

Gavilan College Joint Community College District  
 Strategic Plan FY 2017-2018 through 2021-2022  
 Adopted December 12, 2017

<b><u>STRATEGY #1</u></b>	Update: January 17, 2018		Update: _____ 2019	Responsible Parties
<b><i>Optimize enrollment, course offerings, and services to reflect the findings of the 2017 Educational Master Plan (EMP).</i></b>				
Goal 1	<i>Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to educationally under-represented student populations as reflected in the demographic information of the EMP.</i>	<p>The Noncredit Division has increased its in-reach into underrepresented communities with peer advisors, marketing, and locating classes in targeted neighborhoods. CTE, Community Education, and Noncredit have collaborated to add additional career and vocational opportunities to the Community Education's annual marketing publication.</p> <p>The Student Services Division sponsored first annual Super Saturday event in May 2017, and was highly successful in showcasing College to local area seniors. More than 200 graduating seniors participated in event, completing enrollment steps for fall 2017. Planning is underway for second annual event, May 5, 2018.</p> <p>With the completion of upgrades to Administration and Student Services building completed in May 2017, integration of admissions and financial aid offices into common space has strengthened services to students. The Welcome Center expanded space and new furniture provide visitors and students a new space.</p> <p>Implemented TRIO'S Summer Bridge which involved outreaching to underrepresented students while they were still in high school and recruiting them to Gavilan College. Students were provided assessment, orientation, counseling, retention and</p>	<p>Changes in SSSP funding and mandates resulted in changes to assessment, outreach and orientation. Gavilan's partnership with Cal-SOAP was strengthened by providing College Promise resources to extend college going culture activities in local high schools.</p> <p>Admissions and Outreach were added to the Strategic Enrollment Management team.</p>	Moberg Cervantes Whitney

		<p>follow-up efforts by staying part of a program.</p> <p>RPIE has provided a variety of analyses and data products to evaluate corresponding outcomes. In addition, a new project manager will assist in the integration of planning</p> <p>The CalWORKs and Fresh Success programs conduct outreach within the non-credit and targeted credit classes, assessment test offering at all locations as well as participating in tabling events on and off campus in addition to the President forums.</p> <p>Admissions &amp; Records is collaborating with the Outreach Coordinator to ensure that Application workshops are made available and conducted by Gavilan staff and peer mentors onsite to all local high schools. Assessment provides onsite testing at all local high schools, with separate dates for specialized populations e.g. students with IEPs. A collaboration between A&amp;R staff and the Retention Specialist enables student lists with academic standing to be provided in a timely manner for follow up contact to students.</p>		
Goal 2	<i>Strengthen career programs by participating in regional career technical education collaboratives and initiatives from the Chancellor's Office.</i>	Gavilan CTE division participates in a variety of collaboratives and initiatives from the Chancellor's Office. For example: VTEA, CTE Transitions, SWP. The Gavilan Regional Adult Career and Education Services Consortium collaborates with other Adult Education providers and community-based agencies to develop and support short term vocational programs.	Gavilan College Career Education Division continues to strengthen regional partnerships by participating in regional projects such as Teacher Pipeline, Netlab, Aviation, and Law Pathway.	Carr

