

COLLEGE OF CHOICE  
Wednesday, November 4, 2004  
2:10 p.m., BU 118

## MINUTES

Attending: M.Quiroz Rivera, R.Hannon, B.Vandal, L.Tenney, M.Regalado, S.Muszala, F.Lozano, J.Chargin, F.Gonzalez, T.Willett, J.Altamirano, J.Chargin, A.Joseph, REscamilla, L.Bernabe, D.Medina, T.Padron, H.Chenet, K.Smith, C.Alonzo, J.Stewart, M.Bumgarner, R.Perez, C.Marquez, K.Wagman, B.Donovan, N.Juarez

The meeting was called to order by Fran Lozano at 2:20 p.m. The members of the group introduced themselves.

Fran distributed a marketing study for higher education.

### Surveys

Terrence reported findings from student surveys from the last 3 fall semesters (not including this one). Some of the findings include:

- 68% of district students attend Gavilan, 32% go to other community colleges
- those who go elsewhere are more likely to live close to San Jose, they are similar in age to Gavilan students (those over 60 years old tend not to go elsewhere), they are typically male/non-Hispanic
- district students who don't have a high school diploma or a bachelor's degree or higher tend to come to Gavilan

Terrence reported that he conducted a survey of three Gilroy High School science classes. Findings from that group include:

- of those interested in community colleges, Gavilan was first choice, Cabrillo was second
- important choice factors include quality instruction, welcoming staff, reputation, cost
- least important issue was telephone registration

Terrence reported that he conducted a survey of recent high school graduates. Preliminary findings from that group include:

- of those who attend(ed) Gavilan, choice factors included cost, proximity to home, opportunity for transition from high school to university
- of those who went elsewhere, choice factors included relatives/friends go there, participation in program Gavilan doesn't offer, convenience

Terrence reported on additional data from previous surveys:

- a community survey indicated that non Hispanics have more access to technology
- the student equity plan indicated that success rates differ by gender, ethnicity, and in some cases disability status
- access is good, we mirror the community
- success rates go up when students participate in groups like Puente or EOPS

There was discussion on the following:

- we may be losing students to private , vocational training schools
- we need to market the positive things being made possible by Measure E funds
- perhaps those who are leaving are those who have more choices and we should focus on those whose choice is Gavilan

## Majors/Degrees

There was discussion about some students feeling they are hindered by taking lower level courses or getting slowed down by taking additional units to fulfill program requirements.

There was discussion on how to attract and retain students to Gavilan, and the reasons some may choose to go elsewhere, they included the following:

- creating a sense of community in different programs such as currently happens in MESA, the writing center, or EOPS
- coming to Gavilan is not cool because it is the closest college to home, students don't know how good Gavilan is, some who go elsewhere end up coming here because of the commute
- market famous alums and people who have made it despite difficulties
- market interesting backgrounds and activities of faculty such as Elena Dachkova, Xochi Candelaria, etc.
- ask students to speak to students where they came from so they can see they can also make it
- market our small classes and faculty connection with students

Fran distributed action plans and a list of potential action items. The group separated into smaller groups to develop their list of priorities, they included the following:

- form an ongoing marketing committee and publicize what we do and have that people may not know about, increase exposure in the San Jose market, develop a marketing department of more than one person, focus on web registration
- increase retention by creating a sense of belonging and collegial atmosphere, create more lounge areas
- sponsor and promote ASB activities, develop a student email group to advertise activities
- focus on customer service, first contact is important, provide staff training
- promote programs in a marketing view book
- develop an active student ambassador program to the high schools
- improve parking by freeing up staff and 30-minute staff parking after 5
- improve campus lighting
- provide student process for feedback regarding customer service
- keep facilities clean and well maintained
- improve athletic facilities so students don't play in the same facilities they did when they were in high school, difficult to recruit athletes because of inadequate facilities
- capitalize the community connection with the athletic program
- difficult for athletes to practice because of work schedule (child care during practices was suggested)
- sponsor more activities such as the softball game between faculty/staff and students, include alums to create sense of community
- create identity with mascot, have Bucky walk around during registration and other events
- develop a speakers bureau
- coordinate and centralize consistent outreach with more than one person, include faculty and students
- positive connection with faculty and staff is key for retention, develop an evaluation component to evaluate our efforts
- keep student computers up-to-date and in working order
- offer internship opportunities, field trips, job placement

Fran will send out a revised list and an action plan form. Task force members will prioritize their list and email it to her. The task force will choose from the combined list what the recommendation(s) will be.

The meeting was adjourned at 4:10 p.m.

Submitted by Angie Oropeza