012-2016

This sheet shows the overall course success rates for SI and Non-SI Sections

Table 1

Condition	SI	NonSI
Failure	43%	42%
Success	57%	58%

NOTES:

1. The data in this table represents all students enrolled in ENGL 1A, 250, 250P, 260, 260P, 411, 420, 439, 440, ESL 563 and 564 between Fall 2012 and Fall 2016
2. Success is defined as the % of students earning a grade of C or better or P
3. SI indicates the success rates for students in ENGL/ESL sections with embedded Supplemental Instruction
4. Non-SI indicates the success rates for students in the same ENGL/ESL courses but without embedded Supplemental Instruction

Data retrieved on 2017.03.31 at 1430 hours from GIDS tables SECTION, LOCATIONS, DEPARTMENTS, ACCTMETHODS, CLS_GRADES, and PEOPLE via Hyperion.

Gavilan College | Office of Institutional Research

"Institutional Research - Use it for good, never for evil."

This report has seven sheets, accessible by clicking on the red tabs at the bottom of the screen:

- 1 Sheet one shows the overall course success rates for SI and Non-SI Sections
- 2 Sheet two shows the overall success rate of SI and Non-SI students in subsequent college-level courses
- 3 Sheet three shows the overall distribution of student grades for SI and Non-SI Sections
- 4 Sheet four shows the difference in success rates for SI and Non-SI sections taught by the same instructor
- 5 Sheet five shows success rates in SI and non-SI sections by course (OIR does not recommend using this sheet for drawing conclusions)
- 6 Sheet six is a binary logistic regression showing the odds of course success for students receiving extra outside of class SI as compared to those who did not
- 7 Sheet seven is a binary logistic regression showing the odds of course success for students in SI sections versus those who are not

Gavilan College Supplemental Instruction (SI) Success Rates in Later College-Level Courses, 2012-2016

This sheet shows the overall success rate of SI and Non-SI students in subsequent college-level courses

Table 2

Condition	SI	Non SI
Failure	36%	31%
Success	64%	69%

NOTES:

1. Table 2 tracked the students represented by table 1 to measure their success in subsequent college-level courses
2. The data in these tables represents all students enrolled in ENGL 1A, 250, 250P, 260, 260P, 411, 420, 439, 440, ESL 563 and 564 between Fall 2012 and Fall 2016
3. Success is defined as the % of students earning a grade of C or better or P
4. SI indicates the success rates for students in ENGL/ESL sections with embedded Supplemental Instruction
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Gavilan College Supplemental Instruction Grade Distributions of SI/Non-SI Sections, 2012-2016

This sheet shows the overall distribution of student grades for SI and Non-SI Sections

Table 3

Grade	SI	Non-SI
A	7%	12%
A-	5%	6%
B	10%	10%
B-	4%	6%
B+	3%	4%
C	9%	13%
C+	4%	4%
D	5%	7%
F	11%	12%
I	0%	0%
NP	6%	1%
P	15%	3%
W	21%	22%

NOTES:

1. The data in this table represents all students enrolled in ENGL 1A, 250, 250P, 260, 260P, 411, 420, 439, 440, ESL 563 and 564 between Fall 2012 and Fall 2016
2. SI indicates the grades for students in ENGL/ESL sections with embedded Supplemental Instruction
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Gavilan College Supplemental Instruction Success Rates of SI/Non-SI By Same Instructor, 2012-2016

This sheet shows the difference in success rates for SI and Non-SI sections taught by the same instructor

Table 4

Instructor ID	SI	Non-SI	Difference
106	78%	81%	-3%
113	42%	48%	-6%
181	26%	55%	-29%
197	48%	45%	3%
399	61%	66%	-5%
454	62%	89%	-27%
473	68%	62%	6%
492	50%	51%	-1%
582	56%	68%	-12%
647	48%	52%	-4%
648	27%	43%	-16%
684	58%	60%	-2%
764	96%	N/A	N/A
782	49%	56%	-7%
792	41%	86%	-45%
797	65%	N/A	N/A
834	55%	66%	-11%
840	43%	46%	-3%
860	53%	66%	-13%
865	89%	60%	29%
897	67%	55%	12%
945	64%	59%	5%
Average	57%	58%	-1%

NOTES:

