GAVILAN ✦ COLLEGE

2013 EDUCATIONAL MASTER PLAN

Gavilan Joint Community College District
5055 Santa Teresa Boulevard
Gilroy, CA 95020
www.gavilan.edu

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
2013 EDUCATIONAL MASTER PLAN

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2013 EDUCATIONAL MASTER PLAN
EXECUTIVE SUMMARY

This document serves as a refreshed version of the 2007 Educational Master Plan (EMP). The focus of the plan are in five key areas:

1. Meeting the state instructional focus of Career Technical Education, Transfer and Basic Skills programs.
2. Implementing that student success agenda (as defined locally by the Senate and the Learning Council, as well as new state legislation).
3. Expansion of off-site locations.
4. Institutionalization of grant projects.
5. Commitment to a personalized learning model.

This document is organized in the following manner:

- Introduction and Organizational Structure
- Methodology
- Background Research and Data Collection with Analysis
- A Vision for the Future
- Goals and Strategies

The Educational Master Plan is a reflection of the on-going work of the strategic planning committee, which operates as a subcommittee of President's Council. The strategic plan is updated annually, and reflects a planning horizon of five years. The refreshed EMP will provide a basis for our integrated planning model and will aid in the development of specific goals and strategies to address each focus area.

The overarching vision going forward is that Gavilan College will be a leader in Student Success. Outreach and retention activities will attract and retain students and staff members that reflect the diversity of the communities the college serves. Instruction and student services will work in partnership, sharing the goal of helping all students achieve educational excellence in transfer, completion, and career-technical programs of study. Appropriate technology will be used to enhance instructional programs and support services. Community and contract education will be responsive to the needs of residents, business, and industry. Noncredit instruction will meet the needs of pre-collegiate learners, in close coordination with the credit program, and serves as a bridge to credit instruction.

Gavilan College will continue to increase its accessibility to the communities it serves through the expansion of educational centers. All college facilities will be well maintained and equipped to serve staff and students. The Gilroy campus will be noted for its park-like setting and facilities that attract the community for private and public events.

As the college continually evaluates and improves its programs and services, operations will become more efficient, producing higher quality service. Leadership values and skills will be demonstrated at all levels, as authority, responsibility, and accountability are shared among all. Collaboration and integration of programs and functions will be encouraged, with cross-functional teams and task forces carrying out daily operations and planning wherever possible. The goals identified in the strategic planning process will be achieved through staff development and budget, personnel, and technology planning. Marketing and public relations will be geared to achieve optimal growth and development. All planning and activities will include outcome measures to assess success.

Purpose of the Educational Master Plan

The Gavilan College Educational Master Plan is the foundation for planning to meet the instructional and support service needs of Gavilan College. It provides the basis for Gavilan College's capital, facilities, technology, personnel and budget plans.

The Educational Master Plan is dynamic in nature. It is reviewed and updated every six years through a participatory process to incorporate emerging educational trends and the evolving needs of students and the district.

Objectives of the Educational Master Plan

- To create a vision for future educational program offerings.
- To keep pace with and anticipate the changing needs of the students and communities served by the college.
- To encourage consideration of alternative strategies for delivering instruction.
- To provide guidance for creating a balanced curriculum.
- To serve as a foundation for other planning documents that support the anticipated courses, programs and services of the college for the next decade, and to assure that the plan is flexible enough to accommodate changes in instructional methodology, technology, and delivery systems.
- To serve as a decision-making tool and reference for the future.
- To link the college vision and mission to the planning process.

Background

Gavilan College was established in 1919 as San Benito Junior College. It operated under this title until 1963, when a new community college district was drawn that included both San Benito and southern Santa Clara Counties. Successful passage of a local bond in 1966 provided the needed funds to construct a campus at Santa Teresa Boulevard and Castro Valley Road in Gilroy, California. Voters approved a second facilities improvement bond in March 2004, to renovate the existing facilities, and acquire property for future sites in Coyote Valley and San Benito County.

The Gavilan Joint Community College District serves residents of the Gilroy Unified, Morgan Hill Unified, Aromas-San Juan Unified, and San Benito High School districts. It is comprised of approximately 2,700 square miles in southern Santa Clara County and most of San Benito County.

The main campus in Gilroy rests against the foothills that form the western boundary of the Santa Clara Valley. Master-planned to accommodate an enrollment of 5,000 students, the campus rests on a 150-acre site that has been carefully planned to take advantage of the beautiful, natural and tranquil setting. In the spring of 1997,

the Gavilan District Board of Trustees approved the creation of instructional sites in Hollister and Morgan Hill to augment curricular offerings at the main (Gilroy) campus. These two sites are integral to providing students from all parts of the district access to a college education. Future development of full-service campuses at the northern and southern ends of the district will expand this access.

Gavilan College offers a two-year lower division college program that prepares students for transfer to a four-year college or university. The college also offers a variety of one- and two-year technical, occupational and pre-professional courses of study that lead to employment. As of October, 2012, students can choose among 65 associate degree programs and 59 certificate and career programs. Gavilan College currently enrolls approximately 6,000 students each semester.

Organizational Structure

A seven-member Board of Trustees governs the Gavilan Community College District. Voters within the district elect Trustees to four-year terms. Board meetings are held monthly and are open to the public.

The college operates under the direction and oversight of the college president, who oversees three vice presidents carrying responsibility for administrative, instructional, and student services. Deans and Associate Deans provide direct oversight related to these services.

The following guiding documents provide the foundation for the campus culture of continuous improvement and student success services provided by the district:

Mission Statement
Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services to prepare students for success in a dynamic and multicultural world.

Purpose of the College
Gavilan College provides the educational opportunities that help community members attain job skills, new careers, post-secondary education, and lifelong enrichment. The college environment promotes student success through a wide range of services that strengthen and augment the learning experience.

Principles of Community
As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect.

The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness.

Gavilan College aspires to be...
- **Diverse:** We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.
- **Open**: We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.
- **Purposeful:** We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.
- **Just:** We are committed to respect for individual dignity and equitable access to resources, recognition and security.

These Principles of Community, reflected in Board Policy 2715, guide the institution's actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. Behavior that is in conflict with the principles will be subject to administrative review. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals.

Philosophy of the College
Gavilan College is committed to educational excellence. The college aspires to be an exemplary, student-centered community college through leadership, planning, and a commitment to ongoing improvement. Its services and programs are designed to instill the values of critical thinking, life-long learning, cultural understanding, and community service. Gavilan's quality of service to students is closely bound to the quality of the college staff.

The college strives to accomplish its mission with creativity and innovation and with a proactive, accessible and sensitive presence in the diverse communities it serves. The college is dedicated to fulfill its mission with compassion, caring and understanding and holds in high regard the respect and worth of all individuals.

Visionary Educational Goals of the College

To be known for educational excellence, Gavilan College will:
- Offer quality accessible transfer, career technical education and public service programs that can be completed in a timely manner and are supported by responsive student services.
- Promote continuing education for faculty, staff and students.
- Provide students the resources to realize their potential.
- Provide quality basic skills programs and services to support students' educational goals.
- Attract, recruit and retain a diverse staff and student body representative of the communities served by the college.
- Continue to respond to the legislative changes and student success agenda set through the Chancellor's Office.

To increase accessibility, Gavilan College will:
- Meet the needs of working adults and other non-traditional students through flexible scheduling and distance education.
- Make facilities available for community use.
- Provide opportunities for life-long learning
- Develop Educational Centers at the northern and southern ends of the district to serve local communities.
- Enhance the cultural and intellectual growth of the community through arts and lecture programs.
- Offer community education and summer youth programs.

To lead in the application of appropriate educational technology, the college will:
- Develop the community, instructional and institutional potential of Gavilan College distance education.
- Promote digital literacy and access.
- Establish and maintain efficient campus telecommunications and data processing services to support research and development.
- Use innovative technological facilities, resources, and ideas to enhance student learning.

To demonstrate involved and responsive community leadership, the college will:
- Support the economic development of the community through business and industry partnerships in education.
- Offer training programs that develop students' knowledge, skills and problem-solving abilities.
- Encourage community members to participate in the college's growth and development through the Educational Foundation, Advisory Committees and other collaborative opportunities.

To encourage innovative instruction, the college will:
- Develop interdisciplinary courses and programs that help students recognize connections between disciplines.
- Create college/community partnerships that offer students opportunities to investigate and conduct research within their communities.
- Encourage pursuit of innovative teaching and learning methodologies to improve student learning.
- Develop resources to support campus programs through grants and the Gavilan College Educational Foundation.
- Support the professional and leadership development of all campus stakeholders.
- Continue to apply for federal and state grants to support instructional innovation.

To promote a harmonious learning and working environment, the college will:
- Project the joy of learning, teaching and working at a small dynamic college.
- Collaborate and cooperate for the common good in decision-making and planning.
- Recognize the value of students, staff, and community through events, awards, and college-wide programs.

CHAPTER 2
METHODOLOGY

The Planning Process

The Gavilan College Educational Master Plan (EMP) was first prepared in year 2000, and was updated in 2007 to reflect an extensive internal and external demographic analysis. Many of the original plan's initiatives have been completed, especially those pertaining to expansion efforts in Hollister and Morgan Hill. Each subsequent revision of the Educational Mater Plan included initiatives from the Technology Plan, the Facilities Master Plan and the Strategic Plan. The 2013 Educational Master Plan updates and revitalizes earlier versions and builds on the college's integrated planning documents.

The Educational Master Plan sets the long-term overall academic direction for Gavilan College. Since 2007, the college has grown and responded to the state budget scenarios, the economic down turn, the beginnings of the economic recovery, and the student success initiatives. As a result the critical planning documents used by the district to forecast the future have been modified as well. The other planning documents: Strategic Plan, Facilities Master Plan and Technology Plan, are revised annually to reflect current perspectives of faculty, staff, administration and the Board of Trustees. The Educational Master Plan articulates a vision for the future as well as the college's educational goals and values. It provides direction for the college and drives the development of program plans to implement the initiatives and outcome measures to assess success. The 2013 Educational Master Plan is centered on five central themes:

1. Meeting the state instructional focus of Career Technical Education, Transfer and Basic Skills programs.
2. Implementing the student success agenda (as defined locally by the Senate and the Learning Council, as well as new state legislation).
3. Expansion of off-site locations.
4. Institutionalization of grant projects.
5. Commitment to a personalized learning model.

Descriptions of each theme will be described in chapter 4, A Vision for the Future.

The Gavilan College Educational Master Plan is the foundation for other key college plans. It was developed initially to complement and fulfill the guidelines established by the California Community College Chancellor's office. The 2013 Educational Master Plan for Gavilan College will build upon the lessons learned from previous EMPs, and continue to forecast the future direction of the college.

The collaborative planning process for the 2013 EMP focused on future trends, needs, and sensitivities influencing the long-range development of the college. A group was formed of representatives from all stakeholder groups, who met several

times in 2010 and 2011 to review the previous EMPs and determine the focus of the 2013 plan.

Therefore, this document:
- is founded on the participation of students, faculty, administration, and classified staff members.
- encourages linkage between the educational program and student service needs and projects the college's planning and policy needs to support these linked systems.
- complements and promotes wide participation in the process of determining the future direction of the college through town hall forums, department and division meetings, shared governance groups and the Learning Council.
- continues the development of a plan for full campuses in San Benito County and Coyote Valley.

The planning process began with a review of both the internal and external environments of the college. Trends representing possible opportunities and/or threats for Gavilan College were identified and addressed through plans for future instructional program and support services for students. The process further included an analysis of data relative to student enrollment and other efficiency measures of the college.   The final Educational Master Plan unites the trends, analysis, and concepts articulated through the planning process, and the conclusions drawn for analysis of data and background information resulted in the five theme areas for the refreshed report.

All college units were given the opportunity to present their specific needs, goals and objectives by way of an open ended unique questionnaire that was distributed college-wide. Four of the five themes for the Educational Master Plan were generated in this manner. The three questions were the following:

1. What is the story about Gavilan that you most often hear yourself telling?
2. What is the story you keep telling about the needs of the communities we serve?
3. Aside from the State's goals for community colleges, what do you think should be Gavilan's three primary educational goals for the future?