<p>Goal 3</p>	<p><i>Assess course and program offerings with a strategic emphasis on Transfer Model Curriculum (AA/AS-Ts) and Guided Pathways.</i></p>	<p>The College's Guided Pathways effort is underway with the establishment of a task force and completion of the CCCCO self-assessment. In Spring 2018, work groups will begin planning and implementation work.</p> <p>Child Development is one of the first programs to lead the campus in developing a pilot of the Guided Pathways model.</p> <p>Cohorts of STEM students are participating in Guided pathways through the STEM grant, and STEM faculty participated in an all day retreat where pathways were mapped. The Accreditation QFE will spell out a five year plan for Guided pathways.</p> <p>The Education Master Plan as well as several trend analyses by major and degree have provided information to decision-makers about various program performance metrics and new possibilities for future planning.</p>	<p>The college completed its Guided Pathways assessment and plan which were submitted to the CCCCO. The plan allowed the college to receive a Guided Pathways development allocation. The allocation is being used to support the work of the Guided Pathways Task Force and its three workgroups: <i>Program mapping, Clustering, and Communication/Engagement.</i> In Fall 18, leads for these workgroups were identified and work has begun. Instructional programs have begun mapping the AA/AS-T and important discussions are happening between instructional programs and their respective counseling liaisons. The Clustering workgroup is preparing to develop a working model for further review at Spring Professional Development Day. In Fall 18, the Communication/Engagement group is conducting three open events on themes of service integration, student-centered design, and data-based decision making.</p>	<p>Brown Carr Lozano</p>
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			<p>Particular programs such as STEM, Child Development, and ESL have begun to pilot mapping, service integration, and career exploration. These groups will continue to reflect on this work and bring lessons learned to the overall campus initiative.</p> <p>STEM held a retreat in December 2017 to begin mapping degrees and completed the first portion of the Biology pathway. Through a series of cohorts, STEM provides course work, workshops, speakers, and internships to keep students aligned on their pathways.</p> <p>Mapping work has started in the Liberal Arts and Sciences degree programs.</p>	
Goal 4	<p><i>Support programs that bridge pre-collegiate credit/non-credit courses and other learning support options intended to prepare students for entry into basic skills, transfer, and career technical programs.</i></p>	<p>CTE works with non credit and workforce development regularly to develop new programs and create seamless pathways for students.</p> <p>The Noncredit program has increased its contacts with students so as to build educational plans for transitions into further education and training. Noncredit peer advisors are increasing the touch points students experience by visiting all community-based classes on a regular basis. At K-12 Adult Schools, Non-credit counselors will be providing weekly visits for students making transitions from adult education programs.</p>	<p>Career Education works with Noncredit and workforce development regularly to develop new programs and create seamless pathways for students.</p> <p>Student support is integrated into the Noncredit instructional program. The program has created a map of what, when, and who will provide instructional</p>	Brown Carr Lozano

