



Strategic Enrollment Management Plan 2023-28





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2023-2028

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Introduction

Gavilan College's commitment to educating and empowering students, providing equitable access to education, and serving the community is evident in its core mission and Strategic Enrollment Management (SEM) plan. The foundation of the Strategic Master Plan is founded on:

1. **Core Mission:** Gavilan College's core mission is to be an exemplary, student-centered community college. This mission underscores the college's dedication to providing a high-quality education and prioritizing the needs of its students.
2. **Values:** The college aims to instill critical thinking, life-long learning, cultural understanding, and community service in its students. These values go beyond academic achievement and contribute to the holistic development of individuals and their ability to contribute positively to society.
3. **Strategic Enrollment Management (SEM):** SEM is a crucial focus for the college, and its overarching goal is to develop and support a sustainable, integrated system that maximizes student access, retention and success. This involves careful planning, fiscal responsibility, and anticipating scheduling needs.
4. **Collegewide Responsibility:** SEM is not the responsibility of a single department; instead, it is a college-wide effort. All departments must work together in a coordinated manner to identify enrollment goals that align with the college's mission, strategic plan, and available resources.
5. **Integration of Processes:** Effective SEM involves integrating administrative processes, holistic student support services, curriculum and schedule planning, and market analysis. This integration ensures that the college's operations contribute to enrollment goals.
6. **Collaboration:** Collaboration is essential for long-term SEM success. Knowledgeable professionals from different departments, cross-functional teams, and intentional collaboration opportunities are crucial in achieving enrollment management goals.
7. **Strategic Enrollment Management Plan: The Strategic Enrollment Management Plan will help the college achieve its enrollment goals.** This plan is informed by various college, district, and state plans, suggesting a comprehensive and strategic approach to enrollment management.

In summary, Gavilan College is dedicated to its core mission and aims to provide an exceptional educational experience for its students while serving the community. Strategic Enrollment Management is a critical component of achieving these goals, and the college emphasizes collaboration and integration across all departments to ensure success.

Establishing Strategic Enrollment Management reflects the institution's commitment to enhancing enrollment, student success, and equity while addressing the challenges and opportunities that were presented by the COVID-19 pandemic. The taskforce, co-chaired by the Vice President of Academic Affairs and Academic Senate Vice-President for Academic Affairs,

comprises diverse stakeholders, including faculty, classified professionals, student representatives, and administrators.

The primary charge given to the taskforce encompasses several vital objectives, including:

- A. **Recognizing and Responding to Student Needs:** Prioritizing student needs in developing the Strategic Enrollment Management plan, ensuring that programs and services align with these needs.
- B. **Promoting Enrollment, Success, Equity, and Completion:** Focusing on strategies that increase enrollment and support student success, equity, and timely completion of their educational goals.
- C. **Re-establishing Gavilan as the College of Choice:** Enhancing Gavilan College's reputation to attract local students through effective marketing showcasing both transfer and career education pathways.
- D. **Restoring Enrollment and Leading to Growth:** Developing strategies to recover enrollment levels to pre-COVID levels and laying the foundation for sustainable long-term growth.
- E. **Integration with Guided Pathways Framework:** Aligning enrollment management efforts with the College's Guided Pathways framework adoption initiatives, which aim to provide students with clear educational pathways.
- F. **Incorporating Lessons from the COVID-19 Pandemic:** Drawing insights from the experiences of the pandemic to inform enrollment strategies and resilience-building efforts.

To accomplish these goals, the taskforce initiated a structured process that included:

- 1. **Data Gathering and Analysis:** The first step involved collecting and analyzing data related to enrollment trends, identifying barriers to enrollment, and areas of success. This data-informed approach serves as the foundation for developing targeted strategies.
- 2. **Formation:** Seven workgroups were established, each focusing on a specific student group characterized by unique characteristics, needs, and educational goals. The workgroups reviewed data and recommended actions and priorities to enhance enrollment and student support.
- 3. **Mapping Actions to Goals:** Each workgroup mapped their recommended enrollment actions to corresponding goals in the education master plan, specific objectives outlined in the Vision for Success, and equity goals articulated in the student equity plan. This alignment ensures that strategies are well-integrated with the institution's overarching objectives.
- 4. **Guided Pathways Framework:** The taskforce adopted the Guided Pathways Framework to present actions and priorities in a structured manner, aligning them with essential practices that support student success and clear educational pathways.