In addition, focus groups met during the spring 2012 semester to talk about the themes that were developed from the questionnaire. The fifth theme, commitment to a personalized learning model, came from this effort. The themes were developed in consideration of the annual program planning process and the results of program review. The extent to which the 2013 Educational Master Plan provides a sense of vision and a guide for multi-year planning is a tribute to, and the result of, the contributions of many individuals and groups.

Planning Activities Utilized

The development of the educational master plan included the following activities:
- A review of the history and evolution of the college.
- An environmental assessment ("environmental scan") to consider the present and anticipated impacts both on the college and within the Gavilan service area.
- The development of a "vision for the future" via qualitative and quantitative analysis, focusing on creating educational programs and services for the future that will meet the needs of the existing student population as well as the projected population that is expected to reside within the College's service area.
- A review to assure that access and overall success of under-prepared and under-represented groups within the community were considered in the planning process.

As part of the planning process, the following individuals and groups reviewed current educational programs and support services at the college. Most of their involvement in planning activities occurred through development of the strategic plan. They reviewed a draft of the 2013 Educational Master Plan prior to for the report's general distribution.

- Members of the Board of Trustees
- District administrators
- Division deans and directors
- Department chairpersons
- Faculty
- Student Services staff
- Facilities and Maintenance staff
- Students
- Instructional Services Staff

CHAPTER 3
BACKGROUND RESEARCH AND DATA COLLECTION

Overview

This chapter includes an external and internal scan, which can provide a context for the Master Planning goals. The following sections highlight some of the important characteristics of the Gavilan College service area and student population.

1. Service Area population and projections
2. Student enrollment
3. Student profile
4. Student outcomes
5. Support program matrix

Reviewing the data, several trends were indentified that can affect the goals of the educational master plan:

External

- **The service area continues to have economic difficulties as the result of the 2008 economic downturn**. The unemployment rate for the service area continues to be high. For example, the unemployment rate in San Benito County for the past three years averaged 15.7% (2009-11).   All three major areas of Gavilan College's service area, Morgan Hill, Gilroy, and San Benito County, had a June 12 unemployment rate considerably over the state and national averages. Foreclosure rates for the service area remain high and well above state and national averages.

- **The service area population is growing at a much slower rate than the previous decade.** For example, from the 1999-2002, the San Benito County population was increasing on average over 1.53%. More recently, (2005-2010), the rate was either negative or below .5%. A similar pattern can be seen in the other major areas of Gavilan's district, Gilroy and Morgan Hill.

- **The service area continues to increase its population of non-white individuals.**

- **Several job categories are projected to have double digit growth**

- **Student migration to other area community colleges has been beneath the average for the past five years.** The percentage of district area residents who attended other area and state community colleges has averaged 33.8% over the past five years. The previous five years the average leakage rates to other colleges was 37.6%.

- **Since the last Educational Master Plan, overall funding for the California Community Colleges has been reduced.**

<u>**Internal**</u>
- **Student enrollment has increased dramatically over the past eight years but has recently moderated.** To illustrate, academic year enrollment increased almost 60% from 2004/05 to 2011/12. Since 09/10 through 11/12, however, enrollment has dropped nearly 17% off highs. These enrollment trends correspond with the changes in the service area economy.

- **The proportion of students who are non-white has increased.** For example, the proportion of students who self-reported they were white dropped 22% from the 05/06 through the 11/12 academic years. In contrast, the proportion of Hispanic students from 2000/01 to 2011/12 increased nearly 32%. These demographic changes reflect shifts in the service area over the same period. A full analysis of the student demographic can be found in the current Gavilan College Fact book.

- **Student completion rate within three years has been dropping.** The completion rate is the proportion of new full-time degree-seeking students who attained a degree or certificate, transferred, or became "transfer-prepared". For example, the completion rate within three years for the Fall 01 to the Fall 07 cohorts dropped 63%.

- **The college offers a wide range of support programs, many of which are supported by grant funding**. The college has obtained a series of substantial grants, including three Title V and two STEM grants. These funds have catalyzed the development of a series of intervention efforts. These intervention efforts have served a substantial number of students. Of the 18 support program offered to students, 44% are funded primarily through non-categorical grant funds.

The following charts provide the substantiation for these trends and context for the thematic areas identified in the 2013 Educational Master Plan.
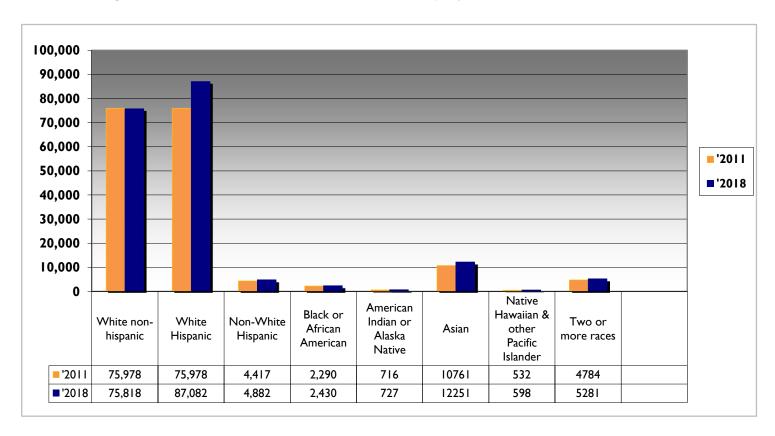
SERVICE AREA POPULATION AND PROJECTIONS

Table 1: Gavilan College - service area, population and projected change

Area	2011 Population	2018 Population	Change	% Change
Gavilan Area	178,399	189,070	10,671	6%
California	37,801,004	39,054,116	1,253,112	3%
United States	312,816,057	322,778,331	9,962,274	3%
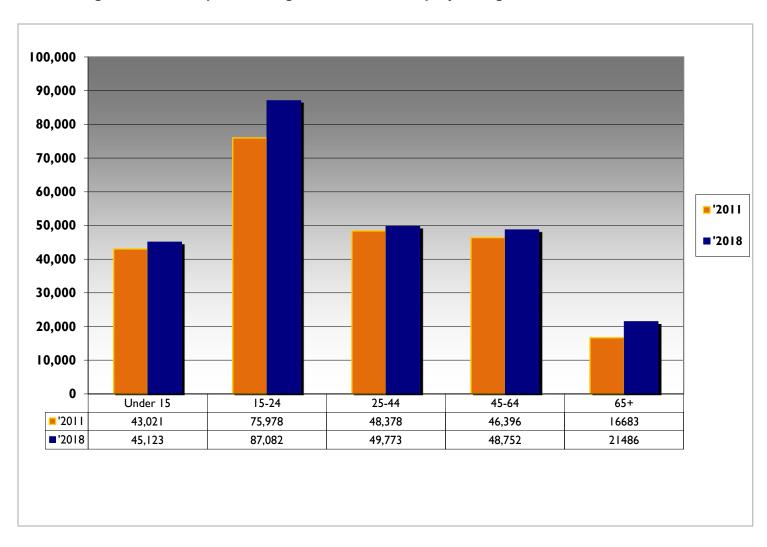
(Data obtained by report generated by the Centers of Excellence, 2011)

Diagram 1: Service Area - ethnic distribution and projection

	White non-hispanic	White Hispanic	Non-White Hispanic	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian & other Pacific Islander	Two or more races	
'2011	75,978	75,978	4,417	2,290	716	10761	532	4784	
'2018	75,818	87,082	4,882	2,430	727	12251	598	5281	

Note: *White-Hispanic is a definition used by the United States Census Bureau. Hispanic or Latino people are those who report origins in Spain or Hispanic Latin America and they may be of any race. Thus, each race, including White American, comprises individuals who are Hispanic or Latino and individuals who are not Hispanic or Latino (Data obtained by report generated by the Centers of Excellence, 2011)*

Diagram 2: Area Population - age distribution, and projected growth

	Under 15	15-24	25-44	45-64	65+
'2011	43,021	75,978	48,378	46,396	16683
'2018	45,123	87,082	49,773	48,752	21486

(Data obtained by report generated by the Centers of Excellence, 2011)

Diagram 3: Top Occupation Location Quotients - area industries and projected growth

SOC Code	Description	2009 Jobs	2015 Jobs	% Change	2009 LQ	2015 LQ	% Change LQ	Median Hourly Earnings
51-9141	Semiconductor processors	105	95	-10%	6.13	6.19	1%	$16.99
51-7011	Cabinetmakers and bench carpenters	304	477	57%	5.64	7.87	40%	$14.09
51-9192	Cleaning, washing, and metal pickling equipment operators and tenders	39	44	13%	4.38	4.95	13%	$11.99
47-2081	Drywall and ceiling tile installers	284	347	22%	4.35	4.51	4%	$21.53
45-1099	Supervisors, farming, fishing, forestry workers	109	125	15%	4.19	4.59	10%	$14.55
47-2082	Tapers	101	121	20%	3.79	3.88	2%	$24.88
51-2023	Electromechanical equipment	101	85	-16%	3.76	3.36	-11%	$15.10
51-7099	Woodworkers, all other	25	32	28%	3.46	4.27	23%	$10.98
17-3024	Electro-mechanical technicians	27	23	-15%	3.25	2.76	-15%	$26.18
45-2041	Graders and sorters, agricultural	65	81	25%	3.15	3.71	18%	$8.86
45-4011	Forest and conservation workers	18	25	39%	3.06	3.91	28%	$9.80
51-4012	Numerical tool and process control programmers	22	21	-5%	2.97	3.13	5%	$24.19
51-3093	Food cooking machine operators and tenders	52	64	23%	2.80	3.25	16%	$12.47
51-9196	Paper goods machine setters, operators,	121	116	-4%	2.73	3.03	11%	$17.61
49-3092	Recreational vehicle service	18	21	17%	2.69	2.80	4%	$17.79
47-2161	Plasterers and stucco masons	55	64	16%	2.63	2.62	0%	$21.37
39-2011	Animal	127	142	12%	2.58	2.87	11%	$15.45
47-2171	Reinforcing iron and rebar workers	31	32	3%	2.55	2.25	-12%	$22.25
51-7042	Woodworking machine setters, operators,	85	117	38%	2.43	3.11	28%	$13.18
17-3012	Electrical and electronics drafters	41	40	-2%	2.41	2.20	-9%	$28.33
51-9012	Separating, filtering, clarifying, precipitating, and still machine setters, operators, and tenders	47	61	30%	2.40	2.91	21%	$17.08
51-9199	Production workers, all other	266	324	22%	2.36	2.77	17%	$12.67
51-9111	Packaging and filling machine operators and tenders	359	421	17%	2.36	2.73	16%	$9.68
41-4011	Sales representatives, wholesale and manufacturing, technical and	550	685	25%	2.30	2.61	13%	$41.68
51-7032	Patternmakers, wood	<10	<10	--	--	--	--	--
13-1021	Purchasing agents and buyers, farm products	18	21	17%	2.16	2.43	13%	$44.73
37-3013	Tree trimmers and pruners	118	138	17%	2.16	1.92	-11%	$12.38
47-2051	Cement masons and concrete finishers	184	225	22%	2.16	2.27	5%	$21.53
43-5111	Weighers, measurers, checkers, and samplers, recordkeeping	70	68	-3%	2.15	2.18	1%	$10.82
43-6013	Medical secretaries	557	630	13%	2.13	2.02	-5%	$16.01

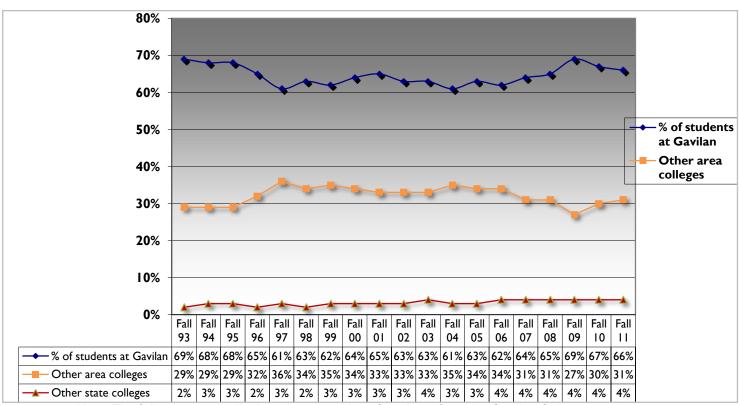Location quotients provide information on local occupations based on their degree of concentration (importance) in the identified study area, and whether or not the concentration is projected to grow. A location quotient greater than 1 implies that the occupation employs more people per capita than the statewide average. (The above figure and chart were pulled from a reported generated from the Center of Excellence, 2010).