		<p>A collaborative group has been regularly meeting with CTE representatives from each of the high school districts, Noncredit, Community Education, and CTE. The group has developed a marketing plan to increase high school vocational students' awareness of CTE and vocational opportunities at Gavilan College and other community colleges.</p> <p>The ESL Department has created mirrored classes in the Non-credit program that allow broad numbers of students to participate in language development with opportunities to move into basic skills courses. Vocational ESL classes help prepare students for Career Technical pathways.</p> <p>RPIE has developed a variety of tools used for tracking the progress of students through these content levels, enabling program administrators and faculty to evaluate the effectiveness of their efforts</p> <p>The CalWORKs and Fresh Success programs work closely with Non-Credit, CTE, and Contract and Community Education to provide supportive services to students in common such as textbook vouchers, required tools and materials, transportation assistance, ed-plan development and tracking and case management.</p>	<p>and student support. This systematic support helps students make transitions from Noncredit to Credit programs. The Noncredit program also provided counseling support at the regional Adult Schools.</p> <p>As of Fall 18, new short-term vocational curriculum has been submitted to the CCCCCO in <i>Entrepreneurial Development, Welding, and Dental Assistant</i>. Noncredit Medical Assistant is being worked on as well.</p> <p>Math and English offer boot camps to prepare students for courses in their discipline areas; Math courses run a range from refresher, immersion, review and summer bridge models. As part of the AB 705 work, English has created English 210 as a flexible model to prepare and support students in the new English courses.</p>	
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			<p>The Career Education Pathways Consortium is a group of local high school and Gavilan workforce development leaders that meet regularly and are in the process of implementing the marketing plan developed last year</p>	
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<p>Goal 5</p>	<p><i>Evaluate alternate delivery of courses and services such as online, hybrid, and dual and concurrent enrollment. Develop comprehensive distance education plan based on data from EMP.</i></p>	<p>CTE now offers the High Step program to 5 local high schools. Other forms of dual enrollment options are currently in discussions with MHUSD.</p> <p>Supported by the Title V grant, seventeen faculty have completed the intensive Distance Education (DE) training project, which is focused on preparing instructors to offer engaging and effective DE courses.</p> <p>Hybrid courses have shown the greatest development in Liberal Arts and Sciences. The Distance Education Committee is assessing online development given the California State Online Education Initiative consolidation plan as well as the proposed independent online university. Biology classes will be offered for the first time in Hollister through partnership with San Benito High School.</p> <p>The instructional Deans, new VPAA, DE faculty, and the dean of RPIE will collaboratively create a single DE plan based upon the demographic findings from the EMP. Included in the plan will be multifaceted evaluation strategy, including evaluation of course success rates as well as fiscal sustainability. Additionally, as a part of work on Guided Pathways, the plan will need to evaluate whether our DE offerings constitute a complement to our face to face instruction or whether DE itself could be the primary basis for a degree. In either case, a systematic approach to the courses offered to achieve the goal is required.</p>	<p>Career Education has increased the High Step program to 7 local high schools as of Spring 2019.</p> <p>High growth in Liberal Arts and Sciences has been in hybrid courses that offer the features of online and face to face instruction. Faculty participate in professional development to learn new strategies and techniques and apply them to their courses, making changes as they learn from the actual delivery. A faculty member in Fine Arts recently devoted his sabbatical to studying online delivery with the result that studio art classes are being offered in the hybrid format.</p>	<p>Wruck Lozano Carr</p>
<p>Goal #6</p>	<p><i>Use data to plan a complete general education transfer pattern of courses and appropriate basic skills and</i></p>	<p>CTE and LAS have developed a 2 year AJ-AST program scheduled to begin Fall 2018 at the Coyote site. Data provided the scope and of the program including courses, schedule and format.</p>	<p>Career Education and LAS divisions have implemented the AJ-AST program Fall 2018.</p>	<p>Wruck Carr Bernabe Rodriguez</p>

	<i>career technical courses at the Hollister, Coyote Valley and Morgan Hill facilities, and the Gilroy campus in the afternoons, evenings and weekends.</i>	<p>The Scheduling Summit of Fall 2017 helped identify areas where courses were needed and opened up the 7:30 a.m. start time to expand offering. The Hollister evening program has been expanded through the partnership with San Benito High School where four courses will be offered in Spring 2018. Students are survey every Fall semester at the sites for input on courses they would like to see offered.</p> <p>A college-wide student scheduling preferences survey was conducted last academic year. This informed scheduling decisions within the last 12 months as well as the findings presented in the EMP.</p> <p>Additionally, a new Enrollment Management Plan and a reconstituted Enrollment Management Team are in place and moving forward to improve scheduling for the next (summer/fall) cycle.</p>	<p>Counseling has taken the lead in mapping programs to support Guided Pathways as well as developing meta majors.</p> <p>As basic skills courses are being eliminated or reduced following the guidelines of AB 705, higher numbers of transfer level English and Math courses are being offered at all locations and in all time slots. Friday class offerings have increased, and evening slots are impacted at the Hollister and Morgan Hill sites.</p>	Moberg Lozano
<b><u>STRATEGY #2</u></b>		Update: January 17, 2018	Update:_____ 2019	Responsible Parties
<b><i>Increase student completion and meet institutional goals, improve student services and enhance curriculum and programs.</i></b>				
Goal #1	<i>Increase student, institutional and programmatic outcomes as defined by Institutional Effectiveness, Equity, and other college benchmarks.</i>	<p>The Institutional Effectiveness Committee process is undergoing an update to review more closely program and course effectiveness.</p> <p>The equity committee is undergoing reporting for each funded equity area that includes an assessment, outcomes, and narrative descriptions. In addition, an Integrated Plan Including Basic Skills, Equity and S.S.S.P., was developed to further align institutional efforts and outcomes</p> <p>The Veterans Resource Center (VRC) hired a full time veterans counselor to provide veterans specific</p>		Wruck Cervantes Cisneros Maringer



