



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months



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to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

In the following tables the goals and progress to achieving the goals are outlined for SSSP, BSI, and Student Equity

BSI Goals and Progress	
Goal	Progress
<p>BSI Goals</p> <ol style="list-style-type: none"> 1. Enhance student success pedagogies by focusing on acceleration, mathematics, reading competencies, and a college-wide culture of learning. 2. Strengthen support systems by increasing student-to-peer and student-to-staff engagement. 3. Increase efforts to support resources at satellite campuses and distance education. 4. Support integration of classroom instruction, academic support, and student support systems. 	<ol style="list-style-type: none"> 1. The College has been successful in focusing on success pedagogies - acceleration, mathematics, reading competencies, and a college-wide culture of learning. A comprehensive English acceleration program will be introduced in Spring 2018, and Math is adding accelerated courses each year including offerings at the new Coyote Valley site and a second support position for Math Lab work. Boot Camps are part of the accelerated efforts. English staff have participated in Reading Apprenticeship training, and the initiative has expanded to natural Sciences, with a cohort of instructors attending the STEM RA conference this Spring. The adoption of One Book for academic year 2017-2018 will offer multiple access points for various disciplines in college-wide learning. 2. Student-to-peer and student-to-staff engagement is one goal of the BSSOT grant that is being met through the peer mentoring program involving students and staff. 3. Some counseling, library, and tutoring support is offered at the off sites and online, but more robust programs are needed. The new Math Lab support position is designed specifically for off-site work, and



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the implementation of Cranium Café will provide virtual services at all locations.

4.) The Basic Skills Committee created a one page resources document that provides service information; it is also on the Academic Services website. Embedded services, such as counseling and tutoring, are key methods that link instruction and support services. The Learning Commons Passport, where students record services they have utilized, is a valued method for linking support services to instruction. The development of the Animo Program for Basic Skills students will ensure counseling, referrals, and peer support; adding a smaller “honors” program with interventions and requirements will be discussed. The pre-semester workshop for Basic Skills instructional and support staff will further link the three areas of service.



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Credit SSSP Goals and Progress	
Goal	Progress
<p>Credit SSSP: To increase student access and success through delivery of core services: Orientation, Assessment, Counseling/Ed Plan services, and Follow-up for at-risk students. Target students include new matriculating students, students needing Ed Plan, undecided students, probation students, basic skills students, at-risk students.</p>	<p>1. Orientation: KickStart curriculum and First Year Seminar Course</p> <ul style="list-style-type: none"> ● Revised enrollment steps brochure used in recruitment. ● Increased on-site KickStart (pre-orientation) sessions at area high schools and collaborated with high school staff to improve student participation and to meet student needs. ● KickStart online curriculum improved to be more user friendly and engaging. This version will be replaced by go2Orientation in 17-18. ● Collaborated with high school counselors to provide more seamless enrollment expectations and services ● Special session for high school IEP students ● Super Saturday pre-enrollment services for high school seniors ● In person, off site and online counseling sessions ● Student Checklist/Enrollment Steps <ul style="list-style-type: none"> ○ student portal tool with status of enrolment steps <p>2. Placement and Assessment:</p> <ul style="list-style-type: none"> ● Placement tests were offered at the high schools during the spring recruitment cycle and on campus through the year. ● Multiple Measures pilot was conducted in spring 2016 and 2017. Results were reviewed and results were in keeping with RP Group findings. ● Additional Multiple Measures implementation for math and English is planned for spring 2018. ● A self-reporting tool (similar to that at Sierra College) is being implemented for spring 2018 recruitment to enhance Multiple Measures data collection. ● Data from CCCApply self-reporting may also be used for placement in the future. <p>3. Counseling, Advising, and Other Education Planning</p>