Diagram 4: Area Occupations - projected growth 2007-2013

Description	2007 Jobs	2013 Jobs	Growth	% Growth	2007 Median Hourly Earnings
Management, business, and financial occupations	9,854	10,829	976	10%	$37.06
Professional and related occupations	10,215	11,390	1,175	12%	$31.41
Service occupations	11,537	12,671	1,135	10%	$11.63
Sales and related occupations	11,327	13,190	1,863	16%	$19.79
Office and administrative support occupations	8,466	9,276	810	10%	$16.83
Farming, fishing, and forestry occupations	1,809	1,819	10	1%	$10.15
Construction and extraction occupations	5,941	6,793	852	14%	$26.71
Installation, maintenance, and repair occupations	2,232	2,572	341	15%	$22.16
Production occupations	4,452	5,383	931	21%	$17.42
Transportation and material moving occupations	4,325	4,854	529	12%	$14.93
Military occupations	298	280	-18	-6%	$11.37
	70,455	79,058	8,604	12%	

Source: EMSI Complete Employment - Spring 2008 Release v. 2
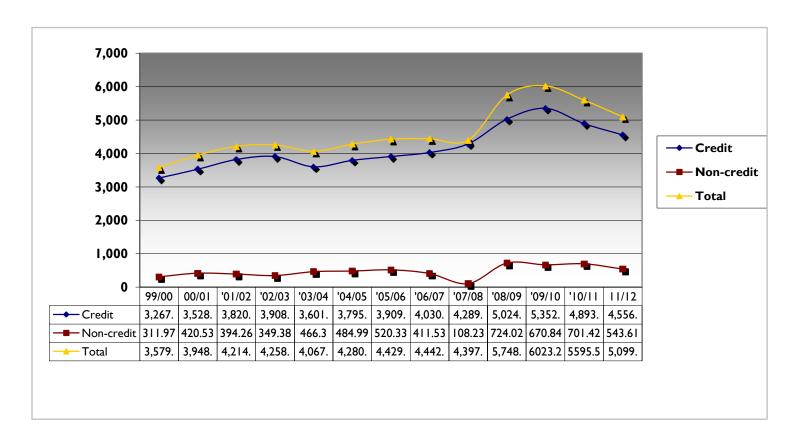
Diagram 5: Service Area Leakage

	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
% of students at Gavilan	69%	68%	68%	65%	61%	63%	62%	64%	65%	63%	63%	61%	63%	62%	64%	65%	69%	67%	66%
Other area colleges	29%	29%	29%	32%	36%	34%	35%	34%	33%	33%	33%	35%	34%	34%	31%	31%	27%	30%	31%
Other state colleges	2%	3%	3%	2%	3%	2%	3%	3%	3%	3%	4%	3%	3%	4%	4%	4%	4%	4%	4%

Note: The following graph displays the proportion of students from the Gavilan College service area who attend Gavilan and other community colleges.
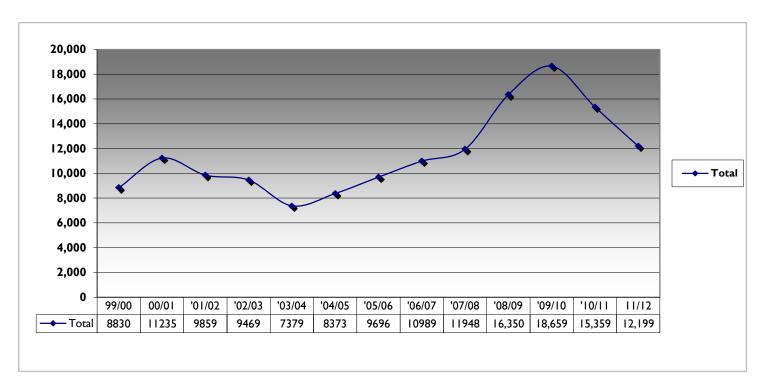
ENROLLMENT TRENDS

Diagram 6: Full time equivalent students over time

	99/00	00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09	'09/10	'10/11	11/12
Credit	3,267.	3,528.	3,820.	3,908.	3,601.	3,795.	3,909.	4,030.	4,289.	5,024.	5,352.	4,893.	4,556.
Non-credit	311.97	420.53	394.26	349.38	466.3	484.99	520.33	411.53	108.23	724.02	670.84	701.42	543.61
Total	3,579.	3,948.	4,214.	4,258.	4,067.	4,280.	4,429.	4,442.	4,397.	5,748.	6023.2	5595.5	5,099.
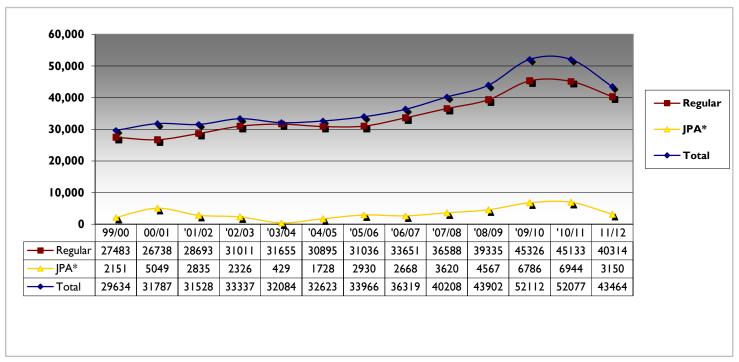
Note: *FTES is calculated by summing the "Total Hours" in all the enrollment records during the time period, then dividing by 525.*

Diagram 7: Total students (headcount) over time

	99/00	00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09	'09/10	'10/11	11/12
Total	8830	11235	9859	9469	7379	8373	9696	10989	11948	16,350	18,659	15,359	12,199

Note: *Headcount is the number of students enrolled. Each student who comes in the door counts as one, regardless of the number of units in which that student is enrolled.*

Diagram 8: Student enrollment over time

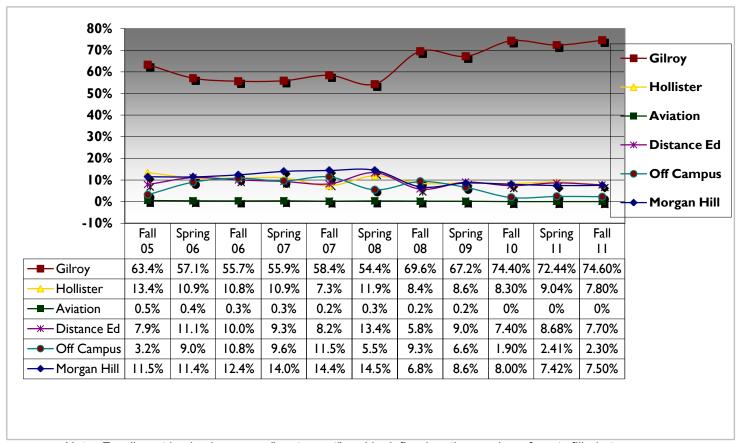|	99/00	00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09	'09/10	'10/11	11/12
Regular	27483	26738	28693	31011	31655	30895	31036	33651	36588	39335	45326	45133	40314
JPA*	2151	5049	2835	2326	429	1728	2930	2668	3620	4567	6786	6944	3150
Total	29634	31787	31528	33337	32084	32623	33966	36319	40208	43902	52112	52077	43464

Note: *Enrollment is also known as "seat count" and is defined as the number of seats filled at an institution. For each course, enrollment is counted separately. So, a student who is taking 4 courses one term would be counted four times.*

* JPA are Police and Fire Academy students.

Diagram 9: Student enrollment by location over time

	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 10	Spring 11	Fall 11
Gilroy	63.4%	57.1%	55.7%	55.9%	58.4%	54.4%	69.6%	67.2%	74.40%	72.44%	74.60%
Hollister	13.4%	10.9%	10.8%	10.9%	7.3%	11.9%	8.4%	8.6%	8.30%	9.04%	7.80%
Aviation	0.5%	0.4%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0%	0%	0%
Distance Ed	7.9%	11.1%	10.0%	9.3%	8.2%	13.4%	5.8%	9.0%	7.40%	8.68%	7.70%
Off Campus	3.2%	9.0%	10.8%	9.6%	11.5%	5.5%	9.3%	6.6%	1.90%	2.41%	2.30%
Morgan Hill	11.5%	11.4%	12.4%	14.0%	14.4%	14.5%	6.8%	8.6%	8.00%	7.42%	7.50%

Note: *Enrollment is also known as "seat count" and is defined as the number of seats filled at an institution. For each course, enrollment is counted separately. So, a student who is taking 4 courses one term would be counted four times.*
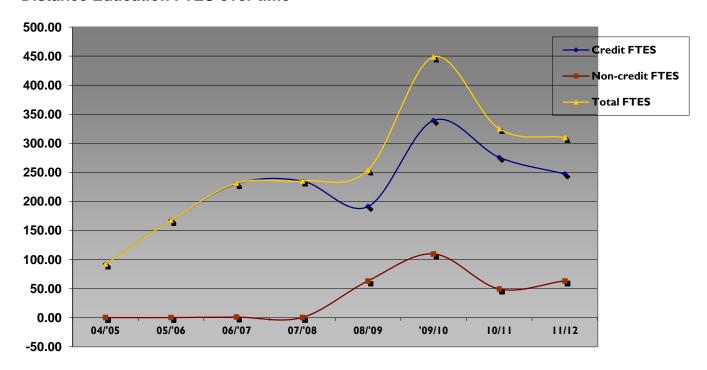
Distance Education FTES over time

Table 8: Student enrollment by major over time

Major Description	08/09	09/10	10/11	11/12
Accounting	168	147	165	180
Admin of Justice - Police Acad	1	3	21	37
Admin of Justice-Corrections	327	46	38	25
Admin of Justice-Law Enforce	4631	1833	951	750
Applied Design	2			
Art-General	94	82	84	100
Athletics	17	5	1	
Automotive Technology	4	1	1	
Aviation Maintenance Tech	20	22	47	44
Aviation Maintenance-Airframe	2	6	4	2
Aviation Maintenance-Powerplant		1	2	
Award Career Prep		1	3	5
Biological Science	101	149	208	234
Biotechnology		1	6	11
Business	245	375	595	765
Business - Computer Appl		2	8	8
Business - Medical Office	10	14	53	101
Business - Office Skills		5	27	52
Carpenter Apprentice	967	687	376	260
Child Development-Early Intervention		1	5	11
Child Develop-Educ Aid	10	6	3	3
Child Develop-Foster Care		5	18	16
Child Develop	269	219	338	427
Child Develop-School Age Child			2	7
Communication Studies	42	48	119	186
Computer Graphics and Design	37	38	42	52
Computer Networking		4	27	43
Computer Programming	5	11	30	97
Cosmetology	160	135	164	237
CSIS - Business Computer Appl		2	14	29
CSIS-Unix			1	6
CSU General Education		98	192	269
Digital		1	2	1
Digital Media	28	44	60	66
Digital Media Art and Imaging		13	68	103
Drafting Technology	5	6	2	1
Drywall-Lathing Apprentice		346	211	123
Economics	14	9	19	25
Education-General	17	6	6	3

English	4	2		
English as a Second Language	899	484	938	1123
Fine Arts	23	18	16	12
Fire Technology	95	83	5	37
Foreign Language	1			
General Studies	75	44	29	16
Health Science	78	155	367	463
Humanities	4	5	1	
Humanities and Arts	10	5	4	7
Humanities and ESL	2	4	4	4
Humanities-Social Science	21	10	2	
IGETC		61	54	63
Interpersonal Communications	10	9	3	
Journalism	4	4	5	13
JPA - Fire Technology	74	653	178	972
JPA - Law Enforcement	4	6973	6414	2359
JPA - Police Academy	1375	90	109	6
JPA - Sherrif's Academy		497	40	23
Kinesiology				75
Language Arts	31	97	38	15
Liberal Arts	3385	2533	1045	523
Liberal Arts - Admin Justice		3	20	28
Liberal Arts - Business		3	20	30
Liberal Arts - CSIS		3	3	11
Liberal Arts - Elem Education		23	53	82
Liberal Arts - Expressive Arts			8	15
Liberal Arts - Lang Arts-Hum		26	67	98
Liberal Arts - Multiple Subj		8	97	184
Liberal Arts - Natural Science		9	103	170
Liberal Arts - Social Science		30	318	472
Licensed Vocational Nursing	82	122	81	53
Life Science	58	26	5	6
Life skills	1			
Management	183	100	63	23
Marketing	9	10	5	1
Mathematics	22	22	42	50
Media Arts - Broadcast TV	3	5	13	28
Music-Commercial	16	10	4	11
Music-General	26	31	44	64
Nursing	41	20	19	70
Nursing Assistant-Home Health	9	3	2	1
Physical Sports Management Option			7	10
PE-Sports Medicine Option	10	17	57	67

Philosophy		1	3	5
Phys Science and Engr	1	23	55	72
Physical Education Option	28	25	33	39
Physics	38	15	8	7
Political Science	2			
Psychology	38	15	15	5
Real estate	5	4	1	1
Registered Nursing	526	566	914	1070
Secretarial Studies	32	18	11	6
Social Science	76	91	91	92
Social Science- Global Studies		1	7	15
Sociology	3	2	2	
Spanish	24	18	37	30
Special Education	142	127	115	104
Speech-Debate	3	1		
Theatre Arts	32	24	27	46
Theatre Arts - Technical Prod		1	3	8
Undeclared	10139	9272	6838	5532

Note: Majors" are based on the student self-reported Major or Emphasis.

