

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Status of Current Year Budget Guidelines; FY 2011 - 2012

As of Spring 2012

The purpose of this document is to report on the effectiveness of the resources allocated within the 2011-2012 fiscal year on activities made possible through resource allocations. The assessment section under each goal summarizes whether the college received the benefits it was expecting when allocating these resources. Evaluating the effectiveness of resource allocations has occurred in previous years. Additional baseline data and identification of elements to be evaluated will be necessary in order to make definite conclusions about the effectiveness of resource allocations in future planning updates.

Gavilan College Mission Statement: The mission of the Gavilan Joint Community College District was revised and adopted in BP 1200 District Mission:

In an environment that cultivates creativity, stimulates curiosity and emphasizes student learning, Gavilan College serves its community by providing high quality educational and support services that prepare students for transfer, technical and public service careers, life-long learning and participation in a diverse global society.

The mission is evaluated and revised on a regular basis.

Strategies from Strategic Plan Fiscal Years 2011/12 - 2015/16

Strategy # 1 *Optimize enrollment, course offerings and services to reflect community needs and growth*

S1 Goal #1 **Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to populations with special needs, such as DRC, ESL, basic skills and re-entry students.**

Status as of Spring 2012: Efforts at achieving this goal are seriously underway through Title V's Student Success Center and Student Success Coordinator position, the first to bring students to a single location to access and be referred to services, and the second to bring constituent groups together to plan for a comprehensive approach to student support. A major development for next year is the Basic Skills Initiative funding of student mentors to guide students as they move through the enrollment process.

A task force was formed in the Fall semester to review our intake services for students and include the major stakeholders for each of the services provided for new students. A series of recommendations will be forthcoming. Of particular focus will be the development of a sort of welcome center concept where student can be quickly triaged based on needs.

During the past year a Focused Inquiry Group was established to review services provided to our student veteran population. Through this work, many retention and support efforts have been established. A mobile veterans' center comes to campus each month to support veterans with issues related to benefits, counseling, and health issues. A student club has been organized and two major "Veterans Voices" events have been held. Mental health counseling is provided two times each month in the Student Success Center. A temporary location has been identified to serve as a Veteran Center where students and staff offer programming and veterans have a place to join with each other. These efforts are being supported by the Learning Council.

An early academic alert system called GEARS – Gavilan Early Alert and Referral System – was implemented in the Fall term. Nine instructors participated in an automated system to alert student when academic issues were occurring and suggested several interventions for students to remain successful in class – tutoring, having a conversation with the instructor, seeing a counselor, etc. Evaluation from the first semester indicates a significant improvement in student success for students in GEARS support classes versus those in non-GEARS sections.

Opportunities for participation in face-to-face New Student Orientation have been expanded over the past year. The Orientation Task Force formed last academic year has continued to meet and work to expand sections, update the online orientation, to standardize curriculum throughout the program and to embed student learning outcomes. Discussion regarding future options for orienting student – including a credit option – are being discussed. Finding sufficient space to offer orientation continues to be challenge. A new initiative to offer orientations directly at the feeder high schools will be launched this spring as a result of extensive cooperative planning between the Assessment Office and the Orientation Task Force.

Final preparations to launch a new platform for assessment and placement are happening in the spring semester. Faculty have been engaged in developing the cuts scores, multiple measures and set-up for Accuplacer, which has been supported through both the Title V and STEM grants. This new platform will give students great access to assessment opportunities and will replace the paper and pencil protocol with a computerized, branching technology assessment. Through this technology and specialized option diagnostics, students will be more appropriately placed in courses based on skill level which will be evaluated to support student success.

Priority registration will be extended to two additional groups during the next registration cycle. Foster Youth along with expanded categories of veteran students will have opportunities to register early, have a better selection of courses, and make progress toward identified educational goals.

With support from the Learning Council and the Associated Student Body, two "Student Voices" events have been held in the past two semesters. These events–focused on how the institution can better support students–have generated volumes of feedback that are being discussed and considered throughout the institution. A third event is planned for the end of the Spring

2012 term.

Surveys were developed by the Outreach and Recruitment Office and given to a random sample of students regarding 1) How much they learned about all student services; 2) New students on how beneficial outreach information was to them before coming to Gavilan College; and 3) Class interest to Junior and Senior high school students for the High Step program.

The development of the student ambassador program called "RAMbassador" will help the Outreach office design measureable assessment tools (surveys) to query students about how outreach can enhance retention and follow up efforts.

This is the second semester for the San Benito High School High Step program. During the first semester 27 students were enrolled in PSYC 5 and 3 students in GUID 1 (dual listing) and during the second semester there were 22 students in PSYC 5 and 4 students in GUID 1 (dual listing). The majority of these students plan on coming to Gavilan College and then transferring to a 4 year College, others are transferring directly to a 4 year College.

Christopher High School's Principal, counselors and students have embraced the High Step concept. In the past two semesters, the Christopher High School High Step classes CD2 / PSYC 2 had filled to capacity (40 students) with a wait list of at least 20 students the first semester and a waitlist of 50 students in the second semester. The majority of students are in the PSYC 2 class with just a few in the CD class.

The majority of students from Christopher High (CHS) school plan on attending a 4 year college, others plan to attend Gavilan or other Community Colleges. Limits placed on expanding additional sections have prevented the growth of this program at CHS.

We continue to offer similar opportunities at Gilroy High School (GHS) with the sections averaging 20 students. However, most of the enrollment is from college-aged students not the high school concurrent student that the program is primarily designed for. Efforts during the current semester to strengthen cooperation and continued support of this program at GHS are underway. A new survey is being given to Gilroy High Juniors and Seniors at the time of their Gavilan assessment to query them on what classes they might be interested in taking through the High Step program. Input from the Student RAMbassadors will be beneficial in updating the questions for the students. They will also give presentations and distribute the surveys.

Continued growth and participation of the Outreach Advisory Board has occurred with representatives from high schools, middle schools, community members and Gavilan staff working to collaborate on outreach/in-reach ideas. The Advisory Board continues to meet twice a year. The majority of members have continued to serve on the Board. There is great collaboration and communication from this Board. New members have been added to enhance collaboration.

The Outreach Office continues to maintain relationships on campus and in the community. The Student RAMbassador program will enhance this effort by promoting student outreach activities and retention on campus and in the community.

There are six Student RAMbasadors in the program for this semester. We are currently focused on training, presentations, and outreach to all students with particular attention to basic skills students.

Requests to the Outreach Office for presentations and tours have increased from last year. With the help of the Student RAMbassador program, the outreach office will be able to fulfill the increase.

EOPS revised and implemented a new student welcome for program participants last Fall. EOPS coordinated the Student Services Success Workshops for fall (137 attended) and spring.

Financial Aid conducted an online survey in November 2011 to measure customer satisfaction with department services. Financial aid student responses indicate 89% agree or strongly agree information provided by Financial Aid was good; 81% agree or strongly agree receiving information in a timely manner; and 87% agree or strongly agree information received from Financial Aid was good.