Throughout the process, the development of the SEM plan alignment with the College's Strategic Master Plan (SMP) was a fundamental core guidepost.

Establishing this Strategic Enrollment Management Taskforce and taking a comprehensive approach to data analysis and planning reflect Gavilan College's commitment to enhancing the educational experience for its students, promoting equity, and achieving long-term growth and sustainability. By engaging stakeholders from across the institution, the taskforce aims to develop a robust plan to impact students and the college community positively.

Gavilan College takes a structured and strategic approach to enrollment management. It sets clear goals, defines measurable objectives, and outlines actions and timelines. This approach ensures the college can work systematically to attract and retain a diverse student body within the Guided Pathways framework over two years.

STRATEGIC ENROLLMENT MANAGEMENT PLAN GOALS & OBJECTIVES

The Strategic Enrollment Management goals and objectives will guide college recruitment and retention-related efforts over the next five years while continuing the implementation of a Guided Pathways framework. The plan provides essential context and measurable objectives that align with each goal. Actions are included in this plan and aligned to objectives. Timelines are included, and accountable parties are identified to ensure that the College can progress toward achieving its goals.

The overarching purpose is to attract and retain students representing the diversity of our community. The following plan provides a general framework for our enrollment goals and the goal-specific objectives that must be implemented to achieve success. Within that framework, various goals and objectives have been identified:

Goals and Objectives

Goal 1: Increase campus-wide awareness of and involvement in the principles of Strategic Enrollment Management (SEM)

Objective 1.1: Provide regular enrollment updates to key college entities to inform them about enrollment trends and SEM efforts.

Action: Regularly share enrollment data and updates with college committees, such as the Strategic Planning Council, Academic Senate, Communication Team, and President's Council.

Rationale: Informed committees can make data-driven decisions and support SEM efforts effectively.

Benefits: Improved decision-making, alignment with SEM goals, and transparency in enrollment management.

Objective 1.2: Involve college personnel in SEM professional development opportunities to enhance their understanding and application of SEM principles.

Action: Offer professional development opportunities like the Enrollment Management Academy and schedule best practices workshops.

Rationale: SEM-trained staff can better contribute to enrollment strategies, enhancing their expertise and skills.

Benefits: Improved SEM implementation, enhanced student experiences, and staff growth.

Objective 1.3: Establish a dedicated Enrollment Management Subcommittee to ensure focused planning and coordination in SEM efforts.

Action: Form a dedicated Enrollment Management Subcommittee within the Strategic Planning Team

Rationale: A focused subcommittee can ensure SEM-related efforts receive dedicated attention and coordination.

Benefits: Better coordination aligned with the SEM initiatives and more effective enrollment management.

Goal 2: Increase Access, Retention, Completion Rates and Close the Equity Gaps.

Objective 2.1: Increase student access to Gavilan College.

Action: Develop and implement a comprehensive student access program with outreach, recruitment, and support services.

Rationale: Increasing student access to Gavilan College is a fundamental goal to ensure the College's commitment to educational equity, community responsiveness, and economic development.

Benefits: By implementing a comprehensive student access program, Gavilan College can increase access, create student opportunities, and enhance the institution's role in the community and local economic development.

Objective 2.2: Improve student retention.

Action: Implement various retention strategies, including academic support programs, mentoring, and early intervention systems.

Rationale: Students who persist and complete their studies are more likely to succeed academically, leading to better career opportunities and personal growth.

Benefits: By implementing retention strategies that include academic support, mentoring, and early intervention, Gavilan College can significantly improve student retention, fostering a culture of academic success and contributing to the institution's reputation and the broader community's development

Objective 2.3: Improve student completion rates:

Action: Implement a multifaceted approach that includes academic advising, career counseling, improved course scheduling, and student support services to enhance student success and increase completion rates.

Rationale: Improving student completion rates is critical for enhancing educational attainment. It ensures that more students achieve their academic goals and earn their degrees or certificates.

Benefits: By implementing a comprehensive approach that encompasses academic advising, career counseling, improved course scheduling, and student support services, Gavilan College can significantly improve student completion rates. This, in turn, contributes to students' personal and career growth, the development of the local workforce, and the institution's reputation.

Objective 2.4: Close the Achievement Gaps.