STUDENT PROFILE

Table 9: Gender distribution by academic year

	'05/06	'06/07	'07/08	'08/09	'09/10	'10/11	'11/12
Female	52.20%	53.90%	52.70%	46.43%	40.70%	41.40%	45.33%
Male	47.50%	45.60%	47.10%	52.35%	57.80%	51.30%	53.09%
Unknown	0.20%	0.50%	0.20%	1.22%	1.50%	7.30%	1.57%
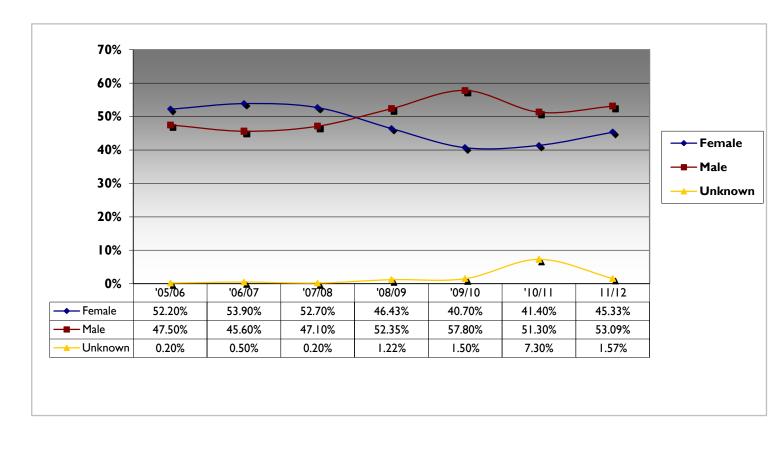
Table 10: Ethnic distribution by academic year (headcount)

	'05/06	'06/07	'07/08	'08/09	09/10	10/11	11/12
African-Am.	2.79%	3.36%	2.14%	3.08%	4.00%	3.60%	4.71%
Native-Am.	0.73%	0.72%	0.69%	0.69%	0.70%	0.70%	0.89%
Asian-Am.	4.14%	4.07%	4.03%	3.94%	4.50%	3.90%	3.97%
Filipino-Am.	2.24%	1.99%	1.72%	1.94%	2.00%	1.70%	1.82%
Hispanic-Am.	39.37%	39.09%	37.23%	38.01%	34.00%	34.90%	42.41%
Other	1.26%	1.07%	0.99%	1.04%	0.00%	0.00%	0.00%
Pac. Isldr-Am.	0.67%	0.62%	0.49%	0.57%	0.60%	0.50%	0.56%
Unknown	4.88%	7.50%	11.32%	13.45%	17.20%	22.30%	11.33%
White	43.93%	41.58%	41.40%	37.27%	37.00%	32.40%	34.32%
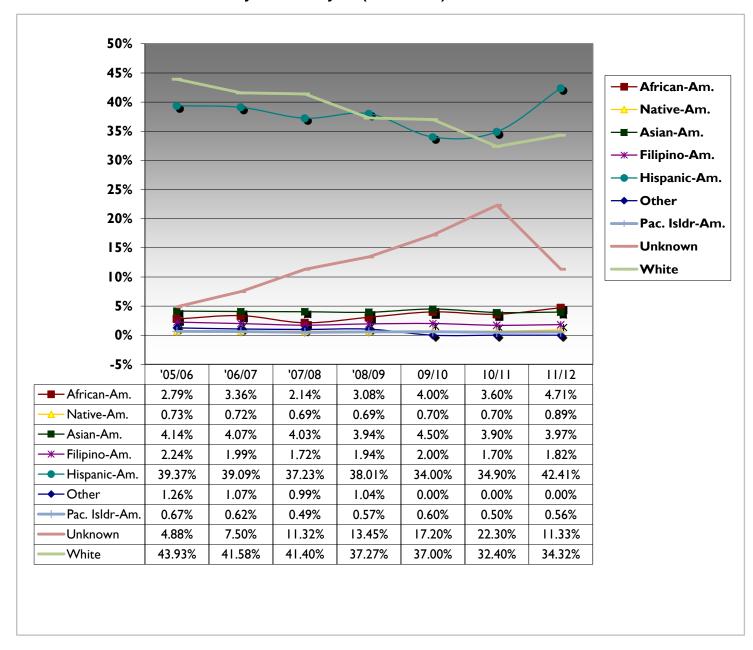
Table 11: Age distribution by academic year (headcount)

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
1 - < 18	3.86%	3.89%	3.93%	4.01%	2.94%	3.59%	4.63%
18 & 19	14.83%	13.80%	13.76%	11.55%	10.91%	11.78%	14.56%
20 to 24	21.60%	19.59%	18.58%	16.81%	14.64%	16.60%	21.46%
25 to 29	12.51%	12.43%	10.97%	11.52%	11.31%	10.51%	10.91%
30 to 34	9.82%	10.65%	9.72%	10.29%	11.54%	10.35%	10.01%
35 to 39	8.90%	9.69%	9.90%	11.55%	12.76%	11.39%	9.80%
40 to 49	15.71%	14.21%	15.96%	17.43%	20.54%	19.55%	16.89%
50 +	12.78%	15.73%	17.18%	16.64%	15.31%	16.19%	11.73%
Unknown	0.00%	0.01%	0.00%	0.20%	0.05%	0.05%	0.01%

Table 12: Student status over time

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
Continuing	52%	53%	50%	57.40%	61.00%	54.30%
New	34%	33%	37%	25.60%	24.20%	33.00%
Returning	13%	14%	12%	9.80%	9.60%	10.40%
Unknown/	2%	1%	1%	7.20%	5.20%	2.30%
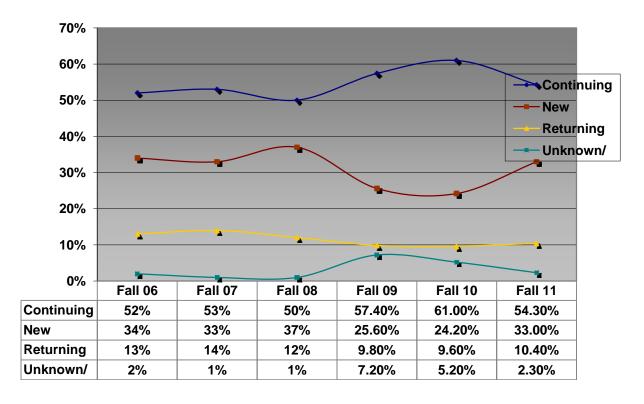
Table 2: Fall 11 Student Profile Snapshot

Fall 11	%
% Educational goal of degree and/or transfer	73.1%
Need for academic support[1]	59.8
Low Income[2]	24.4%
Mean age of students	27.5
% of new students	33.0%
% of Full-time students	36.7%
Total Number of students	**6,401**

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[1] Students who were identified as Basic Skills from assessment scores.
[2] Students who received an award which as one of the screening criteria was identified as "low income".

Diagram 13: Student success and retention rate over time

	'05/06	'06/07	'07/08	'08/09	'09/10	'10/11	11/12
Success	68.92%	69.49%	69.93%	70.45%	71.95%	72.02%	71.90%
Retention	83.98%	84.72%	85.07%	83.46%	87.36%	83.97%	86.00%
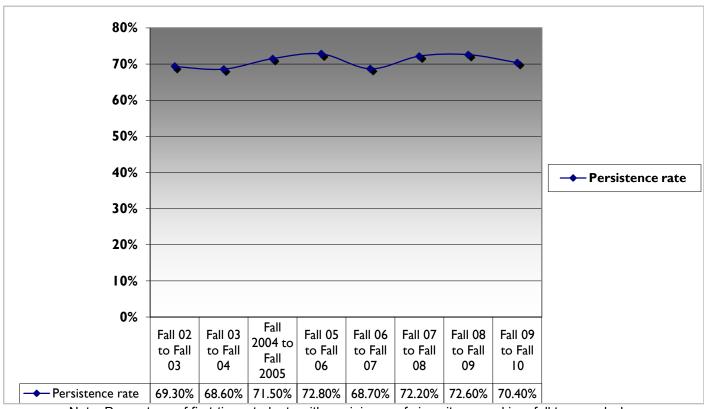
Success is defined as the proportion of students who either received a grade of C or above or credit.
Retention is defined as the proportion of students who receive a grade of any kind.

Diagram 14: Student persistence rates over time

	Fall 02 to Fall 03	Fall 03 to Fall 04	Fall 2004 to Fall 2005	Fall 05 to Fall 06	Fall 06 to Fall 07	Fall 07 to Fall 08	Fall 08 to Fall 09	Fall 09 to Fall 10
Persistence rate	69.30%	68.60%	71.50%	72.80%	68.70%	72.20%	72.60%	70.40%

Note: Percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system.
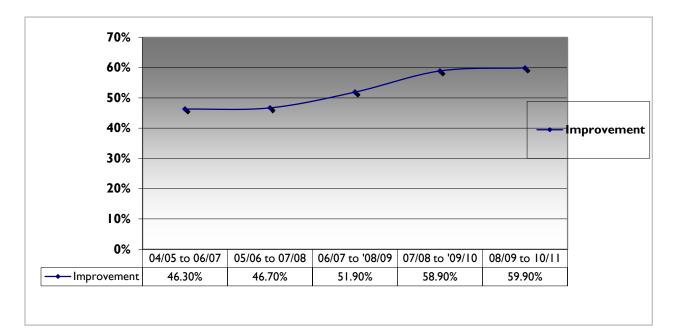
Diagram 15: Basic Skills - improvement over time

	04/05 to 06/07	05/06 to 07/08	06/07 to '08/09	07/08 to '09/10	08/09 to 10/11
Improvement	46.30%	46.70%	51.90%	58.90%	59.90%

Improvement rate: The proportion of Basic Skills students who completed at least one course at a level above the starting course with 3 years.
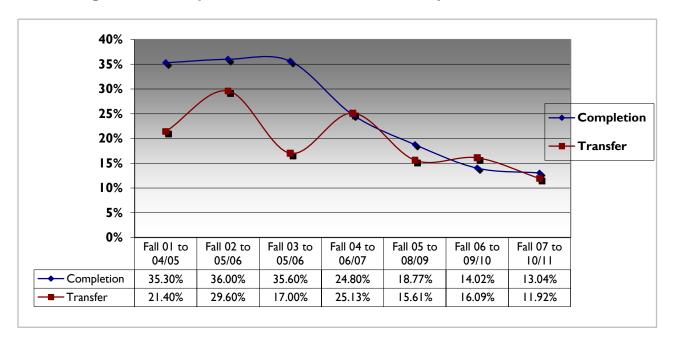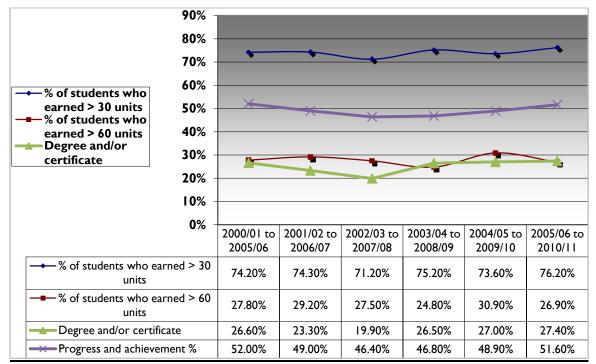
Diagram 16: Completion or transfer rate within 3 years

	Fall 01 to 04/05	Fall 02 to 05/06	Fall 03 to 05/06	Fall 04 to 06/07	Fall 05 to 08/09	Fall 06 to 09/10	Fall 07 to 10/11
Completion	35.30%	36.00%	35.60%	24.80%	18.77%	14.02%	13.04%
Transfer	21.40%	29.60%	17.00%	25.13%	15.61%	16.09%	11.92%

Completion is defined as the proportion of new full-time degree-seeking students who attained a certificate or degree, transferred or became 'transfer prepared' during a 3 year period. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer- prepared'.