The college has formalized the acceptance of the CSU Early Assessment Program and is now publishing information about the acceptance of EAP scores. The Counseling staff is engaged in outreach efforts to bring any learning gaps that may exist as students complete this assessment in the junior year. The goal is to support students in being college-ready when they enter Gavilan.

Assessment: The institution has profited from the time and resources that grant funding has created, and discussions are beginning to bear fruit through such efforts including face to face orientations, Early Alert, additional counselors, and outside of class support through tutoring, Supplemental Instruction and Academic Excellence Workshops. A dedicated student support service space is now being sought for better delivery and integration of services throughout campus. The College needs to continue working on clear pathways and a fully integrated model, and will have data through these efforts to address long range needs.

Through the various activities and improvements occurring, services are more integrated. Through the inclusion of student learning outcomes, surveys, face-to-face activities such as the "Voices" events, and continuing evaluation, student retention and success will be measured around the various activities.

S1 Goal #2 Strengthen career programs through a cohesive organizational approach such as creating an Occupational Career Program Institute.

Status as of Spring 2012: The college is submitting a Title V partnership grant with Hartnell College this spring with the hopes of bringing the Occupational

Institute to fruition. The Occupational Institute continues to be included in each of the annual department program plans in the Career Technical division. The Career Technical division has developed an outline for the Occupational Institute program that would include counseling, career placement services and industry interface. The plan is to include the following components: early registration, soft skill training, vocational assessment, internships with business and industry, job shadowing, assistance with financial aid, referral to other campus departments, outreach to high schools and education plan development using an integrated approach that makes use of existing resources such as the campus career center. Personnel (Counselor) is needed to staff the program and once identified will begin to work with the faculty in the Career Technical Education departments to provide services. The college has recently been awarded an Industry Driven Grant focused on developing a Water and Wastewater Management Program which will include certificate and degree components. This program is currently being developed with a projected implementation date of Fall 2012.

Assessment: The College is committed to developing new career technical training programs for its community and will continue to develop strategies to achieve this goal during the course of the upcoming fiscal year. It is hoped the Title V grant will be funded. Once staffing for the Occupational Institute is identified, services can be provided.

S1 Goal #3 Increase options for credit/non-credit and life-long courses for other constituencies as indicated in community needs surveys.

Status as of Spring 2012: The Contract and Community Education Department provides lifelong learning, fee-based classes to the college community. In 2011-12, we added several career training programs including Personal Fitness Training, Veterinarian Assistant, and Electronic Health Records Systems. In response to community support in the form of increased registrations, we expanded our photography and cooking classes and added classes designed to help new users with their iPhones and iPads. We have provided additional online classes through our partner, LERN, which include eMarketing Essentials, Social Media for Business, Mobile Marketing Certificate, courses for K-12 teachers and many other classes not available elsewhere.

During this time, we ramped up our Water Industry Training Program while working on developing the Associate Degree and Certificate Program in Water Resources Management. Two new credit courses were added to the schedule and 40 classes were offered through Community Education.

Data for Community Education program:

Number of Registrations:	1183
Number of Students:	832
Number of Courses:	330

The noncredit program serves four of the content areas of Noncredit: Adult Basic Education, English as a Second Language, Citizenship for Immigrants and a very limited Older Adult – Living Through Learning Program. Recent trends and directives from the Chancellor's Office have been largely

responsible for the cancellation of the Older Adult classes except for three sections of dual enrollment Older Adult courses which continue to be offered. Emphasis is being placed on noncredit Adult Basic Education (ABE), Basic Skills and pre-collegiate noncredit offerings that support credit instruction and offer academic student support. Courses in these content areas support the following departments or programs: English, ESL, Allied Health, Library Service, CalWORKs and Distance Education. Noncredit Adult Basic Education program continues to grow as the need for these classes, particularly, for noncredit ESL is reflective in the number of participants. Despite reductions in the number of course offerings because of budget constraints the number of participants is holding steady.

During the academic year 2011 – 2012, a total of 6,318 duplicated students were enrolled in noncredit ABE, ESL, VESL and Citizenship courses. Two new courses were developed in Noncredit this year which were On-line Basic Academic Skills, Guidance 700 and Tobacco Cessation, Allied Health 743.

The following data is available for Spring 2012:

Number of Students: 7,275

Number of sections/course offerings: 113

Location of the ABE sections/courses by city:

Gilroy – 27, Hollister – 25, Morgan Hill – 9

Location of Older Adult facilities by city:

Gilroy – 13, Hollister – 5, Morgan Hill – 6

On-line Courses: 28

FTES: 190

Assessment: Despite state funding shortfalls and the downsizing of the Noncredit program, data still seems to confirm that there is a high demand for noncredit programming in the community. Gavilan's Noncredit Program continues to collaborate with the feeder high school adult education programs, community based organizations and elementary school districts as a way to leverage the limited funding that these programs have to continue delivering these needed educational services throughout the college district.

In 2009, the Noncredit Program underwent program review and that committee recommended that the program should formulate a master plan to address the role of noncredit within the institution, deliver consistent matriculation services that would move students from noncredit to credit in a formal manner and to track data to support student success. Since this time, no master plan has been developed that defines the role of noncredit within the institution which continues its status as a stand-alone program offering instructional support to a handful of programs and departments. Focus is now on offering more GED pathway courses as well as developing the badly needed formal bridge for students transitioning from noncredit to credit. Meanwhile, a noncredit part-time counselor is delivering the noncredit matriculation services to the 10 sites throughout the semester on a limited basis. This effort will be assessed to determine effectiveness in meeting the two major project goals: GED pathway courses and a formal bridge between non-credit to credit.

S1 Goal #4 Evaluate 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.

Status as of spring 2012: This past year program emphasis was on concentration of noncredit resources on key instructional areas in the following areas: On-line Courses, Allied Health, Library, CalWORKs, and ESL to deliver pre-collegiate and basic skills support courses to the basic skill students in these programs. The statewide trend for noncredit will continue to support credit content areas to support student success in basic skills, career/technical programs and transfer functions of the college

There were a total of 6,468 students enrolled in 114 noncredit sections of ABE (Adult Basic Education Courses), GED, ESL Life Skills, VESL, ESL Citizenship and On-line noncredit courses.

Assessment: The noncredit courses that have been added are Guidance 700, Online Basic Academic Skills; Library 736, Develop a Topic; Library 737, Avoid plagiarism & MLA/APA format; and English 747, Film and Literacy and Tobacco Cessation. The courses that have to do with the improvement of research skills are in place as “companion” courses as of spring 2010. Plans are underway to create noncredit ESL conversation classes as companion to lecture classes starting in Fall 2010.

S1 Goal #5 Evaluate alternate delivery of courses and services such as online, telecourses, and High Step.

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RAMbassadors will be beneficial in updating the questions for the students. They will also give presentations and distribute the surveys.

