

DIRECTION OF EDUCATION AT GAVILAN COLLEGE

Mission of the California Community Colleges

1. The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
2. In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
 - a. The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
 - b. The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
 - c. The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
3. A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
4. The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

The Mission of Gavilan College

In an environment that nurtures creativity and intellectual curiosity, Gavilan College serves the community by providing a high quality learning experience which prepares students for transfer, technical and public service careers, life-long learning, and participation in a diverse global society.

Gavilan's Vision

Gavilan College will be the college of choice for the residents of the district and the employer of choice among all community colleges in the region. Gavilan will have a transfer and completion rate among the top 20% of all community colleges in the state. The college will provide a safe and hate-free environment that stimulates learning and work. Gavilan will be known for its innovative and high quality teaching and learning, quality comprehensive student support services and staff support. Outreach and retention strategies will be implemented in order to attract and retain students and staff members who reflect the diversity of the communities the college serves. Instruction and student support services will be fully integrated, sharing the common goal of helping students achieve educational excellence in transfer, vocational and technical programs of study and student support services. Appropriate technology will be used to enhance instructional programs and support services. Community and contract education will provide leadership in addressing the needs of the residents, businesses and industries within the district.

Gavilan will continue to increase its accessibility to the communities it serves through the appropriate expansion of satellite sites and distance learning and services. All college facilities will be maintained, staffed and equipped to appropriately serve and reasonably accommodate students and staff. The Gilroy campus will be noted for its park-like setting and facilities that enhance the learning environment and attract the community for private and public events.

As the college continually evaluates and improves its programs and services, it will maintain appropriate levels of efficiency while producing high 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, services and functions will be encouraged, with cross-functional teams and task forces carrying out daily operations and planning wherever possible. Objectives will be achieved through staff development and budget, personnel, facilities 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.

We value:

Value 1 An imaginative and nurturing community of learners characterized by and created through rigorous scholarship, creativity, and personal and professional development.

Value 2 A college environment characterized by inclusiveness and mutual respect for all of our students, staff, and community.

Value 3 Excellence in and promotion of comprehensive programs, services, and activities.

Value 4 Partnerships that support the educational, economic, and social development of the college and the communities we serve.

Challenges for the future:

1. Of the students entering the college for the first time, 85% need to take at least one preparatory course in order to be prepared for transfer level courses.
2. The state master plan has changed.
3. UC and CSU are redirecting students to the community colleges.
4. The college must work in partnership with other local educational resources and expand learning opportunities for students.
5. Demand is increasing for courses offered through distance education methods.
6. During peak periods, the main campus is 14% over capacity and the Morgan Hill and Hollister sites are at capacity.
7. Assuming a conservative growth rate of 5%, the college will grow from the current 6,000 students each semester to 10,000 students in 10 years and to 16,000 students in 20 years.

8. College facilities on the main campus are nearly 40 years old and need significant infrastructure upgrades, building renovation and physical access improvements to meet the needs of students.
9. With the demand for increased course offerings, 5% growth rate and expansion of the off-sites, an equitable funding formula for instruction and student support services needs to be implemented that reflects an integrated commitment to student development.
10. Student services and instructional services will need to co-develop integrated pedagogies that lead to programs and services that support student achievement and persistence and create an environment that enhances and promotes student retention and success.
11. Growth in Morgan Hill, Coyote Valley and Hollister will require larger instructional centers to serve the increasing number of students with adequate levels of instructional programs and student services.
12. New instructional methods such as cooperative learning, learning communities and distance education and new technologies require modification of existing classrooms and support services.
13. New programs need to be implemented to meet the needs of new industries in the district.
14. The high cost of living within the district makes it difficult for many residents to earn a living wage.

STRATEGIES TO MAKE GAVILAN THE COLLEGE OF CHOICE FOR ALL RESIDENTS OF OUR SERVICE AREA

- ▼ Improve transfer and completion rates to be in the top 20% of California Community Colleges.
- ▼ Identify where customer service should be enhanced and implement training and feedback in order to ensure that students, staff and community are treated with respect.