		<p>counseling services within the VRC. The VRC will complete a student survey in the spring 2018 semester to assess and improve veterans services on campus.</p> <p>A full time Foster Youth and Calworks counselor was hired to provide the underrepresented populations with specific counseling services to meet their academic needs.</p> <p>The Accessible Education Center surveyed students at the off-sites (Hollister and Morgan Hill) to assess the level of need for improved services for students with disabilities.</p> <p>RPIE has conducted a comprehensive quantitative analysis of several support service programs, including EOPS, CalWORKS, and supplemental instruction. AEC is the next program to be evaluated. Results of these analyses will be made widely available as completed.</p>		
Goal #2	<p><i>Assess Service Area and Student Learning results to inform program plans, make program improvements, and determine resource allocation.</i></p>	<p>In progress. 17-18 SAOs will be a baseline.</p> <p>The program plan process will be revisited this year to better align the process with the current program review process and explicitly tie programmatic and strategic goals into the annual program plans in a manner not previously considered. This includes revising the scoring metrics. As a part of this discussion, particular attention will be given to strategies for integrating the program plans into other operational activities on campus, turning them into “living documents.”</p> <p>CalWORKs and Fresh Success developed and conducted a satisfaction and interest survey to students during fall 2017 term. We will use this as a</p>	<p>Student Services program plans and SAOs are focusing on supporting Guided Pathways and measuring student outcomes differently under new mandates.</p>	<p>Moberg Harris Wruck</p>

		baseline to improve service delivery as well as identify what services are most valuable to students.		
Goal #3	<i>Develop professional development activities for faculty and staff to improve teaching, curriculum, and service delivery across campus.</i>	<p>Student Services was surveyed for training needs. Training schedule will be implemented spring 18. The Counseling department has created a manual in ILearn for all counselors. A follow up survey will be given after spring semester to see what additional training or refreshers of old material are needed.</p> <p>RPIE has created a proposal for a new employee mentoring program (with no direct costs), based upon a model used at Korn Ferry, that will be presented to HR for consideration in the coming months.</p>	<p>A handbook was developed for peer mentors, and specific training has also been provided for peer mentors. Student Services staff have attended a variety of webinars and information sessions on new mandates (GP, SCFF, etc)</p>	Ramones, Moberg Harris
Goal #4	<i>Evaluate gaps in student outcomes and identify and implement programs and services to increase student achievement.</i>	<p>Noncredit is developing tools using the Gavdata platform to track student success and transitions in order to evaluate and improve its services.</p> <p>The English Department is introducing its comprehensive acceleration plan this Spring, and Math has added Boot Camps and acceleration courses each semester in accordance with the Basic Skills Outcomes Transformation grant. 14 staff members will attend the California Acceleration Project conference this Spring. Supplemental Instruction is provided in Math and English, and multiple measures placement begins Spring 2018.</p> <p>In the last year, RPIE has published several reports on student achievement outcomes as well as made the new GavDATA tool available for all employees. These data products contain a wealth of information pertinent to decision-makers as well as the</p>	<p>Using GavData tools, the Noncredit division has been able to track and see the effects of a targeted approach to transitioning students from community-based ESL to campus academic ESL. These same tools are being used to focus on ESL students' movement through the academic ESL course sequence and beyond. An initial meeting with the ESL department in Fall 18 has reviewed the data and planning on improving progression is underway. The use of GavData tools will be critical in this work.</p>	Wruck Lozano Brown Carr