We are delivering approximately 28 on-line courses and are currently assessing the hybrid courses to insure that they meet the same academic rigor as face to face courses. The Distance Education Committee is actively working on a series of guides and documents to aid in the future direction of distance education at Gavilan. These documents include a Best Practices Guide, Master Plan for Distance Education, and student authentication policy. Hybrid courses continue to be offered and discussions are on-going at the department level to insure that the courses mirror the current curriculum.

Assessment: All degrees and certificates are currently being screened to insure that not more than 50 % of the courses are offered online or in an electronic format. Programs that do meet the criterion will be forwarded to ACCJC through the substantive change process. The Distance Education committee is finalizing the student authentication policy to insure that all registered students are identified.

S1 Goal #6 Offer a complete general education transfer pattern of courses and appropriate basic skills and Career Technical courses at the Hollister and Morgan Hill facilities, and the Gavilan campus in the evenings and weekends.

Status as of Spring 2012: At Hollister, progress in the areas of English and Math offerings have occurred and are currently aligned with the transfer pattern. Other general education courses are also offered in alignment with transfer pattern.

At Morgan Hill, work is still needed to bring this alignment. For example, the Spring semester does not offer pre-Algebra, 205-A or B; this would assist students struggling with the fast pace of Math. BOT classes are taught only in fall at Morgan Hill. Additional career courses would provide community with a new career in this job market.

Assessment: Courses are alternated between Fall and Spring semesters so that students can complete the transfer pattern areas at the Hollister Site. Science courses are still lacking in accordance to transfer pattern.

At Morgan Hill there is a need to align all offerings. Science courses are of a particular need.

Strategy # 2 *Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals*

S2 Goal #1 Increase the student success rate and/or who can transfer within two years.

Status as of Spring 2012: According to the most recent student success report provided to the Board of Trustees in March 2012, progress and achievement and transfer rate continues to improve incrementally (currently at 31%). This is

a result of the on-going efforts of the curriculum committee to insure that curriculum is maintained, updated, or made inactive as appropriate to insure the continuation of academic progression in all certificates and degrees.

Assessment: The curriculum committee has continued its on-going efforts this year to maintain, track, and organize the curriculum to allow for programmatic changes and alignment with education code changes.

S2 Goal #2 Develop and implement student learning outcomes and assessments for improvement of all courses and programs, and of the institution.

Status as of Spring 2012: To date, 100% of courses and instructional and non-instructional programs have developed outcomes. Over 68% of courses have been assessed and have reported upon student learning outcomes at least once. For instructional programs, over 48% have assessed and reported upon program-level outcomes. One hundred percent of non-instructional programs, (student services, administrative services, and institutional and instructional support), have assessed and reported their outcomes.

Assessment: While great progress has been made, the remainder of courses and instructional programs need to be assessed. This assessment process needs to happen on a regular cycle so basement, reflection, and improvement are continuously occurring.

S2 Goal #3 Support professional development for faculty in order to improve quality of teaching and curriculum for basic skills, Career Technical, and transfer courses. Foster and recognize instructional innovation and excellence.

Status as of Spring 2012: The Teaching and Learning Center, formerly the Staff Resource Center, has moved from cramped quarters to the larger and more centrally located Library Mezzanine, and, as a result, of this geographical change, has attracted many more users. The space is being used for workshops, trainings, and large and small meetings between faculty members. In addition, the Learning Council and the Teaching and Learning staff are creating a menu of staff development offerings to present each semester. Professional development has been a focus of both the STEM and Title V grants, and staff have received training in such areas as Supplemental Instruction, reading across the curriculum, basic skills, and accelerated learning.

The Title V grant has provided stipends for conference, training, travel, and creation of Faculty Learning Communities as well as has supported the Teaching and Learning Center. In the last year, instructors have made site visits to six model campuses. They have attended workshops and conferences in the areas of Accelerated Learning, Contextualized Learning, Reading Apprenticeship, Technology in Education, and Supplemental Instruction. They have formed and maintained Faculty Learning Communities (FLCs) to study these topics in addition to First Year Experience and Project-Based Learning pedagogy. Scholarship has lead to the development of new curriculum, as in the case of the Accelerated Learning FLC; the information gained from others, such as technology, has been disseminated among faculty via the Teaching and Learning Center training sessions.

Assessment: While many staff are presently having development opportunities because of grant funding, an ongoing staff development protocol needs to be instituted to ensure that all staff members have the opportunity for continuous improvement and that the institution continues to grow. Staff are looking for campus opportunities that last longer than Staff Development Day, and the Focused Inquiry Groups are beginning to answer that need.

The numerous opportunities afforded faculty through the Title V grant have encouraged greater conversation and professional growth. The number of training sessions, types of training sessions, and instructors being trained at the Teaching and Learning Center has increased during the last year. Plans are being made now to demonstrate these pedagogy and piloted projects at the Fall 2012 Faculty/Staff Development Day as well.

S2 Goal #4 Improve and maximize student support services to encourage student engagement, with special attention to off-site campuses.

Status as of Spring 2012: Counseling services have been expanded from once a week to twice a week at the Hollister site. Mental Health Services have been added through CalWORKS to provide services to CalWORKS students and support other students. Bookstore Services were extended an extra week to give students the opportunity to acquire their books in Hollister. Library services have been expanded over the past year. Tutoring services continue to be offered one day per week. A budget request was included in the last Program Plan asking for support from the Financial Aid services area on a permanent basis.

At Morgan Hill, Wi-Fi is now provided. Counseling services continue to be available one day each week; tutoring one day each week; library research 2 days each morning; and expanded textbook sales at the beginning of each semester. Assessment testing is offered periodically along with some options for New Student Orientation. The use of STEM laptops for a Math 5 class has opened a computer lab for other classes. An effort to expand student drop-in lab stations from 3-8 will be completed this spring with support of the STEM grant.

Evening security services have been added at both sites, Monday through Thursday evenings, to lock the facility and escort students and faculty, as needed, to their vehicles.

Assessment: Students becoming aware of student services are beginning to take advantage of the services. Even with some expanded counseling services, all appointment slots are taken. Students continue to inquire about Financial Aid Services at both off-site locations. Over 500 Financial Aid documents were turned into Hollister office for delivery to Gilroy Campus.

No representation from DRC or EOPS has been provided this school year. Students taking classes or living in the area could benefit by making an appointment with a counselor from these departments and meeting at the off-sites.

S2 Goal #5 Implement plans identified through the Program Review process and approved through the shared governance procedures to continuously improve instructional, administrative, and student services. Make planning ongoing at every level: standing committees, departments, and divisions.

Status as of Spring 2012: The program review process was updated in 2010 to reflect an improvement in the forms, the reporting timelines and the implementation report at the midpoint of the program review cycle. Programs that are reviewed are asked to write a follow-up report to the IEC committee to assure that the recommendations have been addressed. All campus departments use the IEC report to produce the annual program plans which are vetted through the planning process to President's Council. Several shared governance groups including the Dean's Council, Curriculum Committee, Academic Senate, and the various departments use the IEC reports to continually track the progress of departmental objectives.