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	<p>Services</p> <ul style="list-style-type: none">● Student portal tracks completion of SEP● Piloting EAB Navigate to facilitate student informed decisions during the “onboarding” process.● Improved outreach and follow up to increase student participation in orientation and to help students develop a comprehensive ed plan.● The comprehensive ed plan is accessible to the student 24/7 via the student portal.● Regular student reports are generated to identify target populations and provide timely and prescriptive services.● Retention specialist followed up with new students missing enrollment steps.● Students without comprehensive ed plans are notified and referred to counselor.● Services offered off site and online. Cranium Cafe implementation planned for spring 2018.● Students have dedicated counselors to create continuity and relationship building. <p>Follow Up for at-Risk Students:</p> <ul style="list-style-type: none">● Improved student notification times to within one week of grades being posted.● Offered informational workshops for A1/P1 students offered beginning January 2017.● Student Checklist available through the student portal designed to provide real-time, visual update of completed SSSP components.● Launched GradGuru mobile app Fall 2016 to provide students with “nudges” via text messages of important academic deadlines● Followed up with Undecided students and referred to counseling, CTE and Career/Transfer for review of major goals.● Referred Undecided students to Career Center for interests inventory and career exploration.
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Noncredit SSSP	
Goal	Progress
<p>Orientations Develop and implement a system of providing orientations to students who are taking Noncredit classes while incarcerated.</p> <p>Educational Planning Increase the number of students who complete educational planning and develop and implement a system of educational planning for incarcerated students.</p> <p>Assessment and placement Incorporate data requirements associated with the Adult Education Block Grant with existing data collection system.</p> <p>Follow up services Provide follow up services to more community-based Noncredit students.</p>	<p>1. Orientations A system of pre-term orientations have been developed which combine enrollment, assessment, placement, and registration. These orientations happen in the morning and evening at locations across Gavilan College service area. For open-enrollment students who come after the start of the term, the part-time Assessment Specialist individually provides a basic orientation to new students.</p> <p>2. Educational Planning A full-time counselor was hired and in Spring 17, she conducted 250 educational plans primarily targeting Non-credit ESL students. This number reflects approximately 25% of the total ESL Noncredit population. She will continue to reach both new and continuing students with educational planning services.</p> <p>3. Assessment and Placement ESL and Adult Basic Education Assessments have been conducted in accordance with Adult Education Block Grant requirements using CASAS. A part time assessment specialist conducts these assessment pre-term and during the term as new students enter open enrollment courses. He regularly visits over 20 community-based locations.</p> <p>4. Follow-up services The Noncredit Counselor provides follow-up services across Noncredit courses. She has a regular rotation so that she is able to get to all of the various sites and courses.</p>
Student Equity	
Goals	Progress
<p>I. Improve Completion Rates for the following groups</p> <ol style="list-style-type: none"> 1. Foster Youth 2. Low Income Students 3. Latino Students 	<p>1. Foster Youth Counselor An EOPS/Foster Youth part time counselor was hired in 2015-16 and in 2016-2017 a full time EOPS/Equity Counselor was hired with costs split between Equity and E.O.P.S. The objective was increasing Foster Youth participation in E.O.P.S and providing supportive services to Foster Youth who are not eligible for E.O.P.S. Since hiring a full time counselor, services have been extended</p>



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<p>II. Improve the ESL & Basic Skills Completion Rates for the following groups.</p> <ol style="list-style-type: none">1. Latino2. Low Income3. Foster Youth4. Students with disabilities <p>III. Raise the number of degrees and certificates awarded to</p> <ol style="list-style-type: none">1. Foster Youth2. Male Students3 Latinos <p>IV. Raise transfer rates for the following groups.</p> <ol style="list-style-type: none">1. Latinos2. Students with disabilities3. Veterans. <p>IV.</p>	<p>to undocumented AB540 students. 50% of all Foster youth enrolled at Gavilan in fall 2016 were still enrolled in spring 2017. Currently, tracking mechanisms for AB 540 students are in development. Increasing students served through EOPS and the Equity counselor was an outcome, and continues to be a focus.</p> <p>2. Student Vouchers</p> <p>The Fresh Success program serves students receiving or eligible to receive CalFresh /SNAP benefits. Specifically, Equity funds were allocated for textbook vouchers and transportation during the 2016-2017 academic year for students in the program. Measuring only students who received book vouchers from equity funds: 40 students received book vouchers from Equity funds. Of those, 16 students (40%) received books for basic skill level math and English courses. Six (37.5%) students withdrew from their classes, nine (56.25%) students passed their basic skill level course and one (6.25%) student failed his/her basic skill level course. 100% of Fresh Success students were enrolled in at least one CTE, ESL, CWE, GED, Basic Skills course and/or have a declared CTE major. Eighty percent of Fresh Success students served in summer and fall 2016 demonstrated satisfactory progress by reviewing progress reports with the Fresh Success counselor and maintaining a 2.0 GPA. 65% of Fresh Success students who were enrolled in fall 2016 remained eligible for the program in spring 2017.</p> <p>3. Learning Commons Specialist</p> <p>Funds were used for a half-time Instructional Program Specialist in the Learning Commons. The specialist developed training and provided coaching for peer tutors, collaborated with faculty to develop and schedule tutoring during evening hours, and developed online academic support materials. Funds were used to strengthen academic and affective support for students by collaborating with faculty to develop interventions and activities and to increase access to these activities in support of target groups, including male students, English language learners, and low-income students. This</p>
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position is being funded through Title V in 17-18.