1. The data in this table represents all students enrolled in ENGL 1A, 250, 250P, 260, 260P, 411, 420, 439, 440, ESL 563 and 564 between Fall 2012 and Fall 2016
2. A Negative number in the "difference column" indicates that the instructor pass more students in their Non-SI sections of the same course
3. This table presents the course success rates of the same instructors teaching SI and Non-SI sections
4. Each three digit code represents a unique instructor
5. Success is defined as the % of students earning a grade of C or better or P
6. SI indicates the success rates for students in ENGL/ESL sections with embedded Supplemental Instruction
7. Non-SI indicates the success rates for students in the same ENGL/ESL courses but without embedded Supplemental Instruction
8. Ordinarily, success rates would not be reported for any cells with fewer than 100 students. However, given the importance of instructors, an exception was made in this case.

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Gavilan College Supplemental Instruction Success Rates of SI/Non-SI By Course, 2012-2016

This sheet shows the difference in success rates for SI and Non-SI sections taught by the same instructor

DUE TO INCREASED POTENTIAL BIAS, OIR RECOMMENDS AGAINST USING THIS TABLE FOR DRAWING CONCLUSIONS ABOUT EFFECTIVENESS.

Table 5

Column1	SI	Non SI	SI-Non SI
ENGL1A	60%	54%	6%
ENGL250	52%	54%	-2%
ENGL250P	63%	56%	7%
ENGL260	46%	66%	-20%
ENGL260P	66%	59%	7%
ENGL420	55%	58%	-3%
ENGL440	45%	56%	-11%
ESL563	89%	93%	-4%
ESL564	96%	85%	11%
Overall	57%	58%	-1%

NOTES:

1. The data in this table represents all students enrolled in ENGL 1A, 250, 250P, 260, 260P, 411, 420, 439, 440, ESL 563 and 564 between Fall 2012 and Fall 2016
2. A Negative number in the "difference column" indicates that the instructor pass more students in their Non-SI sections of the same course
3. This table presents the course success rates of SI and Non-SI sections broken down by course
4. The likelihood of error is high in this table due to reduce cell counts. OIR recommends against making a favorable or unfavorable conclusion based upon these data alone.
5. Success is defined as the % of students earning a grade of C or better or P
6. SI indicates the success rates for students in ENGL/ESL sections with embedded Supplemental Instruction
7. Non-SI indicates the success rates for students in the same ENGL/ESL courses but without embedded Supplemental Instruction

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**Gavilan College Outside of Class Extra Supplemental Instruction
Binary Logistic Regression of Student Success, Selected Fall 2015 ENGL/ESL Students
SEE IMPORTANT NOTES BELOW**

This sheet shows a binary logistic regression of the course success rates of students receiving outside of class SI as compared to those who did not

Variable	Estimate	Std. Err.	z	p-Value	Significant?	95% CI Lower	95% CI Upper	Interpretation Aid
Age 26 - 30	0.122	0.299	0.410	0.683	NO	-0.465	0.709	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Age 31 - 40	0.099	0.353	0.280	0.779	NO	-0.592	0.791	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Age 41 - 50	0.548	0.421	1.300	0.193	NO	-0.277	1.372	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Age 51+	0.908	1.180	0.770	0.442	NO	-1.405	3.221	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Basic Skills	0.229	0.126	1.820	0.069	NO	-0.018	0.476	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
CalWORKS Student	-0.340	0.568	-0.600	0.550	NO	-1.452	0.773	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Constant	0.017	0.329	0.050	0.958	NO	-0.626	0.661	(Constant)
Course Not Held at Gilroy	0.058	0.137	0.430	0.670	NO	-0.210	0.327	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
DSPS Student	0.051	0.242	0.210	0.834	NO	-0.424	0.525	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
EOPS Student	0.346	0.229	1.510	0.131	NO	-0.103	0.795	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Foster Youth Student	-0.167	0.315	-0.530	0.595	NO	-0.785	0.450	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Kickstart Participant	-0.599	0.230	-2.610	0.009	NO	-1.050	-0.149	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
MESA Student	1.620	0.633	2.560	0.010	YES	0.379	2.860	Holding all other factors constant, being a MESA student results in a 62% increase in the odds of passing the course, give or take about 24%
Puente Student	2.461	1.044	2.360	0.018	YES	0.414	4.508	Holding all other factors constant, being a Puente student results in a 146% increase in the odds of passing the course, give or take about 105%
Student Athlete	-0.169	0.386	-0.440	0.662	NO	-0.925	0.588	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Student was BOG Eligible	-0.266	0.133	-2.000	0.045	YES	-0.527	-0.005	Holding all other factors constant, being from a low income background results in a 27% decrease in the odds of passing the course, give or take about 26%
Student was Female	0.526	0.125	4.190	0.000	YES	0.280	0.772	Holding all other factors constant, being female results in a 52% increase in the odds of passing the course, give or take about 24%
Student was Non-White	-0.254	0.294	-0.860	0.388	NO	-0.829	0.322	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Supplemental Instruction	0.760	0.349	2.180	0.030	NO	0.076	1.445	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
TRIO Student	0.226	0.400	0.560	0.572	NO	-0.558	1.010	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Under 21	0.203	0.171	1.190	0.233	NO	-0.131	0.538	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Veteran Student	0.018	0.482	0.040	0.970	NO	-0.928	0.963	Given the associated p-value and/or confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course