Assessment: The campus community received during the spring 2012 semester a "shared governance/integrated planning road show" to highlight the steps required in shared governance and the integrated planning process.

S2 Goal #6 Highlight student performance as a result of a Gavilan College education.

Status as of Spring 2012: This is an established practice. We showcase photos of Gavilan College graduates on the covers of all of our publications and in print advertising, post news stories about Gavilan College alumni on the Gavilan College Facebook and LinkedIn pages, and Affinity and Community College League pages, and interview students and alumni on the "Good Morning Gavilan" show on GavTV. Student performance indicators are reported in the Report To the Community, which is published on the website and in the Gilroy Today publication.

Assessment: The District will continue as an established on-going practice.

S2 Goal #7 Provide appropriate technology and support for teaching, student success, and administrative services.

Status as of Spring 2012: Instructional Services, Student Services, and Administrative Services at Gavilan are supported by technology. Technology accommodates the College's curricular commitment to classroom-based and online modalities of student learning. Currently, Gavilan has approximately 1200 computer stations on campus and at the off-sites locations at Morgan Hill and Hollister. Gavilan has 25 computer labs, classrooms, and 6 mobile laptop carts that are available in various locations throughout campus and at the off-sites. In addition, some departments, such as TRiO, MESA, DRC, and the library, provide laptops with specialized software for check-out. The Student Success Center (PB11) was established in 2011 with Title V funding; it has new computer labs and iPads for student use.

The instructional programs and classrooms are supported by technology. As a result of Measure E funding, Gavilan was able to retrofit its classrooms using

the new media-enhanced technology for smart classrooms. Gavilan makes every effort to follow the Technology Master Plan and the Minimum Technology Standards for Classrooms and Laboratories, as outlined in the Facility Master Plan. These smart classrooms include a computer teaching station with broadband Internet connectivity integrated with a VCR/DVD player supporting closed-captioning, audio and video controls, and LCD projector, and stereo speakers. Smart classrooms have become a standard feature in all renovated buildings. In addition to the smart classrooms, all instructors have the option of using the iLearn system to provide students online access to their curriculum materials and course information. Training in the use of iLearn's Moodle support shells and interactive media is resulting in new delivery modes. In addition, the development of the Teaching and Learning Center in the Library have opened up considerable training opportunities for all instructional staff in new technologies. Gavilan provides every full-time instructor his or her own computer. Computers are also available in many areas for adjunct faculty and laptops are available in the library for checkout. Additionally, a computer is provided to each staff member who requires one as part of his or her job function. Finally, thanks to the new Title V and STEM II grants, technology upgrades will continue to be considered in connection with strategic grant projects.

Six classrooms at Morgan Hill share 4 computers on wheels (COWs). Delivery of instruction has the following obstacles: rearrangement of tables and chairs to accommodate the cart; cart obstructs view of tables behind and students need to find room to view presentation; danger in tripping over extension cords; and require MIS and Audio Visual to make frequent trips to repair carts. Mounting of projectors to the ceiling at Morgan Hill, as at the main campus, would eliminate these challenges. Morgan Hill already has 4 projectors, and these could be mounted, with a request for an additional 2 another year. A request will be made to the AV department to support this instructional enhancement.

All Student Services programs utilize technology especially since the implementation of the Banner Enterprise Resource Plan (ERP) system. SunGard's Banner product was selected as our ERP system following a collaborative process. Training and implementation was a 2-year long process involving many campus constituent groups.

Banner was implemented in Spring 2008 for Summer/Fall schedule, financial aid, and registration. The Banner finance module went live Summer 2009. Following the Banner core implementation, additional Banner products were implemented such as: xTender document imaging, AppWorx job scheduling, Luminis myGav portal, Degreeworks, and Resource25 scheduling software.

Other technology programs utilized by the Student Services departments include: Student Appointment Request System (SARS), Accuplacer, our online student assessment and placement software, and Gavilan Early Alert Referral System (GEARS). Final preparations to launch a new platform for assessment and placement are happening in the spring semester. Faculty have been engaged in developing the cut scores, multiple measures and set-up for Accuplacer, which has been supported through both the Title V and STEM

grants. This new platform will give students great access to assessment opportunities and will replace the paper and pencil protocol with a computerized, branching technology assessment. Through this technology and specialized option diagnostics, students will be more appropriately placed in courses based on skill level which will be evaluated to support student success.

Upcoming new technological projects will include CCCApply, on-line parking permits for students and student email. Plans to launch CCCApply, an automated application for admissions process, continue to be developed with a launch date of early summer planned. Students will experience a new automated process for purchasing parking permits beginning with the Summer 2012 term. A vendor has been identified to provide a third party fulfillment that allows for parking permits to be purchased online and delivered via email and through the mail to each student. This will reduce the number of students waiting in line to purchase their permits and will result in better services to students who need registration assistance during peak periods.

Financial Aid has identified a need for automation of the scholarship program. A program plan for scholarship application software will be submitted in fiscal year 2012/13. The need has been identified with feedback and suggestions from students who currently have to submit paper applications for scholarship opportunities. Scholarship application software will facilitate the student application process and improve work flow for the Financial Aid Office.

The Administrative Services are supported by technology for daily functions and business operations. The Banner ERP modules serving administrative services include Business Office (Finance) and Student Accounts. Additional Administrative Services software includes the Gavilan Integrative Data System (GIDS) for research and instructional decision-making, and the GavAlert program for emergency notification to staff and students. Program plans and budget requests for our Exchange staff e-mail and the calendar system were funded by the general fund

Assessment: Gavilan assures that the needs of college-wide communications and operations are met effectively. Title V funding has provided increased bandwidth to the off-sites improving network speed and efficiency. Faculty, staff, and students can now effectively access their network applications. Because of Measure E funding, major network infrastructure improvements were completed, such as: relocation of the server room, relocation of MIS office, and upgrade to new Avaya phone system.

S2 Goal #8 Promote Service Learning, First Year Experience, Global Studies, and other student-centered and/or project-based collaborations with area businesses, non-profits, and educational agencies.

Status as of Spring 2012: The Service Learning program has developed a core group of community agencies for effective student placement, and the program continues to grow. First Year Experience provides project-based efforts that involve students in the local high schools or the Child Development Center. Through the establishment of the Student Success Center, collaborations are continuing with these programs and extended outreach into the community is

possible.

Assessment: We have made great progress and should continue these invaluable real-life opportunities for Gavilan Community College students.

Strategy # 3 *Improve and expand existing facilities to enhance the learning environment*

S3 Goal #1 Expand facilities in the northern part of the district by leasing 20,000 sq.ft. or more in Morgan Hill.