Action: Implement targeted strategies to address achievement gaps by providing additional support and resources to underrepresented or underserved student populations. These strategies may include mentoring programs, academic support services, and a culturally responsive curriculum.

Rationale: Gavilan College is responsible for addressing disparities in student outcomes and creating a fair and inclusive learning environment.

Benefits: By implementing targeted strategies to close achievement gaps, Gavilan College can foster a more inclusive and equitable learning environment, improving outcomes for historically underserved students and enriching the educational experience for all. This also contributes to community engagement, economic development, and the institution's reputation.

Goal 3: Re-establish Gavilan as the College of Choice for Students from Santa Clara and San Benito Counties

Objective 3.1: Increase high school capture rates by attracting more local high school graduates.

Action: Implement strategies to attract and engage local high school graduates.

Rationale: Capturing local talent can boost enrollment and community engagement.

Benefits: Increase enrollment, robust community ties, and significant local impact.

Objective 3.2: Expand opportunities for Dual Enrollment to provide high school students with a head start on college education.

Action: Create and promote Dual Enrollment programs for high school students.

Rationale: Dual Enrollment will benefit both high school students and the college by providing early college exposure.

Benefits: Increased enrollment enhanced educational pathways, and college readiness.

Objective 3.3: Enhance marketing efforts on campus and in the college's service area to raise awareness and attract students.

Action: Invest in marketing strategies, both locally and regionally, to attract students.

Rationale: Effective marketing can increase visibility and interest in the college.

Benefits: Increased enrollment, improved community awareness, and stronger institutional reputation.

Goal 4: Integrate SEM with College Guided Pathways Framework Adoption efforts and initiatives

Objective 4.1: Increase the number of students applying and enrolling at Gavilan College.

Action: Implement targeted enrollment strategies to attract and retain students.

Rationale: Increased enrollment supports the college's sustainability and mission.

Benefits: Enhanced student diversity, financial stability, and community impact.

Objective 4.2: Improve student success in transfer-level English and math courses within their first year.

Action: Develop structured pathways to support students in transfer-level courses.

Rationale: Success in these courses is critical for timely degree completion.

Benefits: Improved student success rates and degree completion.

Objective 4.3: Enhance student persistence from fall to spring and fall to fall semesters, successfully completing 24 units in the first year.

Action: Strengthen support services and interventions to promote persistence and successful completion.

Rationale: High persistence rates are associated with greater student success.

Benefits: Improved student retention, success, and degree completion.

Objective 4.4: Increase the number of students reaching their educational goals within 2, 4, and 6 years, leading to employment in related fields.

Action: Implement strategies and support services to guide students toward educational and career goals.

Rationale: Timely goal achievement enhances student outcomes and employability.

Benefits: Improved student success, employability, and community impact.

Goal 5: Maintain clear, accurate degree and certificate program maps in Program Mapper, including the identification and verification of hidden prerequisites.

Objective 5.1: Deactivate old courses and degrees the college no longer offers to streamline the catalog and clarify pathways.

Action: Remove or archive courses and degrees that are no longer offered or relevant.

Rationale: Streamlining the catalog reduces confusion and helps students find current, applicable programs.

Benefits: Clarity for students, a more efficient catalog, and easier program planning.

Objective 5.2: Evaluate high unit local degrees to optimize degree completability in two years.

Action: Review degrees to ensure they can be completed within a reasonable timeframe.

Rationale: Optimizing degree completion in two years aligns with student success goals and offering a bachelor's degree expands educational opportunities.

Benefits: Improved student success, more streamlined programs, and expanded educational offerings.

Objective 5.3: Evaluate the differences between the local degree and AA-T and AS-T degree requirements and consider changes to local degree requirements to optimize completability in two years.

Action: Analyze the requirements of local degrees and compare them to AA-T and AS-T degree requirements to identify opportunities for alignment.

Rationale: Aligning local degrees with AA-T and AS-T degrees can enhance transfer pathways and completion timelines.

Benefits: Simplified transfer processes, faster degree completion, and improved articulation with other institutions.

Objective 5.4: Revise the college's degrees and certificates for stackable credentials.

Action: Analyze the college's current degrees and certificates and identify programs where stackable credentials can be created with minimal curriculum revision.

Rationale: Adaptation of stackable credentials is increasingly valued in the job market as it allows individuals to acquire skills incrementally. By revising our programs to include stackable credentials, we can better prepare our students for the evolving workforce.