		<p>thoughtful completion of the program review process. These efforts dovetail with grant-based program evaluation as well as other in-house evaluation projects, such as that conducted for EOPS. Additionally, these reports inform our IEPI outcomes.</p> <p>Moving forward, the program plan and program review processes will be revamped to add meaningful outcomes data into a prospective process that plans ahead for 1 and 3 years. RPIE will serve as a “consultant” to programs to help them identify short- and long-term measurable goals. This process will inform a college-wide discussion about our institution set standards and IEPI goals.</p> <p>EAB provides all employees with access to a rich and easy-to-use literature on best practices that can inform programmatic decisions, identify new intervention strategies, and comment on the effectiveness of existing strategies from a national perspective.</p> <p>RPIE plans to conduct a variety of “data workshops” for employees this spring that will help establish a common frame of reference and language for discussing outcomes on campus.</p>		
<b><u>STRATEGY #3</u></b>		Update: January 17, 2018	Update: _____ 2019	Responsible Parties
<b><i>Provide students with expanded and upgraded facilities that support the campus and community needs as defined by the Facilities Master Plan.</i></b>				
Goal #1	<i>Complete new Facilities Master Plan to develop Fairview Corners, expand Coyote Valley Center, replace failing</i>	Plan is on target for an April/May board adoption. First draft will be circulated to constituent groups in the next few weeks.		Billups Harris Ellis Wruck

	<i>infrastructure and provide for new/upgraded educational &amp; support facilities at the Gilroy main campus.</i>			
Goal #2	<i>Develop a campaign to successfully pass a district wide General Obligation Bond in November 2018.</i>	<p>The present STEM Center is a huge boon for STEM students; the Natural Science faculty and STEM Activity Director Marla Dresch are prepared to speak to the design and function of a new STEM Center.</p> <p>RPIE previously completed a “stakeholder analysis” for all four of our major communities in the District (Morgan Hill, Gilroy, Hollister, and greater San Benito County). These documents are available on the college website and can be updated with current data so as to help better inform the community on our College’s impact.</p> <p>CalWORKs/Fresh Success is participating in informational meetings related to the General Obligation Bond to support the overall college efforts.</p> <p>PIO worked with consultant to create informational fact sheets, slideshow, and web page regarding a potential bond measure in November 2018.</p> <p>PIO distributed a press release regarding the community survey to assess support for a potential bond measure.</p> <p>PIO completed the 2017 Report to the Community with information about projects that had been completed for Measure E.</p>		All

Goal #3	<i>Complete facility projects currently in progress which includes final Measure E General Obligation Bond projects.</i>			Harris Ellis Gopp
Goal #4	<i>Complete all accreditation substantive change requirements for San Martin and Coyote Valley sites.</i>	All accreditation substantive change requirements have been submitted(Coyote and San Martin Airport)	San Martin and Coyote Substantive Change Reports are approved.	S Carr
<b><u>STRATEGY #4</u></b>		Update: January 17, 2018	Update:_____ 2019	Responsible Parties
<b><i>Recruit and develop employees to foster success for our diverse students.</i></b>				
Goal #1	<i>Maintain a competitive compensation package to ensure the attraction and retention of quality employees.</i>	Completion of classification and compensation study set salary schedules for management/classified employees to a competitive level. Switching benefits providers for medical insurance provided an enhanced benefit package for employees.		Ellis Harris Ramonos
Goal #2	<i>Assess professional development needs for employees and provide training opportunities.</i>	Staff will meet in the Spring 2018 to create a strategy for a training needs assessment.		Ramonos
Goal #3	<i>Revise the College's Equal Opportunity Employment Plan and include initiatives that promote diversity and provide educational benefits to students.</i>	The Equal Employment Opportunity Advisory Committee will provide a final draft of the revised EEO plan to key stakeholders for feedback with the goal of board approval in Spring 2018.		Ramonos
<b><u>STRATEGY #5</u></b>		Update: January 17, 2018	Update:_____ 2019	Responsible Parties