Status as of Spring 2012: The significant reduction in state revenue has slowed our progress on searching for a facility to support our efforts to expand our capacity to provide classes in Morgan Hill. The College continues to provide educational services at the Community Center in Morgan Hill.

Assessment: This goal has not been implemented due to a shortage of money to pay for initial costs of occupancy and expansion of the services already offered to students who reside in Morgan Hill.

S3 Goal #2 Expand facilities in the southern part of the district by leasing 20,000 sq.ft. or more in Hollister.

Status as of Spring 2012: The college continues its efforts to establish an increased presence in Hollister. Because of the stringent seismic construction code requirements that apply to existing buildings, it has been difficult to find a suitable location that can be used to provide additional classes to the San Benito community. The college studied two buildings that appeared to meet the stringent requirements that apply to facilities leased for the purpose of offering classroom instruction. However, upon completion of due diligence work it was determined that the estimated costs need to renovate the buildings to bring them in line with current seismic building code exceed or nearly equaled the cost of building new buildings.

Assessment: Gavilan College owns an 80 acre parcel of land referred to as Fairview Corners in Hollister. With the lack of available facilities that could be rented to increase the overall educational services offered to the residents of Hollister, the college staff is looking at all possibilities including using the Fairview Corners property if the project is financially possible. Work on this goal will continue at least for another year.

S3 Goal #3 Investigate alternative uses of golf course property at Gilroy campus.

Status as of Spring 2012: In June, 2011, the Board Facilities Development and Utilization Committee met with representatives of the Wadsworth Golf Charities Foundation, the First Tee Foundation, and the manager of Gavilan Golf. The three provided an overview of the current layout and future design options for the Gavilan golf course. One design option, for example, was for a 3-hole for the First Tee program and a 6-hole loop for regular customers including a driving range. The configuration also can be used as a 9-hole golf course. At that meeting the Board Facilities Development and Utilization Committee

authorized the administration to proceed with a another draft of the project.

In March 2012 the Board Facilities Development and Utilization Committee met and reviewed additional information related to using the current golf course property for the purposes outlined previously with the Wadsworth Foundation and the First Tee Foundation. In addition there was discussion concerning the incorporating environmentally friendly practices and possible use for environmental studies into the design. The Board Facilities Development and Utilization Committee directed that all interested parties meet and look at the possibility of incorporating all three options into the overall design.

Assessment: Once the parties meet and review the revised overall design, another meeting with the Board Facilities Development and Utilization Committee will take place for further direction.

S3 Goal #4 Continue renovation projects at the Gilroy campus as listed in Measure E. Augment Measure E funds with state capital construction outlay monies to ensure, to the extent possible, all projects are augmented with state funds.

Status as of Spring 2012: The major projects funded entirely by Measure E funds have been completed. The remaining projects require the State and the District to each provide 50% of the project cost. For the first two projects, the Physical Education Modernization and the Library/Media Remodel, funds have been set aside for the Districts 50% matching requirement. For the third project, the Student Services/Administrative Center, funds will be needed for the Districts 50% matching requirements when and if this project is approved and funded by the State.

Assessment: The District continues to update its Final Project Proposals (FPP) as required by the State in order to remain eligible for the State's 50% matching requirement.

S3 Goal #5 Develop and communicate master plan schedule for obtaining center status for instructional site in San Benito County and in Coyote Valley.

Status as of Spring 2012: The District continues to research options to expand services at both off-sites in order gain educational center status. However, in the January 2012 Community College Coalition newsletter, Mr. Frank Gornick, chair, noted, in part, the following:

“In order to live within the amount of funding that is likely, we believe it would be a good strategy to impose a moratorium on the establishment of new colleges and centers until the community college funding level returns to the 2008-09 fiscal year level. Without such a moratorium, the funds available for colleges will continue to be diluted and the educational program offering statewide will become increasingly inferior. Many districts are providing instruction for unfunded students. It seems like folly to start funding new centers and colleges while existing districts are serving unfunded students. Another major factor is that according to the 2010 census, the high growth of the past ten years is clearly over.

We will be seeking the Chancellor's Office concurrence on a moratorium policy in order to limit the further dilution of what appears to be a declining revenue source."

In checking with State facilities staff, the issue of a moratorium continues to be discussed at the State level. As of May 2012 there is no formal moratorium and if one is imposed, it would only mean that we would wait longer to receive state support.

Assessment: The District continues to research options to expand services at both off-sites in order to gain educational center site.

S3 Goal #6 Integrate cost-effective green practices for facilities, landscaping, and college systems into all campus improvement and expansion efforts.

Status as of Spring 2012: Gavilan has just completed a major modernization project of eleven buildings on the campus. Upgrades include Infrastructure, FFE (Furniture, Fixtures, and Equipment), and esthetics. The other upgrade includes Green Technology for the buildings as follows:

- New light fixtures with T-8 bulbs and electronic ballasts (T-8 bulbs require less energy to operate),
- Motion sensors for lighting. Lights will turn off if the room remains unoccupied for up to 10 minutes,
- New more energy efficient HVAC (Heating, Ventilation, and Air Conditioning) Units. These units obtain greater efficiency and require less energy to cool/heat,
- An upgraded EMS (Energy Management System). This allows control of the system to one central location, and
- New Natural Gas operated Boilers operating more efficiently and requiring less energy for that operation.

Gavilan College has received over \$25,000.00 in rebates from PG&E for the Business, Cosmetology, and Social Science Buildings. We are continually working with PG&E on a Plug Load Sensor installation for computers and peripheral equipment.

Gavilan Grounds continually endeavor to keep the campus green by the following:

- Xeriscaping which means planting drought resistant and low maintenance native plants.
- Grasscycling which is performed by the groundskeepers recycling the grass cuttings and fallen leaves on the hillside.
- Using Green Waste Bins for large quantities of organic waste, such as major tree trimmings . This waste is then recycled by the waste hauler.
- The use of Specialty Waste Bins for Concrete, asphalt, rubble, and metal during construction projects.

Gavilan Recycling Programs include the following:

- Beverage Container recycling programs as performed by the Science Alliance Club on campus.

- Custodial Services provide 96 gallon toter (containers) for paper and mixed recycling at all buildings and areas on campus.
- Several six yard cardboard containers are provided for large packaging boxes and cardboard.
- Hazardous waste such as batteries, light tubes, excess paint products, and medical waste is disposed by an outside vendor semi-annually (April and October).
- Recycle all electronic waste such as computers and peripheral electronic equipment,
- Recycle all furniture and large items when generated.

Finally, Gavilan College is dedicated to reduce all waste sent to landfill per State requirements and monitored by the California Integrated Waste Management Board. We endeavor to minimize our waste every year.

Assessment: Continue and expand cost-effective green practices.

Strategy # 4 *Recruit and develop staff to foster success for our diverse students in their attainment of educational goals.*

S4 Goal #1 Determine optimal staffing levels for all departments and create staffing plan to meet student needs.