4. Fresh Success

Implemented the Fresh Success Support Center (Cal Fresh). This program serves students receiving or eligible to receive CalFresh /SNAP benefits. doesn't make sense to me – punctuation? Services to eligible students may include:

Textbook vouchers, up to \$100/month in transportation assistance, up to \$250 in legal and utility assistance, Academic counseling, Parking Permits, Emergency housing assistance, Job readiness assistance, and Student support workshops. Minimum eligibility requirements include: Living in Santa Clara County, receiving or are eligible to receive CalFresh benefits, enrolled or planning to enroll at Gavilan College in approved courses, and meet with Fresh Success staff for a full assessment to determine eligibility.

5. Basic Skills Retention Specialist.

The Basic Skills Retention Specialist was hired November 9, 2016. His work has consisted of mining data to determine where students have gaps in such areas as orientation and education plans, visiting classrooms and meeting with students to direct them to critical services, providing recruitment support for Basic Skills classes and Boot Camps, and offering workshops as dictated by student need. Some funding was also provided by Basic Skills.

6. Nettutor (Online tutoring)

Nettutor, an online tutoring service, was implemented for Distance and other students. Gavilan College has a large service area and some students are unable to make the commute to the college to receive tutoring. Nettor provided support to those students that could not find appropriate transportation to travel the 20 miles it takes for some students to commute to campus.

7. MESA/TRIO Program Specialist.



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While the new official position was being developed a temporary part-time program specialist was put into place. As a result, both the MESA and TRIO Programs increased the number of students in the program. TRIO now serves an additional 60 students above the number required by the grant and MESA now serves 46 additional students above the minimum required by the grant. In addition, the TRIO graduation rate increased by an estimated 25%.

8. Mental Health Support Services

Gavilan College has a large number of students with documented mental health concerns. The aim of the Gavilan-Discovery Collaborative Counseling Program is the delivery and integration of behavioral health services comprised of: Prevention Services / Mental Health First Aid (Tier I), Early Intervention & Measured Response (Tier II), and identification of students in need of Mental Health Treatment (Tier III). (integration into what?) To that end, Equity funding supported Discovery Counseling Center services (DCC) through various outreach activities to specified faculty groups and committees. Discovery presented professional development sessions on mental health and trauma-informed care to the college community and individual departments. Short-term behavioral health services were offered to referred students by an on-site counselor who scheduled weekly appointments. A female counselor was available to develop therapeutic groups based on identified needs. Students were screened as to which level or levels were the most appropriate for delivery of services. Counselors were also able to refer students in a crisis to the mental health interns. Overall, fewer students have sought service than was anticipated.

9. Student Life- In Reach Student Development

The position of Student Life coordinator was filled in fall 2016 and will be an ongoing position funded through Equity. The objective of the position is to develop a more robust student life environment, liaise with Civic Engagement, Service Learning, ASGC, and other services on campus, and to conduct ongoing assessment of



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opportunities to engage students more broadly across campus. The number of student clubs increased this year as a result of this new position. The position also works with Civic Engagement and Service Learning faculty on the Instructional side, and is working with student leadership and faculty teaching leadership classes leading to a certificate.

10. Veterans/AECCounselor

On Feb 15, 2017, a full time VRC/AEC Counselor was hired. He is located in the Veteran's Resource Center to serve student veterans in a One-Stop atmosphere, providing counseling and disability accommodation services for veterans. He has been working towards building the counseling program for the VRC and streamlining the VA certification process for the student veterans at Gavilan. The position is paid through Equity and DRC (now Accessible Educational Center).