Transfer is defined as the proportion of new full-time degree-seeking students who attended a College or University or became 'transfer-prepared' within 3 years.
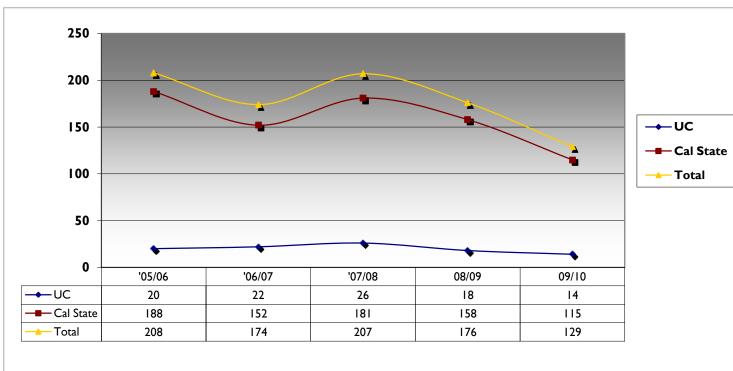
Diagram 17: Completion rate within 6 years

	2000/01 to 2005/06	2001/02 to 2006/07	2002/03 to 2007/08	2003/04 to 2008/09	2004/05 to 2009/10	2005/06 to 2010/11
% of students who earned > 30 units	74.20%	74.30%	71.20%	75.20%	73.60%	76.20%
% of students who earned > 60 units	27.80%	29.20%	27.50%	24.80%	30.90%	26.90%
Degree and/or certificate	26.60%	23.30%	19.90%	26.50%	27.00%	27.40%
Progress and achievement %	52.00%	49.00%	46.40%	46.80%	48.90%	51.60%

Degree and/or certificate rate is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and obtained a degree or certificate within 6 years.

Progress and achievement rate is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and received a degree, were transfer-ready, or showed as transferred within 6 years

Diagram 18: Transfers to University

	'05/06	'06/07	'07/08	08/09	09/10
UC	20	22	26	18	14
Cal State	188	152	181	158	115
Total	208	174	207	176	129

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PROGRAM MATRIX

Program	Service Description	Service Discipline(s)	Student Target	Primary Funding	Student served/yr
EOPS	Case management, counseling, workshops, book voucher, and lending library.	All areas	Low income students	Categorical	Approx. 400
CalWORKs	Case management, counseling, job placement experience.	All areas	TANF students	Categorical	Approx. 300
Natural Science Supplemental Instructions	Student led sessions aid students outside of class time.	Natural Sciences	All students	STEM grant	Approx. 575
English Supplemental Instruction	In class tutoring, counseling, and workshops	English	All students	Title V	Approx. 550
First Year Experience	Students take reading and writing together and have access to tutoring and counseling services.	English	First time Basic skills students	Basic Skills grant	Approx. 350
Puente	Combines writing, counseling and mentoring to support students to transfer.	English	Hispanic, transfer student	Endowment/general fund	Approx. 50
Math boot camp	Summer program that prepares students for Math courses	Math	All students	STEM	Approx. 250
Disability resource center	Academic and physical accommodations, academic career, personal and vocational counseling, learning skills assessment, specialized tutoring, academic support classes, vocational preparation and job placement, and accommodations.	All areas	Disability students and veterans	Categorical	Approx. 900
Student success center	Referrals, counseling, workshops.	All areas	ESL, Basic skills, new students	Title V	Approx. 500
TRIO	Academic counseling, cultural and social activities, and university visits.	All areas	First generations, low income, disabled	Categorical	160
MESA	Study center	STEM	First generations, low income, STEM majors	MESA Grant	Approx. 250
Tutoring	Tutoring offered	All areas	All students	General fund	Approx.
Writing center	Support for students and their writing assignment, poetry, short stories, and business letters and resumes. Special events and workshops.	English	All students	General fund	Approx.
Math lab	Provides Math tutoring	Math	All students	General fund	Approx.

Service Learning	Community placement paired with classroom instruction incorporating experiences.	Social Science, English, Fine Arts	All students	Grant	Approx. 500
Acceleration	Combined reading and writing course that allow students to skip a Basic skills level	English	Basic skills students	Title V	Approx. 160
Early Alert	Provides notice and counseling to students who are at risk of failing.	All subjects	Students at risk of failing	Title V	Approx. 280
Counseling	Provides academic counseling	All subjects	All students	General fund	Approx.

CHAPTER 4
A VISION FOR THE FUTURE

As discussed in the previous section, some important factors are affecting the future of the educational direction of Gavilan College. After the review of these factors, the college will work towards achieving the following goals:

There are several factors that will influence the college's achievement of these goals over the course of the next five to twenty years. These external and internal factors have resulted in the formation of the five goals that will be discussed in detail in the following section. These impacts will come from local, state, and federal levels and will chart the core direction of the college, our activities and our growth.

Achievement and completion are central across many of the goals to be accomplished. So is ensuring that students are building the foundational skills that result in success in college. Expanding access will be important as well as ensuring that students transfer to attain the skills necessary to build the economy of the region and state while personally positioning students to have fulfilling and successful lives.

Educational Centers

One effort that will be affected by both local and external factors is the development two educational centers -- one in Coyote Valley and another in San Benito County. The college will work over the course of the next twenty years to grow the two educational centers into fully accredited colleges.

Addressing the coordination and development of the educational centers will require high level educational administration and appropriate support personnel. This will impact the college's organizational structure. Site development will be coordinated with the State and integrated into Gavilan College's facilities educational master planning processes.

Developing appropriate educational programs that are supported by employment outlook data and linked to area business and industry will be required. As educational programs and direction are developed, all core areas of the State focus will need to be addressed - Transfer curriculum, Basic Skills Education, and Career/Technical Education programs.

Shifting Core State Focus

Research suggests the state's community colleges are not, and have not been, producing the numbers of graduates California will need, nor the mix of skills that the state's evolving economy will require. The problem has been exacerbated by the current funding crisis. Repeated budget cuts have translated into a reduction in courses and class sections, growing class waiting lists and increased class sizes,

even as funding formulas encourage colleges to take every student who signs up. Some get discouraged and drop out. Many students are turned away. California's fiscal reality means that the state will operate in an environment of scarcity and must invest limited education dollars wisely. For community colleges and for students, the state must build its strategy around increasing the number of students who:

- Make progress in the basic skills they need to do college-level work or for personal development;
- Learn the career technical skills they need to improve their employment opportunities; and,
- Successfully complete the requirements for transferring to four-year institutions for undergraduate degrees.

Basic Skills
Gavilan must ensure that basic skills development is a major focus and is adequately supported as a core activity of the college's educational programs and offerings. The college will need to invest in activities to identify best practices in the classroom and focus on practices with high effectiveness rates. Alternatives to traditional curriculum and teaching modalities must be encouraged. For example, the use of learning communities, modularized instruction, intensive instruction, supplemental instruction, contextualized learning, team teaching, and partnering instruction with student services are possibilities for innovation. These efforts should result in alternative curricula that can be taken from pilot to scale model programs that work.

Gavilan, along with their K-12 and community-based partners, should develop a clear strategy to respond to the continuum of need in order to move students from educational basic skills to career and college readiness. This plan should include:

- Improved availability and quality of advising and counseling services for basic skills students, providing them a clear pathway to reaching their academic goals.
- Increased preparedness for faculty and staff on the special needs of basic skills students.
- Identification and funding of best practices in basic skills delivery, in both student services and instructional programs that support moving students more effectively and efficiently to career and transfer readiness.

Partnerships with our community and K-12 partners should result in the identification of the appropriate credit and non-credit levels to be delivered by each education segment making sure to provide "safety nets" and an appropriate overlapping of services to provide all students with access to basic skills instruction.

Career Technical Skills
The opportunities and challenges created by the state's complex, diverse economy are important considerations in developing the Career Technical Education CTE

plan. California has a long history of economic growth based on innovation, creativity, opportunity, and entrepreneurship. Growth in the next decade is likely to come from traditional industries (e.g., construction, manufacturing, professional services), as well as emerging industries (e.g., biotechnology, nanotechnology). CTE must be ready to prepare students for jobs in both emerging and traditional industries while meeting the needs of regional economies. CTE has particular relevance for existing adult workers whose skills must be upgraded in order to help meet the state's economic potential. The high percentage of small businesses also has implications for how CTE engages its employer communities and suggests the need for employees to develop entrepreneurial and career management skills.

There is a serious and growing shortage of skilled workers for major regional industry sectors across California while there are also hundreds of thousands of people who are unemployed or underemployed. Too often, our current approach is under-resourced and fragmented, falling short of meeting the full needs of our regional economies and communities. A call-to-action arose from the May 11th, 2012 California Economic Summit – "prioritize existing workforce training and career education resources to focus on major regional industry sectors."

To this end, the CCCCO is encouraging regional planning of career and technical education (CTE) capacity. Under the framework of Doing What Matters for Jobs and Economy, the Chancellor Office Centers of Excellence has published labor market profiles for our state's 15 economic regions. This data will be used locally to stimulate discussions with a vested interest in the workforce development needs within Gavilan's region including with workforce investment boards, employers and industries, organized labor, K-12 and other educational partners, and community based organizations.

Three areas will be central in our efforts in the CTE area:

- Making certification and completion – not just degree completion – a priority for the system;
- Prioritizing pathway models that include certificates that are "stackable" and nested within the degree and transfer structure to promote students' continuing educational and career advancement; and
- Focusing efforts in our region to develop partnerships that lead to economic and workforce development.

Transfer
A number of recent studies have shown that many students leave community college before earning a certificate or degree or transferring to a four-year university. In one example, a 2009 report by the Institute for Higher Education Leadership and Policy, found that the majority of students left before achieving their stated goals. The institute is associated with California State University, Sacramento, and its research emphasizes the California Community Colleges. The study tracked a cohort of first time community college students enrolling in 2000-01 over a period of

seven years. Of those who stayed enrolled for at least two years, many made significant progress toward earning a certificate or completing a degree, but ultimately failed to do so. About 62 percent completed at least 12 or more units of college level credits; more than 40 percent completed 30 or more college level credits – half way to the transfer requirement of 60 credits. Only 3.3 percent of students earned a certificate and only 7.9 percent earned an associate's degree while enrolled at a community college. Nearly 23 percent transferred. A 2007 report from the California Postsecondary Education Commission produced similar findings.