Status as of Spring 2012: Staffing needs for the Student Services Division have been identified in current Program Plans. Collectively, and in conjunction with the Faculty 5-Year Hiring Plan, these represent a hiring plan for the division. These items are the result of IEC Program Review and include feedback from students regarding their needs.

The Administrative Services Division completed a process similar to the one used by Student Services Division when identifying its personnel or staffing plan. The Instructional Services Division includes a majority of faculty positions and has therefore included its plans for new positions in the Faculty 5-Year Hiring Plans.

Assessment: Given the current budgetary climate, implementation of any plan that includes increases in staffing levels will have to be contingent on increases in revenues or decreases in expenditures in other areas of the college.

S4 Goal #2 As the budget permits, continue to implement the Five-Year Full Time Faculty Hiring Plan to ensure that 65% of credit courses are taught by full-time faculty. In completion of this goal the following carry over practices and commitments will be honored:

- a. Retirements will be replaced by hiring a full-time faculty member for the position and academic department vacated by the retirement.

Status as of Spring 2012: The reductions in the college budget required by the lack of funding provided by the State prevented the college from being able to replace faculty positions on a one-for-one basis.

Assessment: This goal was not accomplished and until additional resources are received or expenditures in others areas of the college are reduced, the concept applied to sustain the available number of full-time faculty who can provide assistance to students cannot be applied without jeopardizing the financial condition of the college.

- b. The previous Five-Year Faculty Hiring Plan will be completed before the second plan is implemented

Status as of Spring 2012: As stated earlier, the reductions in the college budget required by the lack of funding provided by the State prevented the college from being able to replace faculty positions on a one-for-one basis. Until the college is able to sustain its minimum level of full-time faculty as they retire, there can be no progress on implementation of the Five-Year Full Time Faculty Hiring Plan.

Assessment: This goal was not accomplished and until additional resources are received or expenditures in others areas of the college are reduced, the concept applied to sustain the available number of full-time faculty who can provide assistance to students cannot be applied without jeopardizing the financial condition of the college.

S4 Goal #3 Maintain competitive salary and benefit packages to ensure the attraction and retention of the best qualified employees.

Status as of Spring 2012: The Board of Trustees provided a salary increase of 2% to all employees effective July 1, 2011. There were no changes in benefits during the year. The Board has followed a practice of providing small but regular increases in compensation.

Assessment: Since the Great Recession began governmental entities including community colleges have made a number of changes all of which ultimately resulted in a lower cost paid to employees. The types of reductions included furlough days, reductions in base compensation, reductions in health benefits and in some cases reduction of pension benefits.

The practice of applying small increases in compensation each or nearly each year has allowed the College to remain competitive with other community college employers who compete for the best employees.

S4 Goal #4 Involve staff in a shared governance process to create a Staff Development Plan with defined learning outcomes for all employees.

Status as of Spring 2012: This item is still in progress.

Assessment: This item is still in progress.

S4 Goal #5 Promote a healthy work environment.

Status as of Spring 2012: The College's 12-member Health, Safety, Facility, and Grounds Committee (HSFG), composed of representatives from all

constituent groups on campus, provides a process by which information about safety concerns can be communicated and addressed. The Health, Safety, Facilities, and Grounds Committee frequently discusses and evaluates safety issues on campus and makes recommendations for changes or improvements. Its by-laws, meeting agendas, and minutes are posted on the intranet, and records of its proceedings are sent regularly to all staff and the Associated Student Body. Recommendations made by this advisory committee are presented to the President's Council or other appropriate bodies for information and/or further action. Among its duties, the HSFG Committee receives and reviews Safety/Health Hazard/Physical Barrier Forms and reports of personnel injuries involving safety concerns.

The college listens to its staff and students. For example, when employees in the Business Services department complained of an unusually high incidence of illnesses in 2010, testing determined there were elevated mold spore levels. The staff were quickly removed from the building, the problem was addressed, and remediation made the building safe and healthy. (3B.28) When Cal OSHA responded to a complaint regarding the indoor air quality, the District was able to provide immediate data and the corrected action taken. Cal OSHA closed the complaint. Another example is when students expressed concern about the health effects of second and third-hand cigarette smoke. They went through proper channels, from the HSFG Committee to the District Board of Trustees, to limit smoking on campus in 2011.

The maintenance Work Order system also provides an excellent vehicle for students, staff, and faculty to take an active role in maintaining and improving the safety of the campus. With the Work Order system, designed in 2009, anyone who sees a health or safety concern can send an email to maintenance@gavilan.edu. The emails generate database entries which can be prioritized, searched and reorganized in a variety of ways. An email reminding staff of the process and prioritization is sent at least once a year. Any Accident/Injury/Incident Reports received by Student Health Services that relate to safety issues are submitted to the Director of Facilities Services for investigation and correction.

Assessment: The mission of the Facilities Services Department is “to provide a clean, safe, and healthy learning environment for students, staff, and members of the community.” Through the processes noted above, we continue to promote a healthy work environment

S4 Goal #6 Create institutional standards for customer service, for providing services to students and staff, with regular assessment. Research and share “best practices” across campus.

Status as of Spring 2012: This item is still in progress.

Assessment: This item is still in progress.

S4 Goal #7 Develop a model Equal Opportunity Employment Plan.

Status as of Spring 2012: District alignment with the State Chancellor’s Office

model Equal Opportunity Employment Plan is on-going. Although no specific training has been developed district-wide, individual departments have participated in workshops to increase awareness and sensitivity to ethnic, racial, physical and lifestyle diversity.

In order to comply with federal and state law, all managers must take a 2-hour workshop on Sexual Harassment every 24 months. Administrators, managers, supervisors and classified employees who hold lead positions participated in this training.

Assessment: District alignment with the State Chancellor's Office model Equal Opportunity Employment Plan is on-going. In April 2012 the Equal Employment Opportunity, Diversity, & Title V Chancellor's Advisory Committee published the latest draft program advisory on the proposed Equal Opportunity Employment Plan. Our most current training was in September 14, 2011.

Strategy # 5 *Update Educational Master Plan to include development of multi-college expansion by coordinating all instructional programs, student and administrative support services, organizational structure and staff, and site development through linkage with Strategy 3.*

S5 Goal #1 **Develop a faculty, staff, and community-driven plan for the expansion of educational programs and related educational specifications (i.e. specific facility needs) for campus expansion in each of the following locations:**

a. Gilroy—Gavilan main campus;

Status as of Spring 2012: Discussions continue as to the best possible expansion "fit" for the district as a whole. To this end, the campus is currently refreshing the Educational Master Plan (EMP) to reflect five strategic directions for the college. This includes expansion efforts and keeping an appropriate balance between enrollment growth and community development. The refreshed EMP will be completed by Fall, 2012, and will be shared at intervals through the shared governance process, town halls and focus groups at the start of the new academic year.