IMPORTANT NOTES:

N = 1,174

1. The data in this table represents all students enrolled in ENGL 1A, 250, 250P, 260, 260P, 420, 440, and ESL 563 in Fall 2015 Only.

2. In a logistic regression, a "reference category" is omitted from the model in each substantive area to allow for comparison. For example, "White" is excluded from the model, but "Non-White" is included. The appropriate interpretation for the "Non-White" estimate is then: "Holding all other factors constant, Non-White students are 25% less likely to succeed in the identified courses as compared to White students, give or take 57%"

3. Success is defined as the % of students earning a grade of C or better or P

4. In this case, supplemental instruction indicates that the student received additional help from an SI tutor outside of class

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**Gavilan College Supplemental Instruction
Binary Logistic Regression of Student Course Success, Selected 2012-2016 ENGL/ESL Sections
SEE IMPORTANT NOTES BELOW**

This sheet shows a binary logistic regression of the course success rates of students in SI sections versus those who were in non-SI sections, controlling for various other variables.

Table 7

Variable	Estimate	Std. Err.	z	p-Value	Significant?	95% CI Lower	95% CI Upper	Interpretation Aid
S.I. Section	0.887	0.066	-1.620	0.106	NO	0.767	1.026	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Age Under 21	1.132	0.081	1.740	0.082	NO	0.984	1.303	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Age 41 - 50	1.281	0.211	1.500	0.134	NO	0.927	1.770	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Basic Skills Student Placement	0.968	0.056	-0.560	0.576	NO	0.865	1.084	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Section not at Gilroy	0.954	0.055	-0.830	0.408	NO	0.852	1.067	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
EOPS Student	1.132	0.112	1.260	0.207	NO	0.933	1.374	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
DSPS Student	0.843	0.093	-1.550	0.122	NO	0.679	1.047	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Veteran Student	1.229	0.246	1.030	0.303	NO	0.830	1.818	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Athlete Student	0.792	0.165	-1.120	0.263	NO	0.526	1.192	Given the associated p-value and confidence interval, there is little evidence to suggest that this variable has a significant impact on the odds of succeeding in the course
Female Student	1.455	0.079	6.930	0.000	YES	1.309	1.618	Holding all other factors constant, being female results in a 45% increase in the odds of passing the course, give or take about 15%
Non-White Student	0.780	0.072	-2.690	0.007	YES	0.650	0.935	Holding all other factors constant, being non-white results in a 22% decrease in the odds of passing the course, give or take about 13%
Age 26 - 30	1.405	0.174	2.750	0.006	YES	1.103	1.791	Holding all other factors constant, being age 26-30 results in a 40% increase in the odds of passing the course, give or take about 30%
Age 31 - 40	1.538	0.200	3.310	0.001	YES	1.192	1.983	Holding all other factors constant, being age 31-40 results in a 53% increase in the odds of passing the course, give or take about 34%
Age Over 51	2.150	0.648	2.540	0.011	YES	1.192	3.881	Holding all other factors constant, being over age 51 results in a 115% increase in the odds of passing the course, give or take about 96%
BOG Student	0.833	0.048	-3.200	0.001	YES	0.744	0.931	Holding all other factors constant, being from a low income background results in a 27% decrease in the odds of passing the course, give or take about 26%
MESA Student	3.157	0.893	4.070	0.000	YES	1.814	5.494	Holding all other factors constant, being a MESA student results in a 62% increase in the odds of passing the course, give or take about 24%
TRIO Student	1.873	0.374	3.140	0.002	YES	1.266	2.771	Holding all other factors constant, being a TRIO student results in a 87% increase in the odds of passing the course, give or take about 61%
Puente Student	7.760	2.615	6.080	0.000	YES	4.009	15.022	Holding all other factors constant, being a Puente student results in a 146% increase in the odds of passing the course, give or take about 105%
Foster Youth Student	0.659	0.097	-2.820	0.005	YES	0.494	0.880	Holding all other factors constant, being a Foster Youth results in a 35% decrease in the odds of passing the course, give or take about 16%
Kickstart Student	0.686	0.083	-3.130	0.002	YES	0.541	0.869	Holding all other factors constant, being a Kickstart student results in a 31% decrease in the odds of passing the course, give or take about 15%
Constant	1.405	0.157	3.040	0.002	YES	1.128	1.749	(CONSTANT)