Part of the low completion rate of California's community college students can be attributed to the growing number of students who, for various reasons, enter college unprepared or underprepared for college-level work. Many recent high school graduates are entering college assuming they are ready for college-level work only to learn that they are actually unprepared because the minimum high school graduation requirements do not align with the skills students need to be college ready. Additionally, some students, particularly workers displaced by the economy, may be returning to college after years away from school and need to brush up on skills they had previously mastered. Still other students may be newcomers, still mastering the English language as they pursue academic and workforce training. All of these factors are barriers that do not support transfer to the baccalaureate degree granting institutions and, thus, affect the state and regions workforce development and economic situations.

In an attempt to fundamentally reform the state's transfer of students between CCC and CSU, the Legislature and Governor enacted Chapter 428, Statutes of 2010 (SB 1440, Padilla). The legislation requires community colleges to create two-year associate degrees for transfer. Each college has been tasked with identifying and aligning these transfer degrees in accordance with a vetted process stabled through the state Academic Senate. Students who earn such a degree are automatically eligible to transfer to the CSU system as an upper-division (junior) student in a bachelor's degree program. While much work remains to be done, Gavilan has moved quickly to achieve SB 1440's intended goals.

Much work is to be done to ensure that the Community Colleges System and their partners are maintaining and improving the transfer function to meet the needs of students and the State.

Colleges will be required to work hard to ease complexities, frustrations and challenges of the transfer process. Streamlining and consolidating transfer requirements between the Community Colleges and four-year institutions will allow more students to reach their educational goals with less difficulty.

To support the desired outcomes to increase student transfer Gavilan College will:
- Endorse the AA-T and AS-T process as described in SB 1440 as the preferred basis for associate degrees for transfer;

- Invest in the development of Associate of Transfer degree pathways and degrees and develop enrollment management models that allow students easy access to the necessary requirements without wasting time. A Enrollment Management Team has been established for this purpose;
- Establish a goal to provide for a minimum of SB 1440 degrees to cover at least 90 percent of the identified transfer programs offered at the CSU; and
- Invest in practices that remove barriers to transferring, beginning with improvement of basic skills students so that success can be achieved in gateway courses and then through the transfer level curriculum.

Student Success Task Force Recommendations and Local Student Success Efforts

In January 2011, the California Community Colleges Board of Governors embarked on a 12-month strategic planning process to improve student success. Pursuant to Senate Bill 1143 (Chapter 409, Statutes of 2010), the Board of Governors created the Student Success Task Force. The resulting 20-member Task Force was composed of a diverse group of community college leaders, faculty, students, researchers, staff, and external stakeholders. The Task Force delved deeply into complex college and system-level policies and practices. It worked for seven months to identify best practices for promoting student success and to develop statewide strategies to take these approaches to scale while ensuring that educational opportunity for historically underrepresented students would not just be maintained, but bolstered.

The Task Force recommendations present the California Community Colleges with an opportunity for transformative change that will refocus our system's efforts and resources to enable a greater number of our students to succeed. Our colleges have a long, proud history of helping Californians advance. This plan for student success will help us be even more effective in achieving our mission.

The California Community College Student Success Task Force report contains recommendations aimed at improving the educational outcomes of students and address state's preparedness needs. The 22 recommendations, when taken together, are designed to strengthen the community college experience by expanding structures and programs that work and realigning resources around what matters most: student achievement. It is anticipated that these recommendations will be implemented over the course of the next decade. It is hoped that these changes will help to grow our economy, meet the demands of the state and region's every evolving workplace needs, and inspire students to realize the aspirations.

The Task Force's student success plan relies on the following key components to move students more effectively through our community college system:

- Development and implementation of a common diagnostic assessment tool to more accurately determine the skill levels of entering students;

- Support new technology and additional counselors to create more robust student services, including broader and more widespread use of student educational plans;
- Structured pathways to help students identify a program of study and get an educational roadmap to indicate appropriate courses and available support services;
- Enhanced professional development for both faculty and staff, especially related to the instructional and support needs of basic skills students;
- Revised financing, accountability, and oversight systems to ensure that financial and organizational resources are better aligned with student success;
- Strengthen statewide coordination and oversight to allow for the sharing and facilitation of new and creative ideas to help students succeed, including the ability for California to "take to scale" the many good practices already in place; and
- Better align local district and college goals with the education and workforce needs of the state.

This plan calls for greater coordination between K-12 schools and community colleges. Under the proposal, K-12 education and community colleges will align standards with meaningful definitions of college and career readiness so that students receive consistent messages about expectations throughout their educational careers about what it takes to be ready for, and successful in, college and the workforce.

To support this plan Gavilan College will develop consistent policies, programs, and coherent educational pathways across our district in order to better serve the many students who attend more than one college. All colleges in the state while retaining their local character will function as a system with common practices to best serve students.

The community college system will leverage technology to better serve students, because this generation and future generations of students are increasingly comprised of digital natives. These students expect to use technology to access the world around them as they conduct commerce, socialize, and learn. While technological solutions cannot take the place of human contact and will not work for all students, they have shown tremendous potential to help diagnose student learning needs, to enhance the delivery of instruction, to improve advising and other support services, and to streamline administrative costs.

This report envisions restructuring the community college system to provide students with more structure and guidance to encourage better choices and increase their probability of success. A primary curricular goal is to increase the effectiveness of basic skills instruction by identifying and disseminating strategies that have proven effective at preparing students for college-level work.

More than 70 percent of community college students enter the system under-prepared to do college-level work. A majority of these are first generation college students, low-income, and/or are from underrepresented groups. These students face the most challenging obstacles for success and, unfortunately, have the lowest completion rates in the system. A major focus of the Task Force is to give these students the tools, support, and academic foundation to succeed.

Gavilan College's Student Success Efforts

The implementation of state-level reforms will be closely aligned with priorities in student success identified at the local, college level. Gavilan College has long advocated for student success. Through discussions in various circles, including our Basic Skills Initiative work that grew out of the state published "poppy copy" on best practices back in 2007, grass-roots efforts have developed over time to a formalized campus effort through the Learning Council that was established in 2009. Other efforts to further emphasize the college's commitment to student success resulted in Board and Administrative policies defining student success as a core value of the college's mission

The Learning Council was formed to support all learning activities at the College, including current programs and future initiatives, in accordance with Board Policy (BP) 4600 and Administrative Procedure (AP) 4600. The purpose of the Learning Council is focused on identifying existing and new pathways to student success at Gavilan College. The Learning Council is committed to the following:

- To promote a collaborative community of inquiry, awareness, and change around learning by means of bridging student, academic, and administrative Affairs.
- To identify and address barriers to student success to increase persistence and retention levels of the college. To dialogue about the research tools available to the college including pre and post tests to identify persistence, retention, and success trends.
- To participate in the integrated planning process as budget and resource allocation decisions are made annually.
- To foster and promote opportunities for Faculty and Staff Development to meet the diverse needs of our students.
- To explore and implement various pedagogies that meet students' diverse socio-cultural learning needs.
- To empower members of the campus community in becoming advocates for learning.
- To create a safe, welcome, inclusive campus environment centered on student success, empowerment, and engagement.

Gavilan College's Learning Council will continue its mission to positively impact student success by improving institutional effectiveness through collaboration. The Learning Council is guided by the belief that diverse representation helps Gavilan

forge strong, cross-disciplinary relationships. To this end, shared perspectives increase student success. Student perspectives and voices are actively sought to hear their concerns in order to clarify our holistic understanding of student needs and experiences. The Learning Council sub-committees address retention, professional development and community building. We communicate campus-wide through our "MyGav" website. Links are posted to articles, videos, conference notes, and on-campus projects that support student success. Gavilan faculty can read meeting minutes and agendas, and participate in the dialogue. The goal is to garner widespread faculty and staff support and strengthening our shared resolve for a meaningful and relevant student success agenda.

The Learning Council actively is engaged in Gavilan College's shared governance system. As a sub-committee of the Academic Senate and the President's Council, as well as serving as an advisory board for the Title V grant. This council uses qualitative information gathered through collaborative activities, such as gap analysis, student forums, and dialogical exercises to make recommendations Unique to the Learning Council is the collaborative process of making recommendations leading to actions on institutional efforts.

Over the next few years, The Learning Council will be tasked to play an active role in determining how best to align the state-level mandates and changes to student success programs and initiatives in a way that continues the momentum of local-level projects and goals.

Institutionalization of Grant Opportunities

The college has been quite fortunate to have received several large federal grants over the past two years. These grants are allowing us to maintain service levels in some instances that would not be allowable given the state economic climate. They are also allowing us to be creative in our instructional and student support efforts, to establish better learning environments, and to maintain our instructional spaces and laboratories.

In 2010, the college received a federal Title V grant entitled "Focus on the First Year Student: A Student Success Agenda." The project is a comprehensive activity, broken into two parts, to increase student engagement, success and momentum, especially in Hispanic/low-income students' first year.

Part 1 will improve student engagement, performance and achievement across core programs and disciplines. Activities will include up-to-date labs, new instructional strategies, integration of instructional technology, improved student performance through extensive faculty development. Gavilan will use "internal experts" -- faculty who have tested best learning practices and who will train and their colleagues to adapt them. In pilots of new methods, faculty will assess results and refine strategies as needed. By the end of the grant period, active learning strategies will permeate the learning culture support for these practices will continue with funds from

improved persistence and course FTES, from basic skills/ ESL or foundational courses to transfer-level coursework. A First-Year Experience with basic skills courses and skills reinforcement in core courses will be piloted and evaluated for long-term improvements.

Part 2 addresses the entrance system by automating testing and placement, launching routine educational plans from DegreeWorks, (which is linked to Banner and allows student to self- monitor education plans) and developing a mandatory orientation program. Students will be able to access all new plans and progress information from their own web portals. The project will reduces fragmentation of the entrance system and tightens requirements so that more first-year students will not drop out during their most vulnerable year.

The goal is that more students will address any needed basic skills within their first year and will persist to enroll in their second year. Academic and student supports are aimed at key transition points for Hispanic and low-income students beginning their college experience, moving through basic skills sequences, and moving into degree programs.

Key objectives for this five-year $3,250,000 grant include:

- Increasing student engagement and persistence to their second year.
- Increasing success rates of students in basic skills and in core courses.
- Reducing performance gaps between Hispanic/low-income and Anglo/mainstream students.
- Increasing classroom uses of active or project-based learning and integrated technology.
- Increasing student access to computers and web resources.
- Increasing the percentage of freshmen completing Educational Plans and orientation, and taking recommended basic skills courses within their first year.
- Increasing student progress on 3 key milestones: 12, 20 and 30 college-level units.

Gavilan has participated in two initiatives that crystallized our thinking for this project. The California Basic Skills Initiative provided models for success with under-prepared students, and the California Leadership Alliance for Student Success (CLASS) provided fresh look at our student performance data. We formed "The Learning Council," which is a critical component in this project. A sub group, the Title V Planning Group synthesized this work into a student success agenda. We have reviewed recent data on student success; this process led us to focus on the first-year students in the entrance process and in the classroom.

In 2012, the college was again very pleased to have received a second large federal grant in the Science, Technology, Engineering and Mathematics (STEM) area. Focused on Hispanics, women and others who enter college with low skills, this

project focuses on five critical barriers to achievement, access and success in STEM instruction:

- Improve Math Skills. Many entering Gavilan students bring low math and science proficiency scores; math liabilities limit access to transfer-level STEM courses.
- Improve Language Skills. Gavilan students often lack the language skills needed to succeed in college-level work, especially in demanding STEM courses.
- Inclusion of Family. Students and their families need more information about STEM careers and more interaction with STEM faculty and professionals.
- Increase STEM Majors. Gavilan has too few STEM majors; many students never make it to college-level math, too few transfer or complete baccalaureates.
- Improve Pathways. Students need a smooth, unambiguous STEM curriculum pathway.

Many strategies are being utilized to address the priorities in the STEM grant. Accelerated math courses, curriculum and pathways are being developed. Intensive Summer Institutes focused on skill practices are being offered. Supplemental instruction is being provided in gateway courses. Counseling services have been expanded for STEM students focused on a case management approach that includes academic advising strategies focused on early degree planning, engagement in prerequisite course achievement, and more contact with counseling services throughout the course of study.

The STEM area faculty are focused on enhanced classroom teaching and learning methods that improve retention and will lead to improved course and degree completion and improve transfer and baccalaureate degree completion rates.