Benefits: Offering stackable credentials can boost student engagement and motivation as they see tangible progress and opportunities to achieve smaller milestones along their academic journey. Additionally, stackable credentials can be a positive element in the Student-Centered Funding Formula (SCFF).

Goal 6: Develop a vision for the Distance Education program that emphasizes flexibility and quality to expand enrollment.

Objective 6.1: Develop Guided Pathways for identified online degrees and certificates.

Action: Schedule a pattern of online course offerings that allows students to have the option to complete some degrees entirely online.

Rationale: This aligns with the need for flexible education options and expands the college's reach.

Benefits: Increased accessibility for students and expanded enrollment.

Objective 6.2: Build a culture and infrastructure of outstanding online teaching and learning.

Action: Increase the number of faculty members trained in multimodal teaching practices through the Peer Online Course Review (POCR) program and Gavilan Online Teacher Training (GOTT) courses.

Action: Record and track online instructor qualifications and credentials to ensure minimum standards in online course scheduling.

Rationale: Research indicates that instructors taking courses through the POCR and completing more than one GOTT class have higher success rates.

Benefits: Higher completion, better success rates in online courses, and greater course enrollment through the CVC Exchange, the California Virtual College Exchange.

Objective 6.3: Strategically schedule online courses for Gavilan and potential students through our participation in the CVC Exchange.

Action: Analyze data and schedule online courses strategically to support students in achieving their educational goals.

Action: Identify a strong program and work to make it attractive to students throughout the state.

Rationale: The CVC Exchange is fully operational, and we need to offer flexible options to maintain home students to other colleges that fully participate in the Exchange.

Benefits: Improved access to courses for our home students, who can complete their educational goals without leaving Gavilan.

Objective 6.4: Develop a HyFlex program.

Action: Identify classroom locations and equip them with appropriate technology. Implement training and support for both students and instructors.

Action: Identify candidate courses and instructors to pilot HyFlex courses.

Action: Evaluate HyFlex programs for effectiveness and future scheduling strategies.

Rationale: Recent studies have shown a strong demand for courses offered in multimodal or flexible delivery methods (e.g., both online and in-person) to meet the needs of today's student life, such as jobs, families, accessibility, and health concerns.

Benefits: Maximum student access to more learning resources and course offerings.

Goal 7: Increase conversion of Adult Education and English Language Learners (ESL) to Gavilan College degree and certificate programs.

Objective 7.1: Develop GE/whole programs at the Hollister site and other off-campus locations, including San Benito County Jail, Elmwood, and James Ranch, to help with access.

Action: Create General Education (GE) or comprehensive degree programs at off-campus locations to improve student access.

Rationale: Expanding educational offerings at accessible locations can increase enrollment and serve the needs of Adult Education and ESL students.

Benefits: Enhanced accessibility, increased enrollment, and improved educational opportunities for the target student population.

Objective 7.2: Develop and strengthen Career Education degrees/certificates currently unavailable at the other two campuses (i.e., Hollister and off-campus locations) and/or for which there is excess demand in our service area.

Action: Develop and enhance career education programs by adding career development opportunities not offered at other campuses or in high demand in the service area.

Rationale: Meeting specific career education needs can attract and retain Adult Education and ESL students.

Benefits: Increased enrollment in career-focused programs, improved job prospects, and alignment with local workforce needs.

Objective 7.3: Strengthen transfer support services, including our 2+2 agreements and the University Center.

Action: Enhance transfer support services, including the 2+2 agreements and the University Center, to facilitate a smoother student transition.

Rationale: Providing clear pathways for transfer can encourage students to pursue higher education.

Benefits: Improved transfer rates, seamless transitions, and increased degree completion among Adult Education and ESL students.

Objective 7.4: Implement a platform and procedures for providing college credit for prior learning for adult learners, including veterans.

Action: Provide students credit for prior learning and expedite the completion of a degree.

Rationale: Recognition of relevant experience has been proven to encourage adult learners to complete their education and attract them to the institution.

Benefits: Increase accessibility and affordability, alignment with industry, diversity and inclusion, and graduation rates.

Goal 8: Invest in the Hollister Campus to increase enrollment and achieve center-level status.

Objective 8.1: Ensure adequate GE pathways at the Hollister site

Action: Create General Education (GE) and comprehensive degree programs at the Hollister campus to improve students' access.