<b><i>Foster a college culture of engagement and excellence through integrated planning, improved communication, coordination, collaboration, and participation.</i></b>				
Goal #1	<i>Improve internal communication through the creation of a district internal communication plan.</i>	<p>CalWORKs, Fresh Success, and the Food Pantry are providing information to the PIO to incorporate important reminders, date, etc. into the weekly all campus bulletins.</p> <p>PIO has created a weekly newsletter for students called "What You Need to Know This Week" that aggregates information for students and is distributed weekly.</p> <p>A monthly newsletter for staff and faculty, "First Friday," is now regularly produced. It includes a letter from the president, upcoming events, and news stories regarding students, programs, and faculty.</p> <p>A Program Plan has been submitted to bring digital signage to campus and the offsites, in order to provide timely and consistent information across the district.</p> <p>Posting Procedures have been reviewed and updated.</p> <p>The Communications FIG will meet during the Spring semester 2018 to finalize the internal communications plan.</p>	Basic needs posters were developed and posted in all classrooms on the main campus as well as all offsites to inform students, staff and faculty of resources available on campus and in the community to address students' basic needs, including food, housing, mental health and showers. An accompanying website with specific resource information was developed and linked to Gavilan's website - main page.	Chargin, All
Goal #2	<i>Improve communication to external constituents of the college to promote the value Gavilan College brings to residents of Santa Clara and San</i>	<p>CalWORKs, Fresh Success, and the Food Pantry work collaboratively with both San Benito and Santa Clara Counties to provide information regarding our programs and services.</p> <p>A newsletter for the community has been started,</p>	EOPS/CARE, CalWORKs, Foster Youth and Fresh Success programs hold bi-annual Advisory committee meetings with internal and external constituents to	Chargin All

	<i>Benito Counties.</i>	<p>based upon the internal "First Friday." The email list has been populated and promoted through widgets in social media.</p> <p>Social media advertising campaigns have been increased and have used to target external audiences by geography, interests, and goals.</p> <p>Direct mail is used 2-3 times per year to reach all district residents with information about enrollment.</p> <p>The Community Education catalog has been reimagined and redesigned and now includes CTE and noncredit courses. The mailing has been expanded to include the entire district, and not just selected areas.</p> <p>Radio advertising has been expanded in the northern part of the district to increase visibility of the new Coyote Valley Center and the new Aviation site in San Martin.</p> <p>To improve accessibility and searchability of Board agendas and college policy documents, the college is now implementing BoardDocs.</p>	assist the college in developing and maintaining effective programs and services.	
Goal #3	<i>Improve integration of instruction, student services, and college operations to build collaboration at every level and meet student achievement objectives.</i>	<p>CTE, Non Credit and Workforce Development have developed an operational model integrating credit, non credit, community education and workforce development.</p> <p>As the college further develops its approach to shifting operations towards a guided pathways model, cross-disciplinary workgroups will be established to plan and implement improvements.</p> <p>AEC continues to collaborate with programs, instructors and other student services to ensure timely service for students with disabilities on campus.</p>	<p>Noncredit has mapped out what, when, and who provides instructional and student support services to students in their pathways. The effort to realize these maps is currently underway.</p> <p>The work of Guided Pathways has intentionally included staff,</p>	All

		<p>RPIE has collaborated on nearly 100 projects with requesters from all corners of the college in the last twelve months. Many major projects, like the EMP and FMP, have involved constituent groups from all organizational levels and units. Additionally, the revamped program review, program planning, college-wide project management, and enrollment management projects already underway will continue to facilitate integrated collaboration across campus.</p> <p>In collaboration with Contract and Community Education we developed an approved matrix of courses for Santa Clara County CalWORKs and the Fresh Success program. We will be able to provide matriculation and supportive services for students in common. Additionally, CalWORKs and Fresh Success staff is active participants in Guided Pathways and Integrated Planning.</p> <p>The PIO has supported integrated operations through the redesign of the Community Education catalog, and the communication to internal and external audiences of initiatives such as guided pathways.</p> <p>Instruction, Student Services, the Public Information Office, and the Gavilan College Educational foundation worked together to successfully implement a series of Gavilan College Educational forums at district high schools.</p>	<p>students, full and part time faculty across division in planning and development work. The GP work teams include representatives from student support and instruction. Important conversations are happening between instructional program leads and counseling liaisons as a part development of recommended course maps for the AA/AS-Ts.</p> <p>The Student Equity and Achievement Program (SEAP) has combined Equity, SSSP, and Basic Skills funding, and conversations are underway about the best models for eliminating achievement gaps following Guided Pathways practices while ensuring that students complete educational goals and complete math and English in a timely manner.</p>	
Goal #4	<i>Foster a culture of cross-disciplinary discussions with special attention to the inclusion of students, classified staff and</i>	As the college further develops its approach to shifting operations towards a guided pathways model, cross-disciplinary workgroups will be established to plan and implement improvements.	The Guided Pathways organizational structure has been built to include include students, staff, and part time faculty in	All