Articulation, with both the K-12 and four-year partners, is resulting in better alignment of pathways from high school through the community college and on to BA/BS STEM degrees at the baccalaureate level.

To address the needs of Hispanic and underrepresented populations, students with language/math weaknesses are being provided multiple layers of help as rigorous curricula modifications need course-specific skills. Efforts to reduce the perceive tediousness of basic mathematics is being addressed through accelerated pre-collegiate math curriculum to avoid the burn-out that long math course sequences can produce. This also allows student to move at a more individualized pace.

The most recently received federal grants is a Title V Partnership grant entitled *Gavilan College Title V Cooperative Arrangement, 2012.* As the lead institution, Gavilan College initiated planning for this project recognizing that solving the problems addressed by the project would be more successful through cooperative effort with nearby Hartnell College and California State University, Monterey College

(CSUMB). Gavilan and Hartnell serve contiguous districts in historically agricultural regions of west-central California. The Hispanic population in this region has experienced dramatic growth, and is now the majority in most of the region. Hispanic students have accounted for the highest percentage of new student enrollments at both colleges for almost a decade. Gavilan and Hartnell are committed Hispanic Serving Institutions facing similar challenges in providing responsive education services in a high needs area with severely limited funding. They long ago recognized the advantages of cooperative effort and have had a continuous, productive 15-year collaboration, to improve services for their Hispanic students using Title V funding as well as other partnerships. Both Gavilan and Hartnell have partnered with CSUMB and need to strengthen collaboration with this primary transfer partner.

The region served by Gavilan and Hartnell has undergone many changes in the over ninety-year history of the two colleges, among the oldest community colleges in California. Both colleges have continually adapted to stay current with and reflective of their communities. The area economy was once completely dominated by agriculture, but today is increasingly influenced by Silicon Valley, which has created economic growth and job opportunity throughout the region. The proximity of the service areas to Silicon Valley and thriving Bay Area cities has brought wealth and many well-educated residents, but too few Hispanics have benefited. Education attainment is traditionally below state average (18% and 23.4%) compared to 30.1% statewide. Hispanics are much more likely to be low-income and in low achieving public schools. They are much less likely to have a college degree. California Standards Tests (CST) reveal that Hispanic students in the Gavilan/ Hartnell service areas are less likely than White students to be proficient in all areas tested. Hispanics served by Gavilan and Hartnell are in danger of falling even further behind because good jobs or advancement now require a degree.

The proposed project builds on a long history of cooperative effort, which makes it possible to achieve a lot. Gavilan and Hartnell have unusually strong ties for independent public community colleges. Faculty and leaders have gone back and forth between the two colleges for years. Their ties have been forged from common cause in serving an increasing economically polarized region in which Hispanics have traditionally been underserved in terms of degree opportunity. California Community Colleges are now facing unprecedented funding problems, and this has further encouraged Gavilan and Hartnell to plan collaboratively in order to accelerate efforts to make college degrees and local career opportunity more accessible to their Hispanic students. Both colleges understand that they cannot achieve current high priority goals without joining forces.

An example of this is the Nursing Pathway from Gavilan and Hartnell to CSUMB, which is at a starting point in the three career pathways proposed in this project. The early steps to a Nursing pathway will act as a best practice model and launch point in the creation of the other two: Computer Science and Digital Media. Even this good start in career pathway development needs streamlining to better serve Gavilan and

Hartnell students. The Research and Planning Group (RPGroup) for California Community Colleges (CCCs) recently completed a study of nursing transfer pathways. This study found that CCC nursing students encounter "a long and winding road to transfer and degree," with unclear requirements and a far from seamless pathway between CCC's and CSU. Currently, the pathway unfairly penalized underrepresented students most needy of opportunity to complete nursing and other degrees. These are challenges that will be addressed by this project.

A statewide initiative is underway to develop a collaborative model of nursing education and streamline the nursing education pathway from California CCs through CSUs. The RP Group study provided clear evidence that the efficiency and effectiveness of the nursing transfer pathway would be enhanced by: aligning expectations and standards, streamlining the certificate-to-degree pathway, and contextualizing basic skills. CSU Monterey Bay has begun to develop a nursing degree pathway which implements RP Group recommendations; Gavilan and Hartnell students will be left out unless they move quickly to help meet CSUMB requirements for transfer. The planned improvements of the nursing degree transfer pathway address Hispanic student needs:

- Increase degree completion for Hispanics in CTE programs
- Increase the transfer rates of Hispanics and other students in three years to CSUMB
- Improve success in basic skills, creating a pathway from non-credit to credit in ESL
- Increase the use of learning technology
- Reduce unrelated or repeated coursework taken in career programs
- Increase the power of research related tools for tracking students in CTE programs

Many creative opportunities for instructional development and enhancement of service initiatives are provided for in these grants. While there is always a certain level of excitement about the announcement of another grant, careful attention must be provided to look past the grant years to the time when the institution must assume funding for continuing successful grant efforts.

Planning for program continuation is a phase of program development that is often given contingency status and deferred until the fiscal end of the program cycle looms and ongoing financial support appears tentative. It is important that the college invest now in the long-term viability of programs and services realized through grants so that successful practices can be continued and broadened across the curriculum and the institution and that careful attention can be given to evaluation and the collection of objective data and avoidance of gaps once grant funding ends. It will be important for the college to begin the planning process now to ensure that value-added activities and focuses can be maintained. The first step in the process will be the development of a grants council where cross pollination of ideas can be developed and long-term planning can occur.

Commitment to Personalized Learning and Service

As part of the internal scanning process conducted as the Educational Master Plan was being refreshed, Gavilan College employees were asked to join the conversation about their vision for Gavilan and what they want the college to be as we embark on the next five years of our future. They were asked three questions as follows:

1) What is the story about Gavilan that you most often hear yourself telling?
2) What is the story you keep telling about the communities we serve?
3) Aside from the state's goals for community colleges, what do you think should be Gavilan's three primary educational goals for the future?

Feedback was collected in several ways. Employees were asked to send responses via email. Members of the EMP Task Force visited numerous shared governance meetings to reinforce the committee's desire to receive feedback. A series of "Shared Governance Road Shows" were held with constituent groups across the campus to further solicit input into the direction of the college. While a myriad of responses were received reflecting the direction of the college, one important theme seemed to consistently emerge. The concept that Gavilan is a caring place where we make a commitment to personally serve the unique needs of each student in a small and intimate setting. Many spoke of the challenges our students face – being first generation, having low foundational skill to succeed in college, socio-economic challenges, minimal family support, and limited educational structure and guidance. Nevertheless, there was strong belief expressed that providing a personal touch through one-on-one conversations and support were what makes Gavilan an outstanding place for our students.

To further complete the thinking on this emerging theme, a focus group activity was conducted using the concept of personalized learning and service. A diverse group was assembled to provide cross perspectives on the topic including staff, managers, and faculty. The group was asked "What sets Gavilan College apart from other colleges? A phrase from one of our drafts is: "Personalized learning model"…what does this mean to you?" There was wide-spread feedback that what we had learned from our earlier internal scans was important to this focus group as well. Many reiterated the concept of a personal commitment to each student at the college. Many spoke of how there's a sense of family; it's a small college and that staff tries to get to know the students and wants to see students succeed.

We emerged from this discussion with a clear sense the continuing the commitment to personalization and individualized focus in our teaching, learning and service is important as we move forward. This will be a formalized agenda for the College in the coming years.

Summarizing a Vision for Gavilan College

The college community will be called upon to provide measureable goals and objectives to assist the college in meeting the needs of our students, the impacts from the state level, and charting the course of the college district over the next half-decade. Five very clear areas of focus have emerged:
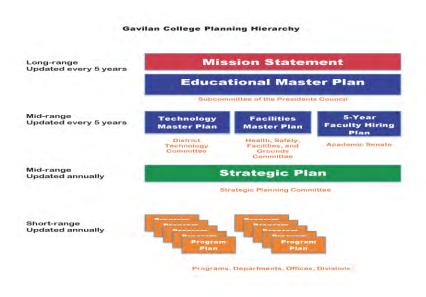
1) We must plan to incorporate the state-level vision of Transfer, CTE and Basic Skills in our core mission and instructional and student support delivery models;
2) The student success agenda, both at the local and state levels, will continue to guide how we serve students and our communities;
3) A careful and well-researched plan for college expansion to educational centers must be accomplished;
4) We must develop a plan to institutionalize grants; and
5) Our commitment to personalized learning can be clearly articulated and is an important quality for student learning and student success.

While each of these individual trends or goals helps to chart a course for the college over the next few years, what is apparent is the cross-over between these various objectives. For example, supporting students through basis skills development is a central component of not just the state's vision for community colleges, but is inherent in achieving the student success agenda at the local level. An additional focus is the CTE efforts through our grants, and supporting the individual needs of our students in a personalized learning model. Improving transfer also similarly appears in many of these objectives. Also common to many of our future goals and objectives will be defining practices that work effectively in small settings and expanding these strategies more broadly across the college's activities.

While five core directions have been defined for the educational direction of the college, this endeavor needs to remain dynamic in nature. It will be important to monitor educational trends as they emerge and as the needs of students and the district evolve. Continued and constant dialogue through our participatory governance process will be necessary to align our vision for the future in a way that ensures we are meeting the educational needs of our students and community by providing the effective support services, maintaining facilities, and charting a strategic direction for Gavilan College.

CHAPTER 5
GOALS AND STRATEGIES

The 2013 Educational Master Plan is a reflection of the on-going work of the Gavilan College Strategic Planning Committee, which operates as a subcommittee of President's Council. The Strategic Plan is updated annually, and reflects a planning horizon of five years. Each year the plan is revised to remove completed items and reset the five year planning time frame identified within the plan. The plan addresses short-term needs as well as long-term objectives that may take several years to achieve. The Strategic Plan and the Board Goals for each year are used as the guiding documents when establishing priorities and allocating resources in the final budget. Here is an illustration of the hierarchy of planning that will be used to integrate the five thematic areas described in the previous chapter:

Gavilan College Planning Hierarchy

Long-range Updated every 5 years	**Mission Statement**		
	Educational Master Plan		
	Subcommittee of the Presidents Council		
Mid-range Updated every 5 years	**Technology Master Plan**	**Facilities Master Plan**	**5-Year Faculty Hiring Plan**
	District Technology Committee	Health, Safety, Facilities, and Grounds Committee	Academic Senate
Mid-range Updated annually	**Strategic Plan**		
	Strategic Planning Committee		
Short-range Updated annually	**Program Plan**	**Program Plan**	
	Programs, Departments, Offices, Divisions		

Gavilan College should prepare for increased competition from other community colleges and educational/technical programs within a thirty-minute drive from the campus. There will be competition for dollars as well as for students. Funding issues at the state and national level will continue to impact the number of students Gavilan can serve, as well as the expansion of programs and the development of new programs. It will be important for the college to establish partnerships with business and industry within the region. Business and industry are expected to play an important role in shaping the future and the direction of the college over the next ten years.

Silicon Valley will continue to provide some of the best and most interesting opportunities for employment over the coming decade. Gavilan College should take advantage of its close proximity to this area by prioritizing curricular offerings that are targeted to the needs of this region. Gavilan College also needs to concentrate efforts on development of San Benito County's economic base. As reflected earlier in the educational master plan, expansion of the off-site centers is a primary goal for the next decade. Planning for a balanced mix of basic skills, transfer and Career Technical Education programs will be integral to the growth of the district.

Gavilan College can expect to serve a growing student population that is not prepared for college- level academics. The state's renewed interest in career and technical training programs will provide the resources and system support to add new career training programs through the recent award of a Title V grant. The core issue of under-prepared students remains problematic, as the basic skills are necessary to achieve success regardless of the long-term educational objective of students. The continuous development of the transfer programs as a result of SB 1440 will continue to be an area of focus for Gavilan as well.
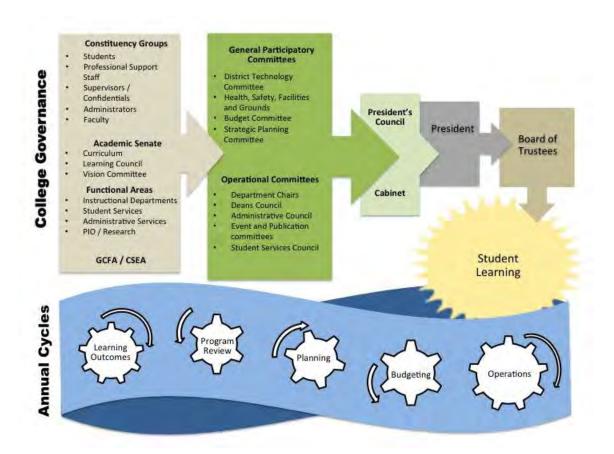
Gavilan College can expect to see a high demand for post-secondary education within its district boundaries. The demographic markers suggest that flexibility in the scheduling of curricular offerings will become increasingly important, as the majority of students attending Gavilan College will also be part of the local workforce.