IMPORTANT NOTES:

N = 6,150

1. The data in this table represents all students enrolled in ENGL 1A, 250, 250P, 260, 260P, 420, 440, and ESL 563 in Fall 2015 Only.

2. In a logistic regression, a "reference category" is omitted from the model in each substantive area to allow for comparison. For example, "White" is excluded from the model, but "Non-White" is included. The appropriate interpretation for the "Non-White" estimate is then: "Holding all other factors constant, Non-White students are 25% less likely to succeed in the identified courses as compared to White students, give or take 57%"

3. Success is defined as the % of students earning a grade of C or better or P

4. In this case, supplemental instruction indicates that the student received additional help from an SI tutor outside of class

Data retrieved on 2017.04.04 at 0945 hours from GIDS tables SECTION, LOCATIONS, DEPARTMENTS, ACCTMETHODS, CLS_GRADES, BAS_DEMOGRAPHICS, SECTADDN, SCHDTPES and PEOPLE via Hyperion.

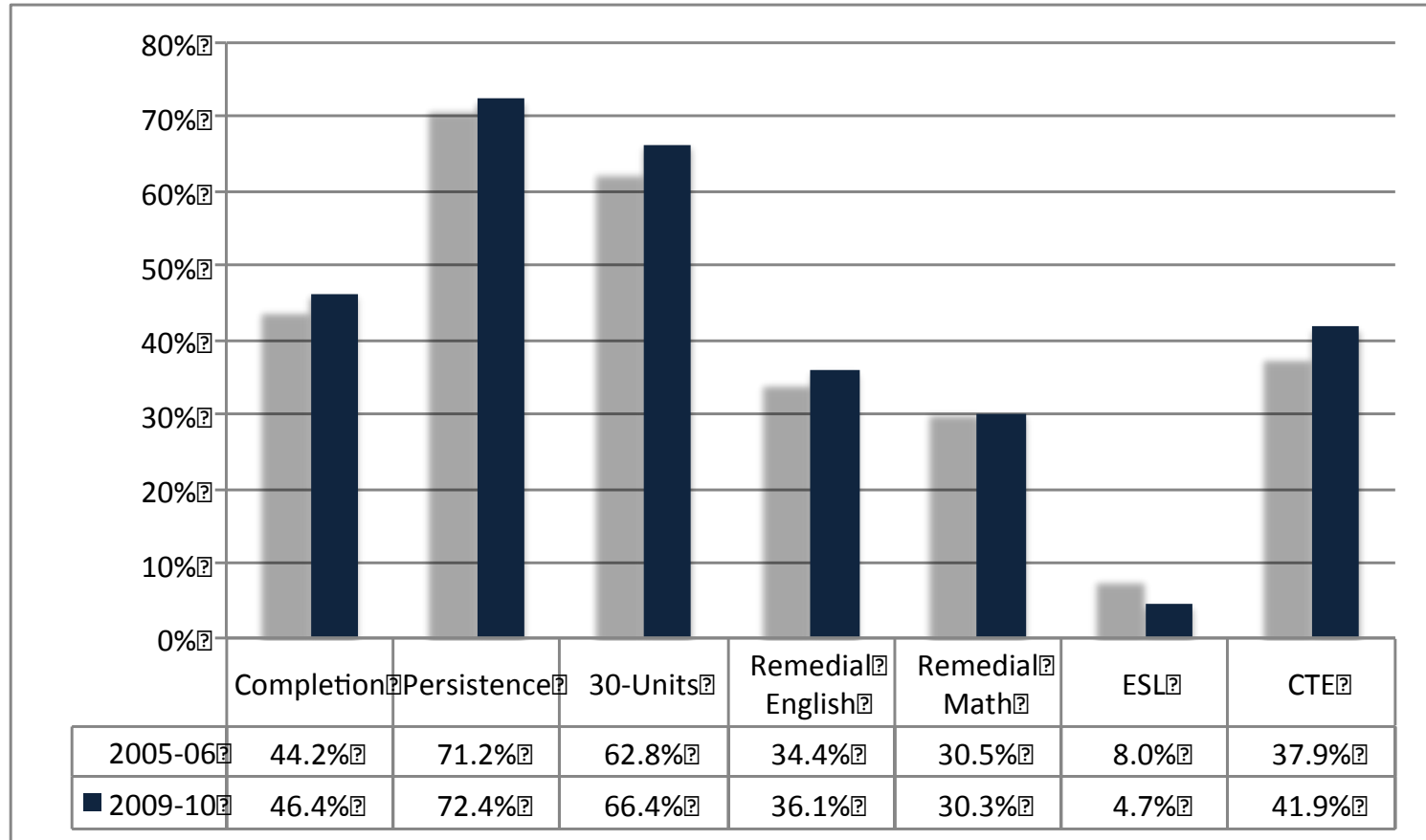
Gavilan College | Office of Institutional Research