Assessment: This will be assessed by implementing the EMP and tracking significant benchmarks along the way over the coming 6 year cycle.

b. San Benito County—12 miles south of main campus; and

Status as of Spring 2012: Continued exploration is occurring focused on strategic expansion efforts in the San Benito County area.

Assessment: When expanding, facilities need to be appropriate for courses being taught. A study of what will work needs to be addressed so that all technology is available at the facility for the proper teaching of course can take place at that facility.

c. Coyote Valley —18 miles north of main campus.

Status as of Spring 2012: Continued exploration is occurring focused on

strategic expansion efforts in the Morgan Hill/Coyote Creek area.

Assessment: When expanding, facilities need to be appropriate for courses being taught. A study of what will work needs to be addressed so that all technology is available at the facility for the proper teaching of course can take place at that facility.

S5 Goal #2 Create a class schedule to accommodate the needs of San Benito County students in newly obtained facilities with the objectives of reaching 500 FTEs and of maintaining adequate enrollments at main Gavilan campus.

Status as of Spring 2012: After negotiating with the San Benito High School (SBHS) district, a select group of courses were offered at SBHS during the Spring 2012 semester. This will be re-evaluated and assessed prior to the fall semester to determine whether or not to modify this partnership.

Assessment: Continued growth potential will be assessed in San Benito County.

S5 Goal #3 Develop a proposed administrative structure and staffing plan to best support the expansion of facilities in San Benito County and Morgan Hill, through linkage to Strategy #4.

Status as of Spring 2012: Current staffing is adequate yet still lacks in areas of Financial Aid Service, Counseling & Tutoring. The first priority as noted in Strategy 3, Goal 5 is to secure off-site facilities to gain educational center status. As that process develops, a proposed administrative structure and staffing plan will be prepared.

Assessment: When expansion occurs, staffing plan needs to include a representative from Financial aids, Counseling & Admissions for the additional support that will be needed. This item is in process.

S5 Goal #4: Develop a process to coordinate courses, programs, and services among all campuses as the college expands.

Status as of Spring 2012: Instructional services continue to closely monitor enrollment trends, cohort classes, and GIDS information to assist in making scheduling decisions each semester. The Department Chairs have received training in using the data available through the Chancellor's Office as well as through the GIDS system to insure that courses are offered in an appropriate sequence and with maximum enrollments. A scheduled matrix was developed to focus on key questions in academic scheduling and was distributed to the department chair group.

At this time, the Morgan Hill site offers a sufficient number of CD, AJ, Accounting classes each semester. Fall semester offers BOT. With expansion, career training classes should be considered. ESL program as non credit is sufficient at this time. We have dropped the beginner CSIS courses on Saturdays and continue to hold programming hybrid classes for the more advanced students. Photoshop I is extremely popular and Photoshop II is definitely needed for the spillover from the beginning class.

Assessment: None at this time.

Strategy # 6 *Develop a rolling five-year fiscal stability plan.*

S6 Goal #1 Publicize opportunities and impacts of grant-funded programs.

Status as of Spring 2012: Through newsletters, web pages, Staff Development Day presentations, meeting presentations, and research reports, information about grants is disseminated to staff. Grant documents are posted on the website and are used to identify key activities, short and long range projects.

The smoking cessation grant has been well publicized on the main campus and at the off-sites. Smoking cessation assistance continues to be provided through the Student Health Office. It was a tremendous success.

In the near future, through the STEM grant, the Morgan Hill will expand the student computer drop-in from 3 to 8 stations. This increase in student drop-in stations will have a large impact on time that students have waiting for a computer.

Assessment: As confusion continues to exist about the grants, some additional methods of communication need to be explored to insure that the campus community is fully informed of the depth of the projects contained in each grant.

S6 Goal #2 Explore alternative funding sources for the college.

Status as of Spring 2012: The District has sought funding, specifically through federal grants. In FY10/11 the college was awarded a \$650,000 per year Title V grant. In FY 11/12 the college was awarded another \$1.2 million per year STEM grant. The college has recently been awarded an Industry Driven Grant for \$293,000 per year focused on developing a Water and Wastewater Management Program which will include certificate and degree components. Finally, the college is submitting another Title V partnership grant with Hartnell College with the hopes of bringing an Occupational Institute to fruition.

Assessment: These grants have allowed the applicable educational programs to grow, as well as improve their classroom teaching tools. They have also taken some pressure off the general fund since many of the classroom upgrades were paid by the grant instead of using unrestricted funding sources.

S6 Goal #3 Explore means to ensure open, equitable, and fair distribution of campus funds based upon the Strategic Planning process.

Status as of Spring 2012: The timing of budget development and resources allocation processes is governed by the budget calendar. All college constituents including members of the Board of Trustees, staff, and the general public have the option to participate in budget development and resources allocation process. There are many opportunities to participate including the Board Budget Committee, the District Budget Committee, through specific departments, Department Chairs, or by direct query to the Board or district

managers. The budget and financial reports, including the budget calendar, are, by law, public documents. They are distributed, reviewed, and approved at open Board meetings, at Board and college Budget Committee meetings, and at the President's Council.

In addition, all college planning items, program plans and budget information are available on the intranet. Meeting minutes as well as plan documents are easily accessible to all employees and, in most cases, the general public. The Board agenda also contains monthly financial reports as well as a mid-year review.

In an effort to promote participation in these processes, a Shared Governance Manual was drafted last summer as a result of the annual survey of staff about their roles in shared governance. A shared governance "Road Show" is planned for the current term to further engage each of the constituency groups in their understanding of shared governance, improved communication and increased participation. The draft manual will be updated appropriately through this process and will be presented to the President's Council for final approval.

For those that do participate and request resources to make a change or improvement, the process requires the department to identify their needs through the IEC process. Annually the individual department submits a program; any requests for products, services or personnel requests that the department feels are key to their continued success should be included in the program plan. All funding requests must be supported by one of the current fiscal year's strategic plans or goals, keeping the individual department needs in line with the institutions goals. These budget requests are then reviewed by the Dean (if applicable) and Vice President of the discipline's area. The College Budget Committee then reviews and ranks the budget request. Their recommendations are then sent to the President's Council and upon their approval and review, to the President. Requests are funded as the budget allows.

Assessment: The District has the need for a process to examine and make recommendations for new positions or existing positions that may become vacant. This would include all permanent positions; administrators, managers, classified, and faculty. This should be part of how the District manages and allocates resources and is consistent with what is required by Accreditation Standards. Given that at least 80% of the General Fund budget is made of personnel costs, an opportunity to at least review this type of expenditure and how the resources are allocated is warranted.

Strategy # 7 *Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement and excellence.*

S7 Goal #1 **Prioritize and improve dialogue and transparency concerning program, departmental, divisions, college, and district activities and plans, with special attention to the inclusion of students, classified staff, and part-time faculty.**

Status as of Spring 2012: There are a number of opportunities that have been offered this year to insure that the campus community dialogue regarding important campus issues and creative developments continues. The Learning Council meets monthly and is well represented by all campus groups. The student voices project and veterans voices project as well as the "Gavilan Listens" project provided some excellent information about trends affecting students.