Leadership

Leadership will be a critical factor for the college over the next ten-year period. An effort should be made and sustained to obtain, develop, and retain leaders at all levels in the administration, faculty, and staff. Vision, direction, leadership, and stability will be the foundations for building "educational excellence" in Gavilan College's future.

A Process for Decision-Making

While the Educational Master Plan serves as a guiding document, it is unrealistic to believe that it is, or can be, an end unto itself. It is designed to be a living document, dynamic in scope. Ideas, initiatives, and issues will continually emerge that test, add to, detract from, or otherwise change and redirect the plan. These initiatives, ideas and issues will require assessment and action. The process should be versatile in scope, facilitative in getting new ideas adapted, and suited to matters related to the educational master plan or the strategic plan as well as for other decision-making actions that require a formal process. The new shared governance handbook, developed in 2012, and the subsequent communication throughout campus as a "road show", has helped to inform the campus community. The information presented in the road show included the integrated planning model, the themes of the refreshed Educational Master Plan, and the shared governance process.

College Governance diagram showing flow from Constituency Groups, Academic Senate, and Functional Areas (GCFA / CSEA) through General Participatory Committees and Operational Committees to President's Council/Cabinet, President, and Board of Trustees, leading to Student Learning. *Annual Cycles* shows gears: Learning Outcomes, Program Review, Planning, Budgeting, Operations.

Instructional Programs

Academic accountability continues to be the watchword for the development of the instructional program at Gavilan College. Both existing and new curricular offerings are held to established levels of operational efficiency while maintaining high academic standards. The instructional program strives to continuously adhere to appropriate standards for students per class section offered.

Curricular Performance:

With regard to curricular performance, the college should establish standards that are both qualitative and quantitative in scope and evaluation based upon these standards.

The following efficiency/productivity criteria should be taken into consideration in evaluating the curricular offerings of the college:

- *Enrollment Trends:* Does the enrollment trend of a given curricular offering show signs of increasing, decreasing, or remaining unchanged?

- *WSCH Analysis:* Is the curricular offering productive relative to the WSCH generated per class section offered? Does the curricular offering generate sufficient FTES?
- *Seat Count Analysis:* Is the curricular offering productive relative to students per class section offered?
- *Staffing Trends – WSCH to Full-Time Equivalent Faculty:* What is the productivity of the given program or curricular offering for WSCH generated relative to full- time equivalent faculty?
- *Facility Utilization:* What is the efficiency/productivity level of the curricular offering as a function of the square footage it uses? Can/should the space allocated to this particular curricular offering be utilized more productively within the context of the overall curriculum?
- *Cost Efficiency:* What is the cost/benefit analysis? What is the total cost? What is the cost per student? What revenues are generated by the curricular offerings to offset the expenses?
- *Success:* What are the success ratios for students? What are the completion levels and grade awards?
- *Retention:* Does the program of study exhibit a capacity to retain students? Do students continue the program of study after their initial exposure?
- *Awards and Certificates:* For programs of study that offer degrees or certification, what are the ratios for completion?
- *Post-Termination Analysis:* What are success ratios for students who terminate their program of studies at the college? What are the matriculation ratios to four- year schools? What are successes/failures in the job market?
- *Applicability:* Does the program have "real world" relevancy? Does it link with programs of study at other educational institutions? Does it offer the possibilities for employment and securing a living wage?
- *Determination of Need:* Is a particular curricular offering needed? How and why did the need originate (community, students, faculty, staff, administration)?
- *Competitive Analysis:* Does the curricular offering or program of study have a niche? Is it offered at other nearby educational institutions? Can the curricular offering or program of study be offered on a shared or collaborative basis with other educational institutions? Can it be competitive in the marketplace?

The IEC process serves as the initial assessment for curricular performance. The hard decisions that involve staff and staff assignments, finances, and the highest and best use of facilities rest with the administrative leadership as provided under the provision of the college decision-making process.

Facilities as an Evaluative Criterion for Curricular Offerings: The projections (using state standards) for needed assignable square footage indicate that Gavilan College presently has sufficient on-campus lecture and laboratory space to accommodate an enrollment of 8,000 students. New facility construction for instructional purposes will

be limited. The college will need to address this issue through thorough review and assessment of its program of instruction. Allocations will follow the "highest and best use" of available facility space, (i.e. those programs or curricular offerings that are expanding, growing, and/or performing at higher levels should receive the greatest consideration.) The development of future curriculum will need to include the criterion of facility utilization when evaluating curricular offerings. Under-performing programs or curricular offerings, in addition to the standards for academic productivity and efficiency, will also need to be evaluated on the basis of space utilization.

Development of two new college sites will have to be integrated to ensure resources are used effectively and that the current student body population is not split from one site to three sites. Enrollment increases are a precondition to successful expansion efforts. Accordingly the college needs to carefully select where it places specific career technical training programs. Any replication of programs should be implemented in a way that attracts additional students rather than spreading the existing student base over two or three locations.

Evaluation of Existing Programs and Curricular Offerings: A plan of action for the current instructional programs should address the hard question of identifying and releasing those curricular offerings or programs of study that either are not performing to reasonable levels of acceptance and/or exhibit trends toward declining enrollments or poor success or retention.

Consideration of New Programs or Curricular Offerings: As outlined in the external environmental scan, Gavilan College's proximity to Silicon Valley makes it a prime candidate to support the driving force of the California economy, i.e. the computer programming and software development industry. This service sector is projected to record the fastest growing job growth in the nation over the next five-year period.

The health services industry in the Santa Clara County region is projected to continue on a fast track for new job growth over the next five-year period. There is a shortage of qualified health care professionals and the demand for entry into these programs remains strong. Curricular offerings that focus on the health services industry should have excellent potential for success.

Provisions and Parameters for Defining the Instructional Program: At present, the possibilities for change in the curricular offerings of the college are substantial. Choices will need to be made relative to termination/replacement, phasing-out processes, and/or re-engineering options relative to some of the programs and curricular offerings. Provisions for accommodating and accounting for the various possibilities will be challenging.

The Future of the Instructional Program: Gavilan will be challenged to present a balanced curriculum in the future. Demands will dictate gravitating to the area of greatest need. The college should not, however, abandon its academic program

and core educational courses designed for the transfer student. With the help of SB 1440 and the resulting T-degrees that have been developed at Gavilan, this effort is well underway.

Gavilan College should reassess its current curricular offerings and incorporate "bridge" or "ladder" programs that are designed to bring under-prepared students to college-level capability. A great need and opportunity exists for such a program, which could become a distinguishing characteristic of the college. Noncredit courses in basic skills should be in place as a way to assist students in acquiring important skills needed for their success in achieving any educational objective.

The notion that community colleges are key to putting students on a path to a four-year degree is not a new one; large numbers of Americans begin their post secondary studies at two-year colleges, and transfer is one of the institutions' traditional functions. But new data from the National Student Clearinghouse show just how prevalent a role two-year institutions play in providing an educational foundation for those who go on to get bachelor's degrees.

The Study -- one of a series on student mobility that the clearinghouse has begun producing to capitalize on the unique data it collects as a repository of student-level information from more than 3,000 colleges reveals that 45 percent of all students who finished a four-year degree in 2010-11 had previously enrolled at a two-year college

Of those students, 24 percent had been enrolled at the two-year institution for just one term, 16 percent for two terms, and 19 percent for three or four terms. But a full 12 percent were enrolled for at least 10 terms, suggesting that even students who spend a significant length of time at a community college might eventually go on to a four-year college.

Faculty and staff should prepare to be increasingly challenged to meet the diverse needs of students. New methods of instructional delivery as well as new ways of meeting the complex needs of students must be established. At Gavilan, distance education shells are assigned for each course in the schedule to provide an alternative means to provide instructional content. Under-prepared students will become more prevalent and require more non-traditional approaches to the delivery of the educational program. Greater attention should be placed on creative class scheduling and calendar modification to take full advantage of the facilities at Gavilan College.

Overall, the instructional program at the college should include and encourage interdisciplinary approaches to learning and the sharing of academic resources. The instructional program of the future should become more vertically integrated and establish clearly defined outcome measures for the college and each program.

Support Services

Gavilan College should make provisions to meet the increased demand that will be placed on student services. Tutoring, counseling, financial aid, and prescriptive educational support services will be pushed to the limits to accommodate those students who are under-prepared for the post-secondary educational experience. The growing number of re-entry students requires continued emphasis on support for that population. A strong demand will continue for the provision of greater services to students with disabilities. These requirements will necessitate an innovative and increasingly diverse approach to the provision of support services. New strategies will be required to permit the mainstreaming of both the educationally disadvantaged and students with disabilities.

The provision of childcare will play an increasingly important role in the delivery of the instructional program. Student services will be challenged to provide the support necessary to meet the requirements of these students.

As the use of technology and computer-assisted education is accelerated in the instructional delivery program, the need for high technology support will also become more prevalent in the delivery of student services. Counseling, health services, financial aid, and tutoring will be done at a distance--from home to campus. As the college moves toward greater utilization of and dependence on technology in the future, provisions should be made to ensure that student services are included in the process.

Human Resources

Gavilan College should make a strong commitment to its faculty and staff. The provision of support staff, particularly in student services, management information services, technology, and research is an imperative. The college should make a strong commitment to the task of faculty and staff retention. Any retention program implemented should be based on performance. Good performance should be appropriately recognized and poor or mediocre performance not tolerated. Faculty and staff development will continue to be an ongoing and important part of the human resources function.

Technology

The college receives high marks for the development of its technology infrastructure and efforts in pioneering the concept of educational television on a local level. The development of the TV studio, networking the campus and the sites in Hollister and Morgan Hill, and the growth of computer classrooms are commendable. The technology plan establishes the minimum classroom standards and addressed the core infrastructure requirements that are needed to expand the amount of technology equipment available on the campus. Gavilan College needs to continue to make efforts on bringing its technology up to par with other nearby colleges.

Students expect a certain minimum amount of technology applications to be available to them.

Research and Development

Decision-making is founded on solid research and data reports that include the vital statistics of the college. Research and development data is instrumental in forging relationships with business, industry, and other colleges. Data is used to provide insight into employment markets and emerging occupational opportunities and to provide information on students as they transfer to other colleges or move into the job market. The research and development function will be important as the college assesses its Student Learning Outcomes.

Marketing and Identity

Gavilan College's ranking as an educational institution of choice will rest with the ability to communicate its educational program and support services to a diverse public audience. The college has made significant improvements in marketing, advertising and outreach. This function needs to continue to keep Gavilan College prominent in the minds of local residents who have in past years decided to go to other colleges for services.

Facilities

Based on research and the projections for the next ten years, it appears (according to state standards) that Gavilan's present assignable square footage (ASF) for the instructional program (lecture and laboratory space) will be marginally sufficient to accommodate the growth associated with a student population of 8,000. This does not mean, however, that the available ASF is configured in a manner that is suitable for delivering the educational experience of the future. Renovation and reconfiguration of available square footage, therefore, will become an increasingly important strategy to accommodate the future growth of the instructional program. Greater facility utilization must also take place. In addition to increased classes on weekends, full five-day scheduling (to include mornings, afternoons and evening courses), with much greater utilization of the afternoon and evening hours must be a high priority. In summary, growth will need to be accommodated through better facility utilization and the reconfiguration of instructional space that is underutilized. Measure E provided the college with needed funds to allow base improvements in facilities. This no frills renovation provided a bare minimum but sorely needed upgrade to campus facilities.