11. Career/Transfer Coordinator

The restored Gavilan College Career/Transfer Center opened during the Fall 2015 semester. The CTC assists students with information to transfer to the four-year university. The CTC is available to guide and support students through their job search and career exploration. The Career Transfer Center services and resources include: providing direct services via staff, counselors, workshops, classroom visits, email, CTC/Gavilan website, and published material. The facility houses the dedicated Career Transfer Center Specialist, a Student Assistant, 8 computers, workstations, overhead projector and resource materials, and space for university reps and workshops. CTC Specialist refers students to counselors, special programs, or university representatives for transfer or career exploration and planning.

12. University Visits (buses)

Students were provided with university visits to help expose them to institutions in which they could transfer. Many students had never been on a university campus or had traveled outside of the immediate area. For example, students visited universities that included:



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UC Merced, UC Santa Cruz, San Jose State, Black College Expo, Cal State Monterey Bay, and Cal State East Bay. The visits took place in collaboration with Puente, EOPS, AEC, Veterans, Counseling, TRIO, MESA, Hollister and Morgan Hill sites, and Gavilan Library.

13. Laptop Computer/ Chrome Book Labs

Laptops were purchased and used as part of loan programs for several programs such as EOPS, MESA, and TRIO, and Puente. These laptops assisted low-income mostly Latino students that did not have appropriate technology to complete their course work. Fifteen Dell Laptops replaced outdated laptops in the MESA and TRIO Programs. In addition, 25 Chrome books were dedicated for Foster Youth and undocumented students who lack access to reliable technology. These chrome books are loaned to students for the semester.

14. Educational Master Plan

Equity partially funded the new educational master plan as it included demographic and labor projections relative to our targeted populations, and the need to improve graduation and transfer rates by serving specific service areas. The EMP also identified areas the College can refine programs and services to meet community needs. I don't understand

15. Gavilan College Preview Day Pilot

A preview day was piloted for underrepresented, first generation, low-income, mostly Latino students. A strong emphasis was made on transitioning these students to Gavilan College and enrolling them in various categorical support programs such as E.O.P.S., TRIO, and MESA. 60% of the participants enrolled. It also offered another opportunity for more personal service and time to work with parents, etc.

16. Professional Development

- * ATIXA training for Athletic faculty
- * Maxient training for Behavior Intervention
- * Multiple Measures workshop
- * Understanding Equity Training / Retreat



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- * Statewide Equity/SSSP Trainings
- * Academic Senate for California Community Colleges Plenary Session
- * Teaching and Learning Institute at The Evergreen State College (Equity Agenda Focus)

17. Hispanic Association of Colleges and Universities Membership

Equity helped to secure the initial membership for Gavilan College to join the Hispanic Association of Colleges and Universities. HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain

18. Peer Mentors/Welcome Center

SSSP and Equity funds were used to pay for peer mentors in the college's Welcome Center. Peer Mentors helped students with onboarding services and triage, financial aid, and registration, were available at the off site satellite campuses, assisted with high school assessment, application workshops, and pre-orientation functions, were present at high school Educational Forums, as well as Super Saturday.

19. School Starter Kits:

EOPS received Equity funds to develop School Starter Kits that include essential school supplies. They include a binder, notebook, writing utensils, USB, stapler and information on resources specifically designed with their Foster Youth and/or undocumented student characteristics in mind. Students receive these starter kits at the time they meet the EOPS/Foster Youth Counselor for the first time to ensure they have an educational plan on file and are provided with an overview of the unique services available to them. The goal is to increase awareness of the services and resources available to Foster Youth and undocumented student populations via increased counselor to student contact and increased connectivity to a comprehensive student support program such as EOPS, TRIO, MESA or Fresh Success.



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	<p>20. The creation of Foster Youth Brochures and Know Your Rights Cards.</p> <p>Several important documents were developed, printed and distributed to students. These included the following: Foster Youth Brochure that includes specific information and resources for Foster Youth; “Know Your Rights” wallet cards to provide information and support to undocumented students</p> <p>21. Professional Learning/Training</p> <p>A 6-hour “AB540 Ally Training” professional learning opportunity was provided to 22 staff and faculty on campus that included a handbook on how to support undocumented students in higher education. This training increased awareness/understanding and developed capacity for how staff and faculty can support undocumented students.</p> <p>22. Gas Cards for Transportation Assistance</p> <p>Gas cards to support Foster Youth and Undocumented students were provided. These are only provided to students after meeting with their Counselor, having an updated Educational Plan and expressing “need” for transportation assistance.</p>
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- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

SSSP services and connection to categorical and Basic Skills programs are going well. BSI acceleration and follow up will increase completion. Supporting students in their first 30 units who are not served by other programs, and creating milestones and follow up for students in the 30-60 unit range is essential for improving outcomes. The College is developing a Guided Pathways framework. For Noncredit, hiring a full-time counselor to begin to provide comprehensive academic planning support for students was pivotal. Prior to her hire, support was provided but was not systematic or comprehensive.