	<i>part-time faculty.</i>	A variety of college-wide workgroups and teams are deliberately constituted from members of all of these groups, including strategic planning, EMP and FMP teams, and other standing committees.	planning and implementation. The Guided Pathways Executive team and the work groups have recruited students and staff to participate in planning and development work. Continued effort needs to be made to target and recruit participants.	
Goal #5	<i>Integrate planning and activities across the master, strategic, and operational levels.</i>	Integrative planning has begun to incorporate the EMP, FMP, Equity, SSSP and Technology Master Plans. The Strategic Plan through 2020 has been finalized and the task group is now focused on the development of a three year plan.  Additionally, operational (i.e., program) plans will be revamped in the next year so as to better align activities and evaluation benchmarks with the aforementioned strategic and master plans.	The Integrated Planning group has begun the work of unifying institutional efforts under one umbrella so that institutional goals can be focused to meet the new completion outcomes.	All
Goal #6	<i>Build an environment that supports participation of all constituent groups in participatory governance.</i>	The college's shared governance handbook is currently being updated by a representative group of faculty, staff, and administrators to help support the participation of all constituency groups. This includes making recommendations on the committee structure at the college.  Multiple communication linkages have been established on campus to ensure a transparent communication environment that is community friendly and inclusive.  CalWORKs and Fresh Success meet twice per year with its advisory board committee that is made up of staff, students and community members. The committee provides input and feedback.		All

<b><u>STRATEGY #6</u></b>		Update: January 17, 2018	Update: _____ 2019	Responsible Parties
<b><i>Commitment to the practice of continuous quality improvement in accordance with accreditation standards.</i></b>				
Goal #1	<i>Through structured planning, engage college constituents in reflection, research and evaluation in the writing of the college's pre-accreditation visit Institutional Self- Evaluation Report (ISER).</i>	The Accreditation writing groups are presently at work on writing and providing evidence for each standard. Editing of the group drafts will take place in February, and the first draft will be ready for review in March.	Broad participation from all segments of the campus resulted in a first draft of the ISER that reflected the larger campus. The original draft then went through a series of reviews through the Steering, Editing and Evidence Committees and shared governance groups, including ASGC, Academic Senate, and President's Council. The Report goes to the Board for final approval in December.	All
Goal #2	<i>Informed by the ISER, plan to focus on one to two projects for the required Quality Focus Essay (QFE) with evidence and assessment.</i>	One of the QFE projects will be the College's planning efforts for implementation of a Guided Pathways model.  As a companion to the QFE Guided pathway project will be a Focused Education project which will follow the enrollment management principles being developed in the new committee.	The QFE projects are Guided Pathways and Acceleration with five year timelines for completion.	All
Goal #3	<i>Create a formal continuous quality improvement process.</i>	New processes in enrollment management, outcome mapping, and integrated planning will provide the mechanisms for quality review.  Additionally, the new Shared Governance handbook will recommend the creation of a CQI coordinating		All

		committee, housed within and supported by RPIE, focused on managing a system for project-based action teams to work on mapping and improving processes on campus.		
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