"Institutional Research - Use it for good, never for evil."

This report has seven sheets, accessible by clicking on the red tabs at the bottom of the screen:

- 1 Sheet one shows the overall course success rates for SI and Non-SI Sections
- 2 Sheet two shows the overall success rate of SI and Non-SI students in subsequent college-level courses
- 3 Sheet three shows the overall distribution of student grades for SI and Non-SI Sections
- 4 Sheet four shows the difference in success rates for SI and Non-SI sections taught by the same instructor
- 5 Sheet five shows success rates in SI and non-SI sections by course (OIR does not recommend using this sheet for drawing conclusions)
- 6 Sheet six is a binary logistic regression showing the odds of course success for students receiving extra outside of class SI as compared to those who did not
- 7 Sheet seven is a binary logistic regression showing the odds of course success for students in SI sections versus those who are not

Gavilan Scorecard



See the Office of Institutional Research web page for many more details.



Supplemental Instruction 10-11

Introduction

In an effort to learn more about the effect of the English Supplemental Instruction (SI) program, a study was developed to compare student performance and persistence in Basic Skills English courses. The total number of SI students for the 10/11 academic year was 555 while the number of non-SI students was 843.

Results

Table 1: Fall 10 SI comparison.

Fall 10	SI	Non-SI	SI	Non-SI
	Success		Retention	
400 level	52.68%	64.02%	67.9%	84.2%
200 level	61.7%	56.40%	82.3%	75.1%
Total	57.71%	58.60%	75.9%	77.7%

Table 2: Spring 11 SI comparison.

Spring 11	SI	Non-SI	SI	Non-SI
	Success		Retention	
400 level	53.70%	52.33%	64.8%	71.5%
200 level	58.87%	53.97%	80.2%	78.4%
Total	57.95%	54.05%	77.5%	75.1%

Table 3: Academic Year 10/11 SI comparison.

10/11 AY	SI	Non-SI	SI	Non-SI
	Success		Retention	
400 level	53.29%	57.43%	67.8%	78.1%
200 level	59.90%	56.77%	81.0%	77.4%
Total	57.84%	57.00%	76.8%	77.7%

Summary

Prior to summarizing the results, several weaknesses of the current study must be acknowledged. Firstly, the number of students for some comparisons is small, thus making the comparisons much less reliable. Moreover, any differences between the non-SI and SI group may not be due to the SI intervention, but rather the characteristics of the course, students, or the instructor.

Recognizing these limitations, some notable differences were found. In Fall 2010, students in 200-level SI succeeded (C and above) at an 5% higher rate than non-SI students. This difference was also found in Spring 2011; 200-level SI students succeeded at a rate that was 5% higher than students who took non-SI 200 level courses.

The same pattern was not found for 400-level SI courses. Except for Fall 10 success rates, those students who took 400-level SI had lower success and retention rates. While the lack of higher rates in the 400-level courses is concerning, these difference may be due to the character of students who choose to take the 400-level SI.

Future research needs to examine the differences in student composition in SI and non-SI courses. Additionally, statistically controlling for these variables may provide a way to determine if SI has a significant effect regardless of student or instructor variables.