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- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase retention of first time students.	Follow up with students not completing enrollment steps, Undecided, or academic progress or probation status.	Provide additional counseling and resource support for Categorical programs, and cohort students (Foster Youth, Vets, etc.) Develop programs for Athletes who are generally students of color.	Provide boot camps for skills/concept mastery. Provide accelerated courses and counseling support.



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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Acceleration in Math (integrated pre-algebra and algebra) has resulted in higher student success and achievement and has changed students' attitudes toward the subject areas in such significant ways that they now use their skills with confidence. Some have discovered aptitudes and are taking higher level courses. English has reworked its entire basis skills to transfer level program to build deeper levels of study at each level, thereby enabling students to place higher and succeed. The Department has created a comprehensive website for acceleration with instructional philosophy, pedagogy, lessons, student support and readings to support the program. Initial work using Multiple Measures is underway.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity,



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and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

G o a l	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Multiple Measures	Provide MM assessment in collaboration with high schools, assessment and Basic Skills.	Compare placement data for disproportionately impacted populations using MM.	Use multiple measures to place students in accelerated English and Math courses	<i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i>
Acceleration	Provide assessment assistance in collaboration with Basic Skills.	Provide TRIOS Math Acceleration Summer Bridge	Inaugurate comprehensive basic skills to transfer program in English; increase number of accelerated courses in Math	<i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i>
Guided Pathways	Help develop meta majors and counsel students regarding pathway choices.	Increase the use of CTC services, career and interest exploration, leading to better major/program choice and completion.	Pilot guided pathway in STEM	<i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i>



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<p>Improved identification of and support for students at-risk</p>	<p>Develop baseline online orientation and develop supplemental cohort-specific modules.</p> <p><i>Provide extended outreach including workshops, tools and resources</i></p> <p>Follow-up with students that have not completed enrollment steps as well as undecided students.</p>	<p>Counselors will cross train in CTE, Vets, FY, etc. by attending conferences outside their areas.</p> <p>Milestone recognition Interventions</p>	<p>Provide whole student basic skills counseling Interventions through Retention Specialist; milestones</p>	<p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p> <p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p>
<p>Professional Learning</p>	<p>Support conference and other training sessions focused on student outcomes.</p>	<p>Created release time for faculty to develop a “Culture of Equity” framework for faculty and staff.</p>	<p>Offer training in acceleration, student support, Reading Apprenticeship, and social/emotional learning</p>	<p><i>Access Retention Transfer ESL/Basic Skills Completion Degree & Certificate Completion Other:</i></p>

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Gavilan College will provide mechanisms for integration of matriculation, instruction and student support to accomplish student success goals. These efforts will take place in



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several ways.

1. The college is developing an Integrated Planning crosswalk across funding streams to assess goals, outcome achievement, duplication of funding and opportunities for collaboration. This crosswalk will continue to serve as a planning guide. Resources will be identified with the working groups.
2. Constituencies have the opportunity to participate on the equity committee and be part of an equity funding process and evaluation. The committee consists of voting members from all shared governance constituency groups on campus.
3. Communication will be sustained with Senate reports and the development of an Integrated planning website with links to each initiative's webpage.
4. Each of the initiatives will focus on IEPI indicators and goals as a common college outcome to meet.
5. The college is working on developing Guided Pathways which will be integrated support and instruction.
6. Explore fiscal resources to continue a greater level of integration

Student Equity and Categorical Programs

Student Equity has been inclusive of Categorical Programs. Categorical Programs have two voting representatives on the committee. A categorical program administrator also chairs the Equity Committee. Gavilan College acknowledges that categorical programs such as EOPS, MESA, and TRIO Student Support Services are some of the original equity oriented college programs and have made a strong commitment to expand on such best practices with the use of Equity funds.