- ▼Acquire the land and facilities and improve existing facilities to meet the needs of the community
- ▼Strengthen the system to support under prepared students
- ▼Be the employer of choice of all community colleges within the region
- ▼Take a leadership position in economic development specifically in the area of Biotechnology/Bioscience to develop an industry base in Gavilan's service area
- ▼Be an active member in state community college events

GOALS TO IMPLEMENT THE STRATEGIES

Under Prepared Students:

Goal 1: Improve the success of students in basic skills courses.

Objective 1.1: Develop a one-year basic skills program (First Year Experience) at the 400 and 200 levels that link reading with writing and math with science and offers students introductions to the academic disciplines of Social Sciences, Science, and Digital Media. (See Appendix 1) Complete by Spring 2005, Dean of Liberal Arts and Science (DLAS) responsible.

Outcome Measure: Success rates of students in the program will be 15% above those in similar courses during previous years by Fall 2006.

Goal 2: Improve the success of students in transfer level courses.

Objective 2.1: Establish prerequisites as appropriate for general education, vocational and transfer level courses. Complete by Fall 2004 for 2005-2007 Catalog and by Fall 2006 for the 2007-2009 Catalog, VP of Instructional and Student Services (VPISS) responsible.

Objective 2.2: Establish the criteria and appropriate number of learning communities. Complete by Spring 2005, VPISS responsible.

Objective 2.3: Provide pre-social science and pre-science and vocational ESL courses as appropriate. Complete by Fall 2006, VPISS responsible.

Outcome Measure: Success rates of students will improve by 15% in the college level courses that follow by Fall 2006.

Programs:

Goal 3: Increase accessibility to college programs and services.

Objective 3.1: Expand the range of language offerings with a focus on the Pacific Rim. Complete by Fall 2006, DLAS responsible.

Objective 3.2: Remodel existing classrooms on the main campus to add at least 500 seats. Complete by Fall 2008, Vice President of Administrative Services (VPAS) responsible.

Objective 3.3: Acquire land and construct instructional sites in Hollister and Morgan Hill/Coyote Valley to accommodate 4000 students each. Complete by Fall 2006, VPAS responsible.

Objective 3.4: Establish University Centers in Hollister and the main campus and an educational training center at the proposed greater Morgan Hill facility. Complete by Fall 2007, VPAS responsible.

Objective 3.5: Based on labor market data, identify, delete, expand and/or add vocational programs to maintain the balance of vocational and degree/transfer programs and to meet the increasing demands of business and industry. Complete first phase by Fall 2006 and then ongoing, Dean of Technical and Public Education (DTPE) responsible.

Objective 3.6: Expand appropriate instructional departments and programs at the college to accommodate the enrollment growth over the next 20 years. Ongoing assessment and implementation, VPISS responsible.

Objective 3.7: Expand instructional and student support services to keep pace with enrollment growth. Ongoing assessment and implementation, VPISS responsible.

Objective 3.8: Replace the Santa Rosa software in MIS with an appropriate integrated system. Complete by Fall 2007, VPAS responsible.

Objective 3.9: Maintain appropriate levels of technology throughout the college. Implement Technology Plan and update yearly. Ongoing, VPISS responsible.

Objective 3.10: Include Regional Occupation Programs as an

integral part of occupational education. Ongoing assessment and implementation, DTPE responsible.

Objective 3.11: Identify appropriate additional offerings in the visual and performing arts, including television studies. Complete by Fall 2006, DLAS responsible.

Objective 3.12: Prepare students for global economy employment opportunities, especially on the Pacific Rim. Assess and modify curriculum by Fall 2006, DLAS responsible.

Objective 3.13: Establish program learning outcomes and measures for all transfer, degree and vocational programs. Complete by mid spring 2005 for inclusion in the 2005-2006 Catalog. VPISS responsible.

Objective 3.14: Establish measures for the institutional learning outcomes. (Appendix 3) Complete by Fall 2006, VPISS responsible.

Objective 3.15: Establish the appropriate level of not-for-credit, fee-based offerings through community education. Complete by Fall 2005, Associate Dean of Economic Development and Community Education responsible.