Supplemental Instruction Success Rate Comparison (08/09 AY)

Introduction

In order to better understand the impact of Supplemental Instruction (SI) program upon student success, an examination was conducted. The examination was a comparison of success rates for students who enrolled in SI supported courses to those students who enrolled in non- SI supported courses.

Below are the findings from this examination:

Success rate comparison of SI and Non-SI sections for Fall 08/Spring 09 combined

	Non-SI		SI	
	Count	%	Count	%
Non-success	405	56.2%	81	47.1%
Success	316	43.8%	91	52.9%

Success rate comparison of SI and Non-SI sections by term

Termnum		Non-SI		SI	
		Count	%	Count	%
Fall 08	Non-success	251	61.2%	41	44.6%
	Success	159	38.8%	51	55.4%
Spring 09	Non-success	154	49.5%	40	50.0%
	Success	157	50.5%	40	50.0%

Summary

In order to properly interpret this data, several weaknesses of this examination must be acknowledged. While there are differences in success rates between SI and non-SI courses, these success rates could be caused by multiple factors independent of the intervention. For example, factors like instructor training or experience level may be contributing to these differences rather than the intervention itself. In future more detailed examinations, some of these factors can be controlled for, nevertheless, they need to be acknowledged in the current study.

These limitations aside, there seems to be a considerable difference between success rates in SI and non-SI classes. Most of these differences can be accounted for by the lower success rate in Fall 08 in the non-SI classes (38.8%). The difference between that rate and the SI-group (55.4%) was considerable (16.6%).

There are of course many explanations which could potentially account for this difference. The intervention might have contributed to these differences. Additionally, something about the non-SI courses this term may have affected these differences.

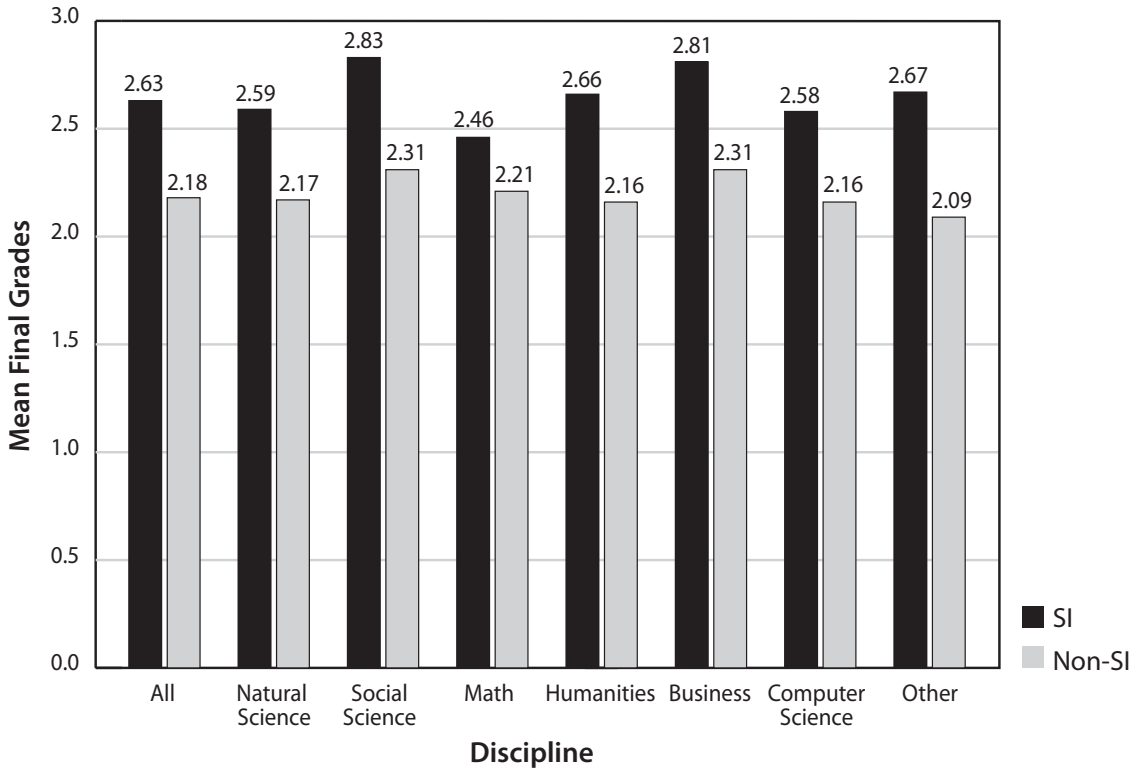


Figure 1. Mean grades for SI and non-SI participants by academic discipline. Data were collected from 1,003 courses at 37 institutions, with a total enrollment of 119,009 students. All differences are statistically significant at the .01 level except computer science, which is statistically significant at the .05 level.