1. A full time counselor with a focus on Foster Youth/Undocumented Student was hired. Half of the salary is covered by Equity and half by EOPS
2. A full time Veteran's counselor was hired as part of the Accessible Education Center (AEC). Half of the funds will be covered by Equity and half by the Accessible Education Center (AEC).
3. A full time program specialist position was supported for the TRIO and MESA programs. Equity is providing a quarter of the funding for the position
4. One time funds were allocated to purchase laptop computers for EOPS, Puente, TRIO and MESA.
5. One time funds were provided to develop a MESA Book Loan Library for high cost STEM textbooks.
6. One time funds have been used for additional book vouchers, transportation and other needs in categorical programs.

5. If your college has noncredit offerings, describe how you are including these offerings in



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moving students through to their goals, including post-secondary transitions and employment (250 words max)

The college offers Noncredit courses in ESL, immigrant education, high school equivalency preparation, and short term vocational. The Noncredit program has two counselors who conduct educational and career planning for students. One counselor focuses exclusively on Noncredit students who are incarcerated. Counselors support students in pursuing their academic and professional goals.

For students in community-based courses, they are supported in their transition to higher level college courses with special events, tours, and incentives. Instructors, counselors, and peer mentors encourage and inform students about the pathways to further training and education.

For High School Equivalency (HSE) students who instructors determine to be prepared, instructors and counselors provide support in scheduling an HSE examination. Students are also supported with a voucher to help them pay for examination costs.

For one of the short term vocational ESL programs in Small Business development, the college has partnered with a nonprofit that specializes in Entrepreneurial Development. The nonprofit organization is providing business counseling which includes credit and loan assistance. Students also have access to a reduced-cost facility for product development and manufacturing.

Currently, the Noncredit division has limited Short Term Vocational programs. As the college develops more programs, the Noncredit program will partner with the CTE division to provide job experience and placement support for students.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Professional learning opportunities made available by three funding streams have strengthened faculty partnerships. Creating an environment where faculty and staff are exposed to initiative themes is prerequisite for larger conversations related to programmatic shifts at college. Over last three years the following professional learning opportunities have been made available:

- BSI, SEP, SSSP Conferences
- Campus Fall semester Convocation targeted keynotes
- IEPI conferences
- Retreats
- California Community College Success Network (3CSN) retreats



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- Guided Pathway Trainings and Workgroups.
- Academic Senate Conference attendance
- ATIXA training

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

We will target those students who have not made progress and provide interventions for them. Utilizing our GavData milestone tool, we will initiate a system for recognizing students at important junctures in their academic careers, emphasizing the transitions from first to second semester and first to second year. Early Alert/Connect will be reinstated for Basic Skills students. We will also explore developing Second Year Experience online tools through Innovative Educators and targeted online resources for special populations.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Not applicable. Gavilan College is a single college district.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:
11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help



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you to accomplish your goals for student success and the closing of achievement gaps?

A statewide database, standardized goals for success, and statewide milestones would be of help.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Kathleen Moberg
Title Vice President, Student Services
Email Address kmoberg@gavilan.edu
Phone (408)848-4732

Alternate Point of Contact:

Name Peter Wruck, Ph.D.
Title Director, Institutional Research
Email Address pwruck@gavilan.edu
Phone (408)848-4852



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Part III – Approval and Signature Page

College: GavilanCollege

District: GavilanJointCommunityCollege

Board of Trustees Approval Date: 12/12/2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

krose@gavilan.edu

Chancellor/President	Date	Email Address
		fharris@gavilan.edu
Chief Business Officer	Date	Email Address
		mbresso@gavilan.edu
Chief Instructional Officer	Date	Email Address
		kmoberg@gavilan.edu
Chief Student Services Officer	Date	Email Address
		ndequin@gavilan.edu
President, Academic Senate	Date	Email Address

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$30,350	\$83,841	\$452,924	\$490,437	\$7,928	\$102,155	
2000	Classified and Other Nonacademic Salaries	\$37,090	\$188,468	\$295,754	\$563,756	\$47,516		
3000	Employee Benefits	\$21,046	\$120,304	\$346,786	\$486,418	\$23,806	\$55,805	
4000	Supplies & Materials		\$6,600	\$18,500	\$18,617	\$2,340		
5000	Other Operating Expenses and Services		\$132,029	\$90,142	\$93,676	\$18,200		
6000	Capital Outlay		\$920	\$5,000				
7000	Other Outgo	\$10,514						
	Program Totals	\$99,000	\$532,162	\$1,209,106	\$1,652,904	\$99,790	\$157,960	
					Match		Match	
		BSI, SE, & SSSP Budget Total						\$1,940,058