Rationale: Accessible GE programs can improve student retention and persistence rates, as students are more likely to continue their education when convenient and close to home.

Benefits: Establish a more substantial presence in Hollister fosters community engagement, strengthens our relationship with the local population, and demonstrates our commitment to meeting the educational needs of the region

Objective 8.2: Offer Career Education programs at the Hollister campus to assist with the targeted enrollment growth of the campus.

Action: Identify Career Education programs that are a strong fit for the campus and fit labor market demand for San Benito County.

Rationale: Aligning Career Education programs with labor market demands can help stimulate economic growth in the area by supplying local industries with well-prepared, skilled

Benefits: A workforce trained in career education programs can help stimulate local economic growth by providing a skilled labor pool for area businesses, contributing to the region's economic development, and demonstrating Gavilan's commitment to the local workforce's needs.

Objective 8.3: Collaborate with Hollister High School to plan appropriate degree pathways from the high school district to Gavilan College Hollister Campus.

Action: Ensure local degree pathways and continued enrollment for the San Benito County high school to college pipeline.

Rationale: Creating clear and accessible pathways from high school to college facilitates a seamless transition for local students, ensuring they have a well-defined route to higher education. By providing structured guidance and support, it promotes educational access and equity, especially for first-generation college students.

Benefits: By establishing these degree pathways, we not only assist with enrollment growth but also promote access, equity, and local workforce development in San Benito County, thereby strengthening our role as an institution dedicated to community engagement and educational opportunity

Goal 9: Increase Efficiency and Sustainable Fiscal Health.

Objective 9.1: Assess and evaluate space utilization and scheduling to optimize resource allocation.

Action: Conduct a comprehensive assessment of space utilization and scheduling practices.

Rationale: Efficient space allocation can reduce costs and improve resource utilization.

Benefits: Cost savings, efficient resource allocation, and sustainability.

Objective 9.2: Update program and course rotations to ensure efficient use of resources and timely student completion.

Action: Review and revise program and course rotations for resource efficiency and student success.

Rationale: Updated rotations can reduce redundancy and enhance student progress.

Benefits: Improved student completion rates and resource efficiency.

Objective 9.3: The aim is to improve efficiency and productivity within Gavilan College, focusing on class sizes as a critical factor.

Action: Review historical class sizes and collaborate with the Academic Affairs office to propose class size adjustments that promote fiscal stability while ensuring student success and practical learning.

Rationale: Gavilan College's low efficiency and productivity levels negatively affect its fiscal stability. The college's productivity is currently at or below 590, as recommended by the FCMAT team.

Benefits: Enhancing efficiency and productivity will ensure financial stability and allow for growth.

These well-defined goals, objectives, actions, rationales, and benefits demonstrate a comprehensive strategic plan for Gavilan College, focused on improving various aspects of its operations and enhancing the educational experience for its students.

By pursuing these objectives, Gavilan College can make considerable progress in raising awareness and involvement in SEM principles among its campus community. These actions promote communication, professional development, and institutional support for SEM efforts, contributing to achieving the college's SEM-related goals.

Framing Goals, Objectives, and Metrics in the Scope of Guided Pathways

Guided Pathways is a new approach to restructuring community colleges so that we can increase student success. In contrast to the “cafeteria model” colleges have used so far, where students have many options but little guidance in navigating these options, Guided Pathways provides students with clear program maps that include specific course sequences, progress milestones, and program learning outcomes. Students are also surrounded with comprehensive support from start to finish to ensure they clarify a path for themselves, enter and stay on that path, and succeed in learning.

In California, guided pathways provide a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise.

At Gavilan, students, faculty, classified professionals, and administrators are involved in several projects supporting Guided Pathways. The initiative requires input from across campus on improving students’ experiences in and out of the classroom.

The Guided Pathways framework rests on Four Pillars. They are:

- Clarify the Path: create clear pathways to employment and further education.
- Enter the Path: help students choose and enter their pathway.
- Stay on the Path: help students stay on their path.
- Ensure Learning: follow through and ensure improved student results.

The Metrics for Gavilan’s College Strategic Enrollment Management aligned with the four pillars of Guided Pathways.

Clarify the Path: Increase the number of students who apply and enroll at Gavilan College.