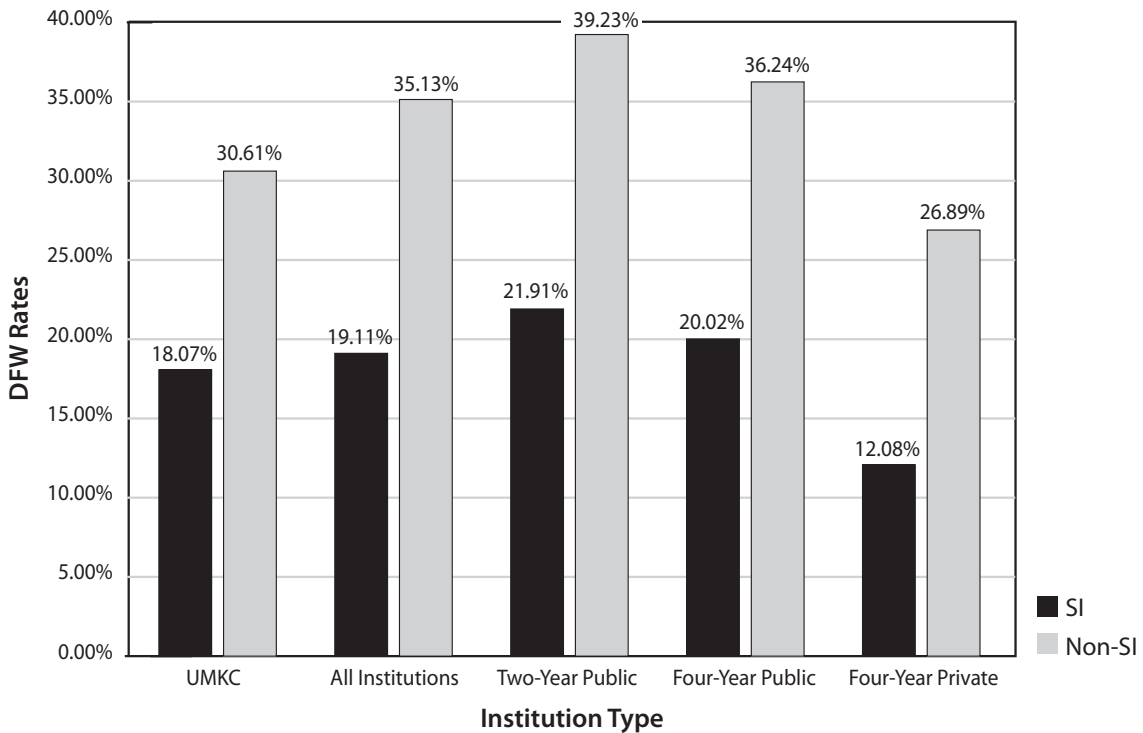
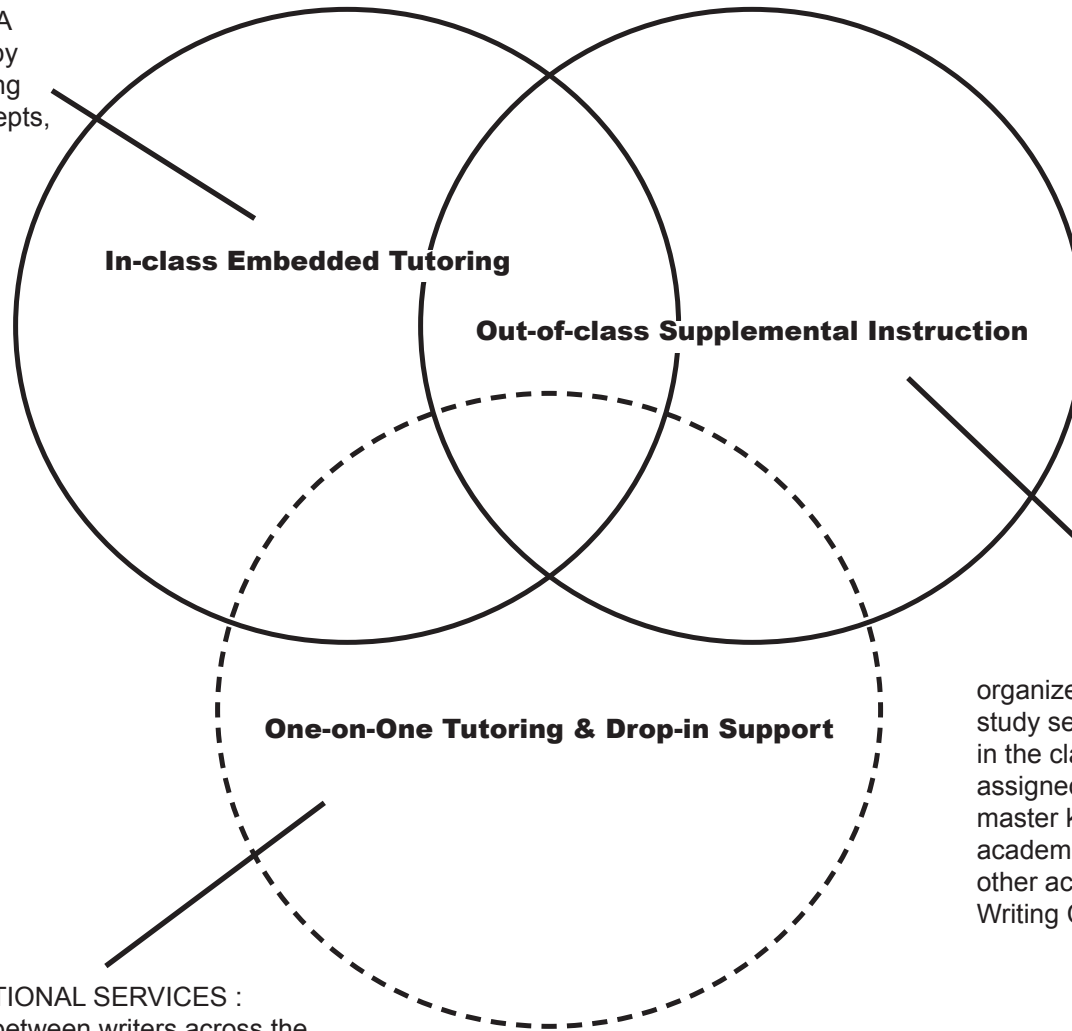


