First Strategic Conversation results –March 2010
Methodology: 30+ staff formed teams and considered each of the questions below, brainstorming responses and then voting as individuals for their top three priority responses under each question. Votes are indicated in parenthesis such as (5); a few like comments were combined. **This process will be repeated Friday, April 16 at 1 p.m. in North Lounge—all welcome!--and more responses can be added.**

1. What strengths and attributes does Gavilan have to build on?
GECA (1), respected career programs, 100,000-plus alumni, GCEFoundation potential, good financial position (5); college president (3); credentialed faculty and staff; great working conditions; small town ambience; pilot programs such as Service Learning, FYE, Basic Skills, STEM (1); CLASS; strong foundation with accreditation requirements (5); trees, history (historic buildings), cooperation with unions, community support for music program, beautiful campus and surroundings (12); wonderful talented staff (12); access to high tech area; access to coast and cultural areas; science, research, business and community partnerships (1), community support, active and supportive Board of Trustees (3), only higher ed in town; measure E renovations/ improvements; diversity of student population; H. S. I. leads to more grants; access to CSU/UC (1), access to consortia community colleges; two land parcels for expansion (2), community ed, offsite locations, non-credit, staff professional development (1), tuition reimbursement for families (2), distance ed, social networking is established, CMAP, GAV TCV, summer youth programs, performing arts and events—Bach to Blues, Art Gallery, Science Alive (3); environment aesthetics, staff commitment for continuous improvement (2), faculty academic expertise, size of campus, welcoming environment, family atmosphere, student focused institution, categorical programs and their student support (6), anchor programs for each site like nursing cosmo AJ (4); collaborations with community (3), strong active ASB, location and three sites (4), new developing programs and capacity to expand, online hybrid GECA.

2. What weak points or deficiencies at Gavilan should be addressed?
Communication between silos
More with less due to budget reductions (13)
Small College syndrome
Low participation in shared governance & college planning process (3)
History (?)
Broadband and expansion of wifi broadband to other campuses (7)
Perception that we're an extension of high school
More voc ed--expand offerings (4)
More lecture-lab space/shortage of rooms and seats/room ownership issues (4)
Personal communication point of contact (1)
more internships, Service Learning, online-hybrid classes
professional development workshops during college hour (5)
money restricts student services
science labs needed at offsite locations (2)
low graduation and transfer rate
need to fill vacant positions (4)
Lack of retention and persistence strategies (2)

Inadequate library facilities and AC (2)
Difficult for classified staff to be involved (2)
Connection missing with community as a whole (2)
No students at this meeting
offsites are isolated, lack services (5)
staff development day doesn't meet everyone's needs (1)
Culture of complaining/culture of negativism (4)
No college hour
Out of date technology that cuts efficiency (1)
no control over state funding
Lack of janitorial/custodial staff
Strange academic dept. configurations
lack of cooperation and communication between groups (9)
documents need to be standardized, useable formats on intranet
No wait lists and limited roster access in Banner
Banner
No AC in some buildings
Office closures before 5 p.m. on any days

**3. What developments in our community or the larger society should the
strategic planning process take into account?**
Changing technology (8), changing cultural expectations (3), millenial generation learning styles
(3); four generations in school, work and home; income gaps; socioeconomic diversity (1);
linguistic diversity (1); changing regulatory, political, and legal environment (Sacto and Wash) (1);
public funding uncertainties (11); competition globally, locally, regionally; job loss and reentry
services (11), retraining; shifting demographics especially immigrant non-English speakers (3);
more immigrants needing English; new industries such as green tech; loss of competitive edge and
jobs that support middle class (1); economic environment; aging demographics (1); number of
college age student and adults returning to college (1); changing industry in community (4);
education reform policy; under-prepared students (3), population growth (3), changing population
density; private UC and CSU effects; matching our offerings with students at different levels of
preparedness; shifts in service industry employment; veterans; mental health services needed (3);
increase in commuter population with commuter culture; preparation for future funding sources
(1); maintain human connection, support services: how to adjust (1), need to get resources to non
traditional students in a sensitive manner (5)

**4. What key values should guide Gavilan's process in developing the campus
golf course? a Hollister campus? a Morgan Hill campus?**
What do students need? (9), customer service quality (6), equal access to all programs (2), cultural
diversity education, partnerships (ie school districts, community (5),
globalization (1), respect for the environment (2), timely, unique curriculum (1),
community integration with college and community, efficiency (5), academic excellence (1),
sustainability (3), community input (7), inspires shared participation and mission (7), innovative
(2), open minded (2), consider results of layoffs and socioeconomic factors that influence, decision
making in each community (6), equality--comprehensive programs at each campus, not just feeder
sites (1), blending philosophies to reach common ground

Golf course: generate revenue (3), focus on community needs such as low to moderate income (4), community, student, staff input crucial (1)

Hollister: tailored to community needs (2), accessibility --transportation, people with disabilities, non-English, speakers(3), enrollment at main campus not negatively affected