Team Members: Judy Rodriguez, Irene Haneta, Dr. Enna Trevathan, Susan Sweeney, and Kyle Billups

Based on the data in Table 1, Gavilan College has significantly improved its conversion rate from 29% in 2021-22 to 40% in 2022-23. El Centro's integrated student support services provide students with a one-stop shop for information on career development, transfer, financial literacy, and basic needs services. It should be noted that the increase of the students applying to Gavilan during the academic years 2019-20 and 2020-21 were inflated due to fraudulent applications.

While the capture rate from the Gilroy and Hollister Unified School Districts is 30%-40%, the capture rate from the Morgan Hill Unified School District is below 15%. Gavilan College aims to expand its reach to high school graduates, encouraging them to apply and enroll in various educational pathways, including general education credit courses, noncredit courses, and Career Technical Education (CTE) Programs. This endeavor hinges on a strategic approach focused on heightened recruitment, outreach, and marketing efforts targeted toward high school students and their families. Central to this strategy is the effective communication of the tangible benefits and value proposition of attending Gavilan College, which is a pivotal factor in boosting conversion and capture rates from local high school districts.

The college acknowledges the potential to enhance conversion and capture rates by implementing a focused marketing campaign and communication strategy tailored to high school students and their families. Additionally, there are opportunities to segment prospective high school student applications based on their areas of interest. By collaborating with the outreach teams and leveraging marketing efforts, targeted outreach initiatives can be developed to maximize effectiveness.

Table 1. Data Related to Clarifying the Path.

	2018-19	2019-20	2020-21	2021-22	2022-23	5 Year Goal
Number of students who applied to GC	20673	73029	110853	10550	8929	10K
Of those that applied, increase the number of students enrolled in that same semester	4219	4370	3007	3009	3602	4200
Application conversion rate (number enrolled / number applied)	20%	6%	3%	29%	40%	50%
Number of unduplicated headcounts	14748	14471	12022	11429	11788	12000
Number of career technical education enrollments	6132	6234	5356	4438	4483	5500
Number (headcount) of high school students in dual and Hi-Step enrollment	574	648	576	590	713	800
Capture rates from feeder high schools – Hollister Unified School District	31%	32%	28%	29%	26%	30%
Capture rates from feeder high schools Gilroy Unified School District	38%	52%	40%	42%	36%	40%
Capture rates from feeder high schools Morgan Hill Unified School District	27%	14%	16%	12%	13%	25%
Capture rates from feeder high schools in San Juan Bautista Unified School District	24%	35%	31%	14%	40%	22%
Increase non-Gavilan student enrollments through the CVC exchange (cvc.edu)	0	0	0	0	0	500
Complete the FAFSA/CADA applications	5138/ 4666	4775/ 4751	4253/ 4249	4024/ 4016	3931/ 3926	4500/ 4500

Strategies to increase the number of students that apply and enroll at Gavilan College:

Strategy A: Expand its Outreach to High Schools.

Rationale:

Gavilan College's strategic approach of intensified recruitment, outreach, and marketing efforts is crucial for attracting high school graduates. By conveying the tangible benefits and value proposition of attending the college, Gavilan aims to increase conversion and capture rates from local high school districts. Strengthening partnerships with high school counselors and administrators, broadening outreach initiatives, and deploying strategic marketing campaigns are essential to achieving this goal.

Implementation:

- Implement targeted recruitment strategies, including organizing campus tours, participating in college fairs, and hosting tailored information sessions for high school students. Collaboration with high school counselors and administrators will facilitate recruitment events and workshops.
- Broaden its outreach through various communication channels such as social media platforms, videos, blog posts featuring student success stories, and partnerships with community organizations to reach diverse student demographics.
- Develop targeted advertising campaigns, visually appealing promotional materials, and digital marketing strategies to effectively engage prospective students and their families.
- Highlight the value of the academic programs, supportive faculty and staff, modern facilities, transfer pathways, and career placement services. Emphasis on affordability, flexibility, and quality education will be crucial.
- Establishing strong partnerships with local high school districts is essential. Gavilan College will collaborate closely with high school administrators, counselors, and educators to provide comprehensive information about offerings and facilitate a seamless transition process for prospective students.

