

COLLEGE OF CHOICE  
Thursday, October 21, 2004  
2:10 p.m., BU 118

## MINUTES

Attending: C.Scattini, L.Rossi, L.Castaneda, J.Stewart, B.Vandal, B.Donovan, N.Juarez, C.Marquez, J.Chargin, T.Willett, F.Lozano, M.Regalado, J.Rodriguez, A.Joseph, C.King, A.Becerra, M.Castaneda, J.Sandow, C.Alonzo, R.Lee, S.Muszala

Jan Chargin stated that the meeting would be used to review the results of the focus groups and analyze what the real issues are and what we can do to improve them, whether there are any surprises, whether more information is needed, or whether the issue is a matter of communication.

Terrence reviewed the results from the student focus groups and the campus climate survey. The focus groups are qualitative research and are not designed to claim that a specific percentage of students hold a particular view. The campus climate survey is quantitative and can be used to generalize. The data is still coming in from focus groups and a final report for the campus climate survey will be forthcoming. The focus groups are focused on younger English-speaking students. The next round will focus on older and Spanish-speaking students.

The student focus group questions solicited information on areas of excellence and areas that need improvement on personnel and facilities. Campus climate rated satisfaction and importance. \* = campus climate/unmarked = student focus group

### Major Satisfaction Themes

- \*Instructors responsive
- Instructors and staff good quality and individual help
- \*Schedule/catalog on website access
- \*Disabled students in activities
- \*Equal opportunities
- Support services
- \*Gaining general educational background
- Proximity, close to home
- \*Respect for diverse backgrounds-instructors
- Campus setting/environment
- \*Positive and supportive environment

### Minor Satisfaction Themes

- Specific programs
- \*Gender equality
- Big fish/small pond
- \*Comfort w/sexualities
- \*Making friends with people w/different backgrounds
- Cafeteria
- Parking activities

Major Improvement Themes

Activities/school spirit

\*Assistance w/career and transfer options

Cafeteria

\*Feel safe day and night

Parking

\*Classroom comfort

More sports needed (soccer)

Heating and cooling

\*Convenient schedule of classes

Minor Improvement Themes

Dirty campus

Décor (internal and external)

Class schedules – more options

Posting policy

Customer service (Admissions and Records)

Trace Improvement Themes

External reputation

HS extension – 13th grade

Online grades/registration

Freeway access

Small classrooms

Instructors/tutors

\*Hard to get around campus

\*Not involved in organized activities

\*Not comfortable with assessment

\*Campus representation in media

There was discussion regarding contradictory, qualitative data. Both viewpoints are valid as people see things differently. Suggestions were made about getting opinions from students who leave the area to go to other schools and students who have graduated. Terrence noted that high school surveys will be received soon and that information will also be included.

Jan separated the group into smaller groups to analyze and categorize data as follows:

Strengths, place issues group

- Proximity
- Geographical location
- Campus setting/environment
- Cafeteria
- Parking

Proximity	Geographical Location	Campus Setting/Environment	Cafeteria	Parking
<ul style="list-style-type: none"> <li>• school to home</li> <li>• work to school</li> <li>• bus routes</li> <li>• save money on transportation costs</li> </ul>	<ul style="list-style-type: none"> <li>• easily accessible</li> <li>• centralized amongst the tri-county area</li> </ul>	<ul style="list-style-type: none"> <li>• park-like setting</li> <li>• tranquil</li> <li>• walking distance</li> <li>• structural aesthetics fit the environment</li> </ul>	<ul style="list-style-type: none"> <li>• good breakfast burritos</li> <li>• home-made international foods</li> </ul>	<ul style="list-style-type: none"> <li>• numerous lots, easily accessible to classrooms</li> <li>• price per semester is reasonable</li> <li>• one level parking aesthetically pleasing to eye</li> </ul>

### Weaknesses, place issues group

- Décor is worn out, dirty (Measure E will help with this)
- Air conditioning and heating (Measure E will help with this) things that have been fixed should be publicized
- Dirty campus – there is a shortage of maintenance staff, look at distribution of waste receptacles, take ownership of your surroundings
- Cafeteria
- Parking (Measure E will help with this)
- Classroom size - restructure schedule, block schedule
- Signage (maneuverability)
- Freeway access-more information needed
- Safety-need to deal with this now
- Posting policy-being addressed now
- Reputation through media- negative publicity about lack of air conditioning, dirty campus, water main breaks

### Strengths, people issues group

- Instructor and staff responsiveness
- Schedule/catalog website\*
- Increase access – web registration opportunity
- Activities involve all students
- Parking close compared to other colleges (safety)
- Cafeteria\*
- Proximity to home
- Support services
- Positive, supportive, inclusive environment
- Quality programs, i.e., nursing (communication opportunity)

\*Surprises: bookstore was not mentioned

More information needed on advertisement of quality of programs

### Weaknesses People issues group

- Posting policy-more user friendly, would it increase student activities on campus
- External reputation – academic preparation and rigor, student success - do we have an adequate reputation for people to come here
- Academic rigor – do students find jobs or transfer after coming here
- Campus appearance – do we have pride and standards and try to maintain them
- Men's soccer team – we should have one, it would bring people on campus, potential students would come here to play soccer, improve image, sense of community
- High school teachers and counselors tell students not to go to Gavilan

Surprises: basketball, baseball, football not mentioned

Need more information needed on success stories from former students

Things that got missed:

- Connections to the larger community for job and career opportunities (businesses, networking opportunities, job placement, employment opportunities)
- What kind of classes/training can we offer to satisfy area industry needs, such as teacher training? What are the groups in the community?
- Do a focus group with area high school counselors. Hold an open house to publicize opportunities available to high school students after attending Gavilan.
- Do student profiles of high school students not eligible for four-year institutions after high school who came here and are now at Cal Poly
- Coordinate outreach efforts at the high schools, people are doing their own thing, literature is different, inconsistent. We have one-person departments, too much to do, flip side of being a small personal campus
- Bring high school teachers and counselors on campus to see what we have available and what we can offer
- Mt. Madonna high school students are at Gavilan in large numbers, the staff there is positively promoting Gavilan, students are proud to be here, focus on that and highlight it
- Attract alumni to promote the college, MESA graduates come back to speak to current MESA students, the recency is important, it didn't happen a long time ago
- Send Gavilan student ambassadors to the high schools
- We need to go out and sell/market Gavilan
- What are our relationships with the Chambers, feeder high schools, elementary schools

The next meeting will be on November 4 or 18 depending on whether we get additional study results; Fran will inform the group.

The meeting was adjourned at 4:25

Submitted by Angie Oropeza