Outcome Measure: Gavilan College will reach the state allocated enrollment cap each year. Community Education will not require a general fund allocation by Fall 2005.

Staff Development:

Goal 4: Provide appropriate training for all staff to maintain high levels of competency in technology, instructional modalities and work requirements.

Objective 4.1: Establish required levels of technology competencies for all staff members. Complete by Spring 2005, VPISS responsible.

Objective 4.2: Establish 3, 5 and 10 year plans for staff development. Complete by Spring 2005, College Staff Development Committee responsible.

Objective 4.3: Develop training programs for new staff, including a teaching and learning academy for new faculty.

Complete by Spring 2005, College Staff Development Committee responsible.

Objective 4.4: Ensure all instructional staff members receive training on new instructional modalities and the needs of under prepared and students with disabilities.

Develop plan by Spring 2005, VPISS responsible.

Objective 4.5: Appropriately support staff participation in regional, state and national activities. Ongoing, VPISS responsible.

Outcome Measure: All staff members will meet the technology, instructional and work standards appropriate for their positions by Fall 2006.

Economic Development:

Goal 5: Increase the work opportunities for graduates of the college within the district.

Objective 5.1: Support the creation of new bioscience industries within the district. Complete by Fall 2006, Associate Dean of Business Development

Objective 5.2: Support the growth of existing businesses within the district.

Objective 5.3: Establish a Bioscience Institute in Gilroy (See Appendix 2)

Objective 5.4: Develop the contract education program. Complete by Fall 2006, Associate Dean of Economic Development and Community Education responsible.

Outcome Measure: The percentage of Gavilan College graduates who find jobs within the college district based on labor market data will increase by 10% by Fall 2008. Contract education will provide \$100,000 income for the college by Fall 2006.

Appendix 1: First Year Experience

To address the issue of under prepared students at Gavilan College, the Basic Skills Task Force proposes a student-supported course of study in the areas of reading, writing, social sciences, mathematics, and science according to the following timetable:

2003-2004

A comprehensive program will be offered for students at the English 440/Math 400 level. English 440 and 420 classes will be linked as Learning Communities for a total of eight hours of instruction. An additional one unit course, Introduction to Social Sciences, will introduce students to the discourse and thinking in one discipline in the social sciences (i.e. History, Sociology, and Psychology). Students will also enroll in the appropriate Math 400 or 402 courses. Counseling and tutoring services will be integrated into the English classes. An orientation will introduce students to the goals of the program and the steps they will follow to gain college-level skills.

2004-2005

English 440/420 may be rewritten as a single course. Depending on the success of the English 440/420 model, English 250 and 260 will be linked. Math 205 will be developed in coordination with science, either as a learning community or with a science sampler class (i.e. Biology, Chemistry Physics) as a recommended course of study. Students may take a three-unit Introduction to Social Sciences.

2005-2006

An entire program of study will take students through the first semester at the 400 level and the second semester at the 200 level, so that in a year's time, students will be ready to enroll in college-level courses.

Appendix 2: Bioscience Institute

Linking the bioscience industry with trained, motivated technicians

The standard public school curriculum, especially for academic subjects such as science and mathematics, targets college-bound students. These students are usually self-motivated, goal-directed, and supported by their families to seek further education and professional employment. And these students are in the minority.

Over 52% of high school students in California do not attend college. In many communities in California's Central Valley that number is closer to 57%. "Legitimate" career options for these high school graduates include retail, fast food, and fieldwork; jobs where entry level wages are typically under \$8.00 an hour. Although industry growth segments such as bioscience exist in California, these students have limited employment possibilities.

Alternative school-to-work models provide meaningful opportunities for at risk students. Students like Tamasha who planned to drop out of high school and work in fast food, or Victor who had a D+ grade average and was arrested for stealing cars. When encouraged to enroll in a non-traditional biotechnology course, some of these students became excited by the challenging science subject matter. All of them were motivated by the chance to hold a well-paying, meaningful job and achieve financial independence.