Intended Outcome:

- Increased enrollment of high school graduates in various educational programs.
- Enhanced academic and professional advancement opportunities for enrolled students.
- Strengthened connections within the local community through collaborative partnerships.
- Improved awareness and understanding of the college's educational value among prospective students and their families.
- Strong collaborations with high school districts facilitate smooth transition processes for prospective students.

Strategy B: Capture Enrollment Through the California Virtual Campus

Rationale: The California Virtual Campus (CVC) Exchange is a groundbreaking initiative tailored to prioritize student needs. This provides a streamlined process for students enrolled at California community colleges to enroll in online courses offered by eligible institutions. This

marks a significant departure from its earlier iteration, which restricted cross-enrollment solely to students enrolled in specific Home and Teaching Colleges.

Implementation:

- The college will formally pledge participation in the CVC Exchange, assuming roles as a home and teaching college.
- Collaborative efforts with CVC-OEI (California Virtual Campus/Online Education Initiative) will entail active involvement in development, testing, and expansion endeavors, committed to providing constructive feedback and suggestions for enhancement.
- Local Information Technology support will be mobilized by allocating resources and personnel to facilitate technology integration and promptly address technical issues.
- Student support services will be integrated, incorporating online readiness assessments, counseling, and tutoring within the college's online learning platform.
- Subsidized online proctoring services will be made accessible through partnerships with proctoring service providers or developing proprietary solutions.
- Faculty training initiatives, instructional design support, and the utilization of accessible technologies and materials will ensure accessibility compliance.

Intended Outcome:

- Enhance accessibility to online courses statewide is anticipated, driving increased enrollment and completion rates.
- The CVC Exchange platform is expected to be refined and expanded continuously, resulting in a more intuitive and comprehensive online course repository.
- The seamless integration of technology for cross-enrollment will elevate the online learning experience for students and faculty members.
- Improve student success and retention rates through comprehensive access to support services.
- High academic integrity in online assessments will bolster the credibility and reputation of online courses.
- Inclusivity and accessibility in online education will be ensured, catering to the diverse needs of student populations.

Strategy C: Increase enrollment through increasing application conversion rates.

Rationale:

Enhancing application conversion rates is crucial for Gavilan College to achieve its enrollment targets and sustain growth. Higher conversion rates indicate an effective recruitment process and reflect the alignment of the college's offerings with the needs and aspirations of prospective students. By improving conversion rates, the college can optimize its resources and maximize the impact of its recruitment efforts.

Implementation:

- Thoroughly analyze past application data to identify trends, bottlenecks, and areas for improvement in the conversion process.
- Simplify and streamline the application process to make it more user-friendly and accessible. This may involve reducing the number of steps, clarifying instructions, and providing online support resources.
- Implement personalized communication strategies to engage with prospective students effectively. This includes tailored emails, phone calls, and follow-ups to address individual concerns and inquiries.
- Increase outreach efforts to target prospective students through various channels such as social media, email campaigns, and community events. Utilize targeted advertising to reach specific demographics and highlight the unique benefits of attending Gavilan College.
- Host virtual information sessions to provide detailed insights into the college's programs, campus life, and support services. Offer opportunities for prospective students to interact with faculty, staff, and current students to address their questions and concerns.
- Implement a systematic follow-up process to track application progress and provide timely assistance to students facing challenges. Gather feedback from applicants to identify areas for further improvement in the application process.

Intended Goals:

- Encourage more prospective students to submit their applications to Gavilan College.
- Ensure that a higher percentage of submitted applications are completed and processed successfully.
- Increase the number of completed applications that result in enrollment at Gavilan College.
- Utilize resources more efficiently by focusing on strategies that increase application conversion rates.
- Attract a diverse pool of applicants and enrollments, reflecting the college's commitment to inclusivity and diversity.

Strategy D: Increase enrollment by serving correctional facilities through the Rising Scholars Program

Rationale:

Providing educational opportunities to incarcerated individuals aligns with Gavilan College's mission of expanding access to education for all community members, including underserved populations. By offering academic programs in correctional facilities, Gavilan College contributes to building safer and more supportive communities by empowering individuals to break the cycle of incarceration through education. It also reflects Gavilan College's commitment to social responsibility and addressing systemic barriers to education and opportunity.