Figure 2. Percentage of DFW final course grades for SI and non-SI participants separated by institution type. Data were collected from 1,003 courses at 37 institutions, with a total enrollment of 119,009 students. All differences are statistically significant at the .001 level.

PROGRAM ELEMENT ONE:

Specially trained in-class peer tutors are assigned to basic skills and 1A classrooms where they support faculty by facilitating small group activities, assisting struggling students, tracking class concepts, assignments, and deadlines while also linking students to academic support, including other Writing Center services.



PROGRAM ELEMENT TWO:

Specially trained peer tutors organize and facilitate out-of-class group study sessions based on what is happening in the classrooms to which they are assigned. These sessions help students master key classroom concepts and academic tasks as well as linking them to other academic support, including other Writing Center services.

WRITING CENTER FOUNDATIONAL SERVICES :

Writing consultation sessions between writers across the curriculum and specially trained peer tutors.

Free use of computers and access to printing and internet supported by peer tutors.

GAVILAN COLLEGE WRITING CENTER

SUPPLEMENTAL INSTRUCTION PROGRAM

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:	<i>Alice Defrusne-Reyes</i>	Department/Area:	<i>Student Health Services</i>
Proposal Title:	<i>Student Health Services-PT Clerical Position</i>		

Choose a population(s) your proposal will impact

How many students will be impacted?

- 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

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 gleaned 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 position as confirmed by Human Resources.	\$4,054.49
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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?
<input checked="" type="checkbox"/> Low income Student Course Completion	All in demographic
<input checked="" type="checkbox"/> Foster Youth course completion	All in demographic
<input checked="" type="checkbox"/> Latino (Hispanic) student Transfer rates	All in demographic
<input checked="" type="checkbox"/> Transfer Rates of students with a verified disability	All in demographic
<input checked="" type="checkbox"/> 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	