A Shared Governance Manual was drafted last summer as a result of the annual survey of staff about their roles in shared governance. A shared governance "Road Show" is planned for the current term to further engage each of the constituency groups in their understanding of shared governance, improved communication and increased participation. The manual draft will be updated appropriately through this process and will be presented to the President's Council for final approval.

Admissions & Records organizes monthly meetings to include all staff from Financial Aid, the off-sites, Assessment, Counseling and the Student Success grant staff to discuss issues, new rules and processes etc. The Vice President of Student Services regularly attends these meetings.

The Student Services Council meetings are held bi-monthly. The Counseling Department meets regularly to discuss issues common throughout the different "pods" of counseling offices and services.

Students participate in many ways through their involvement in the Associated Student Body and also serve on committees and efforts college-wide. Currently students serve or participate in the Academic Senate, The Health, Safety, Facilities and Grounds Committee, The President's Council, The Student Services Council, The Technology Committee, and the Learning Council. Students have also been actively engaged in the Tobacco Cessation Task Force and numerous students are currently assisting with the Accreditation self-study activities.

Assessment: None at this time.

S7 Goal #2 Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a College Hour, staff development opportunities.

Status as of Spring 2012: Both the Academic Senate and the Associated Student Body have passed resolutions in support of developing a College Hour. This item has moved to the President's Council for consideration and recommendation to the Board of Trustees.

A major college-wide survey will be conducted in April 2012 to assess the professional development needs of college staff, faculty, and administration. Dialogue across the college has occurred during the past academic year to integrate the efforts of the Professional Development Day Committee, the Teaching and Learning Center, and the Learning Council's Professional Development Inquiry Group. Conversations about flex opportunities will be

forth coming with the Faculty Staff Development Committee as efforts become focused on offering a slate of staff development activities across the semesters, not primarily on the reporting day.

Assessment: Survey results from the Professional Development Day activities suggest that broader input is needed to address the unique needs of each employee group.

S7 Goal #3 Strengthen and augment means for students to communicate among themselves and to the broader campus community on issues of common concern.

Status as of Spring 2012: Students participate in many ways through their involvement in the Associated Student Body and also serve on committees and efforts college-wide. Currently students serve or participate in the Academic Senate, The Health, Safety, Facilities and Grounds Committee, The President's Council, The Student Services Council, The Technology Committee, and the Learning Council. Students have also been actively engaged in the Tobacco Cessation Task Force and numerous students are currently assisting with the Accreditation self-study activities.

A Director of Student Activities, .50FTE, was hired in the Fall of 2011 and has served as a catalyst to support students in both extra- and co-curricular activities.

More than 30 students recently traveled to Sacramento to participate in the March in March event. They joined with students from around the state to advocate for higher education funding and reforms.

Student leaders having actively sought support from the college to strengthen their roles as active members of the institution. The Vice President of Student Services recently facilitated a workshop with student leaders at their Winter Retreat. The workshop was focused on problem solving and creating boarder support from the college personnel in matters of importance to students.

With support from the Learning Council and the Associated Student Body, two "Student Voices" events have been held in the past two semesters. These events – focused on how the institution can better support students – have generated volumes of feedback that are being discussed and considered throughout the institution. A third event is planned for the end of the Spring 2012 term.

Many new student clubs and organizations have been formed during the past few months including the Student RAMbassadors, The Tennis Club, the Rotoract Club, and the Knights of Gavilan.

Two major student driven efforts have occurred during the current academic year. The revised Smoking Policy has taken effect and was the direct result of student input. The College Hour is currently being discussed and is a grass roots project driven by student input.

Assessment: The hiring of a Director of Student Activities is already having impact on how students are organizing and advocating for their needs. Students are benefiting from the teaching that is occurring in the areas of advocacy, surveying student interests, and additional support for ASB activities. Additionally, more student organizations continue to form allowing students to have experiential learning opportunities.

S7 Goal #4 Broaden contacts and communication with local high schools, businesses, and agencies so such contact, collaboration, and feedback is widespread and frequent in all sectors of campus.

Status as of Spring 2012: The Assessment Office has provided regular and clear communication with local feeder high schools, accommodating their requests for assessment testing at irregular hours and on weekends to support their students. The Assessment Office personnel provides a “pick up” service for applications, and has spent time in various career centers on the high school campuses to assist students with filling out their admission applications.

Our Outreach program is in contact with all high schools in our District on a consistent and regular basis. Programs such as High Step are well supported.

Support is provided through outreach to Chamber businesses and agencies in Morgan Hill. For example, the Career Faire has been marketed during the month of March at the monthly breakfast, Women In Business Lunch, Mixer, Business Focus Group and on the Chamber website. This outreach has increased the number of businesses participating in the event.

EOPS has taken the lead in meeting with community agencies in Santa Clara and San Benito Counties to ensure that foster youth have access to a college education at Gavilan College.

The College participates annually in the “Gavilan Traveling Day” program hosted through the South County Cal-SOAP. Representatives from Financial Aid, TRIO, EOPS, Counseling/Puente, and Outreach present to seniors at each of the large feeder high school in a one-day focused event. The event will be expanded to two days this coming April and plans to add the alternative and small feeder high schools are underway.

The College partnered with the South County Cal-SOAP Office in supporting a Federal Department of Education Grant for a Gear-Up Award. While this award was not funded, the level of collaborating needed to apply for the grant certainly illustrates the partnership commitment that has been established. The College will be invited to partner again during the next award cycle.

Continued growth and participation of the Outreach Advisory Board has occurred with representatives from high schools, middle schools, community members and Gavilan staff working to collaborate on outreach/in-reach ideas. The Advisory Board continues to meet twice a year. The majority of members have continued to serve on the Board. There is great collaboration and communication from this Board. New members have been added to enhance collaboration.

The college has formalized the acceptance of the CSU Early Assessment Program and is now publishing information about the acceptance of EAP scores. The Counseling staff is engaged in outreach efforts to bridge any learning gaps that may exist as student complete this assessment in the junior year. The goal is to support students in being college-ready when they enter Gavilan.

The College continues to partner with the Gilroy Unified School District on the Gilroy Early College Academy (GECA). The second graduating class will matriculate in Spring 2012. The college is working closely with the school district on plans to expand their footprint on the college campus. Close collaboration on the instructional needs continues to occur. This endeavor has been very successful.

Assessment: Through the various avenues of outreach, community support, and partnerships, the college has positioned itself as a good community agent. Enrollment continues to flourish as a result of these activities. Migration of students to adjacent districts has been curbed.

S7 Goal #5 Define and promote a college “innovation pathway” that moves from concept to pilot, evaluation, implementation, and institutionalization.

Status as of Spring 2012: In progress.

Assessment: None at this time.