The Gavilan College Bioscience Institute offers employment-training programs for students pursuing a career as bioscience and biotechnology technologists and technicians. Although the program is open to all students interested in a career in bioscience, emphasis is on those populations traditionally underrepresented in the sciences. This includes high school students who are not typically college bound and adult learners looking to transition to well-paying jobs in growth industries.

The Institute will initially focus on two programs: high school science programs to develop math and science competencies and community college employment training certificate programs. The goal is to create a cohort of students that will progress from high school to community college and on to industry. The certificate programs will emphasize hands-on laboratory and industry work experience. In addition, the curriculum will include study skills, information competency and workplace readiness. "Bridge" skill building courses will be provided for students, including re-entry adults, without the necessary (or recent) science background.

The Institute is modeled on existing technician training programs. Curriculum and programs will be modified as appropriate to meet the needs of the communities within California's Central Valley. The Bioscience Institute, located in Gilroy, California, will include offices, classrooms, a computer lab, and two science labs. The pilot program addresses the three high school districts (Gilroy, Hollister, and Morgan Hill) that feed into Gavilan College. Following the successful launch of the Institute, the model will be replicated in other areas, or the Institute's reach extended through distance learning and low residency education models.

Gavilan College is requesting funding to cover start-up and development costs, as well as operating expenses for a five-year period. Concurrently the Institute will pursue additional funding sources and work toward developing a self-sustaining program supported by fees, grants, and industry partners. The new Institute will leverage existing resources at Gavilan College, while providing supplemental services to our students. Total amount requested for five years is approximately \$6.5 million.

The Gavilan College Small Business Development and Education Center supports economic growth in California by providing services focused on business development, workforce readiness, and education. In 2002, the Center was awarded a grant from the Chancellor's Office of California Community Colleges that addresses the workforce preparedness needs of bioscience-related businesses. The Institute is an outgrowth of that grant.

Bioscience presents an important growth opportunity for California's economy. As the industry transitions from research to production, the need for bioscience technicians and other entry-level employees continues to grow. The Gavilan College Bioscience Institute seeks to bridge the gap between this industry need and underserved students in order to provide meaningful, living wage jobs.

Appendix 3: Institutional/General Education Learning Outcomes

1. Communication:

- 1.1. Students will communicate effectively in many different situations, involving diverse people and viewpoints.
- 1.2. Speaking: Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.
- 1.3. Listening: Students will listen actively and respectfully to analyze the substance of others' comments.
- 1.4. Reading: Students will read effectively and analytically and will comprehend at the college level.
- 1.5. Writing: Students will write in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

2. Cognition:

- 2.1. Students will think logically and critically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.
- 2.2. Analysis and Synthesis: Students will understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.
- 2.3. Problem Solving: Students will identify and analyze real or potential problems and develop, evaluate, and test possible solutions, using the scientific method where appropriate.
- 2.4. Creative Thinking: Students will formulate ideas and concepts in addition to using those of others.
- 2.5. Quantitative Reasoning: Students will use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.
- 2.6. Transfer of Knowledge and Skills to a New Context: Students will apply their knowledge and skills to new and varied situations.

3. Information Competency:

- 3.1. Students will use printed materials, personal communication, observation, and electronic resources to find and evaluate information.
- 3.2. Research: Students will do research at a level that is necessary to achieve personal, professional, and educational success.
- 3.3. Technological Competency: Students will use technological applications to find, organize, and present information effectively.

4. Social Interaction:

- 4.1. Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.
- 4.2. Teamwork: Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.
- 4.3. Effective Citizenship: Students will take personal responsibility for being informed, ethical and active citizens of their community, their nation, and their world.

5. Aesthetic Responsiveness:

- 5.1. Students will produce or respond to artistic and creative expression.

6. Personal Development and Responsibility:

- 6.1. Students will develop individual responsibility, personal integrity, and respect for diverse people and cultures.
- 6.2. Self-management: Students will demonstrate habits of intellectual exploration, personal responsibility and physical well being.
- 6.3. Ethics and Values: Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgements and decisions.
- 6.4. Respect for Diverse People and Cultures: Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.