Implementation:

- Develop specialized educational programs tailored to incarcerated individuals' unique needs and circumstances. These programs may include general education courses, vocational training, and life skills workshops.
- Establish partnerships with local correctional facilities to facilitate the delivery of educational programs. Collaborate with facility administrators to design curriculum, schedule classes, and ensure compliance with facility regulations.
- Promote the Rising Scholars Program within correctional facilities through informational sessions, outreach materials, and recruitment events. Assist with the enrollment process to ensure accessibility for interested individuals.
- Provide training and support for faculty and staff in teaching and administering the program. Offer resources and guidance on working effectively with incarcerated populations and addressing unique challenges.
- Offer comprehensive support services to Rising Scholars, including academic advising, tutoring, counseling, and access to educational materials. Ensure that incarcerated students have the necessary resources to succeed academically and personally.
- Regularly evaluate the effectiveness of the Rising Scholars Program through student feedback, program outcomes, and impact assessments. Use this information to make continuous improvements and adjustments as needed.

Intended Goals:

- Expand enrollment by providing educational opportunities to individuals in correctional facilities who may not have had access otherwise.
- Empower incarcerated individuals with the education and skills necessary for successful reintegration into society.
- Build more robust, safer communities by addressing the root causes of crime and incarceration through education and opportunity.
- Fulfill Gavilan College's commitment to social responsibility by serving underserved populations and advocating for educational equity and access for all community members.

Strategy E: Increasing Enrollment in Career Technical Education (CTE), Adult Education, and English Language Learners (ELL) Programs

Rationale:

There is a growing demand for skilled workers in various industries, and CTE programs provide individuals with the practical skills and knowledge necessary to succeed in these fields. Adult education programs allow individuals to continue their education and acquire new skills, regardless of age or background.

Promoting Inclusivity and Diversity: English Language Learners (ELL) programs provide essential support for non-native English speakers, helping them develop language proficiency and navigate academic and professional environments. By increasing enrollment in ELL programs, the College will promote inclusivity and diversity within our college community, strengthen our connections with the community, and contribute to its overall well-being.

Implementation:

- Develop targeted marketing campaigns to raise awareness of CTE, Adult Education, and ELL programs among potential students. To reach diverse audiences, utilize various channels, including social media, community events, and partnerships with local organizations.
- Simplify the CTE, Adult Education, and ELL program enrollment process to make it more accessible and user-friendly. Guidance and support prospective students throughout the application and registration process.
- Offer comprehensive support services tailored to the needs of CTE, Adult Education, and ELL students. This may include academic advising, tutoring, career counseling, and language assistance to ensure student success and retention.
- Forge partnerships with employers, industry organizations, community colleges, and government agencies to create pathways for students enrolled in CTE programs. Collaborate with community-based organizations to provide support services and resources for Adult Education and ELL students.
- Provide professional development opportunities for faculty and staff delivering CTE, Adult Education, and ELL programs. This may include training on innovative teaching methods, cultural competency, and language acquisition strategies to enhance the quality of education provided.

Intended Outcomes:

- Achieve a significant increase in enrollment in CTE, Adult Education, and ELL programs, reflecting the growing demand for these educational opportunities.
- Enhance student success and retention rates through targeted support services and resources tailored to the needs of CTE, Adult Education, and ELL students.
- Produce graduates from CTE programs with the skills and knowledge needed to succeed in the workforce and contribute to economic growth and development.
- Foster a culture of lifelong learning by providing accessible and relevant educational opportunities for individuals of all ages and backgrounds.
- Promote diversity and inclusivity within the college community by supporting English Language Learners and creating pathways for individuals from diverse backgrounds to access education and training opportunities.
- By implementing these strategies and achieving these intended outcomes, Gavilan College demonstrates its commitment to meeting the educational needs of its community and empowering individuals to achieve their academic, career, and personal goals.

Enter the Path: Increase the number of students who attempt and complete transfer-level English and Math in their first year and at least nine (9) units in their course of study.

Team Members: Noah Lystrup, Jennifer Nari, Jan Janes, and Dr. Bradley Stone.

Enhancing the completion rates of transfer-level English and Math courses within the first year, alongside a minimum of 9 units in their chosen field, is a pivotal metric for the college's enrollment management strategy. These metrics are directly correlated to the college's funding (through the Student-Centered Funding Formula) and are predictive of timely student graduation.

According to the data presented in Table 2, the 5-year trends of English and math transfer level completion ('18-'19 to '22-'23) are encouraging data points based on the following:

- **35% increase** in the number of students who attempt transfer-level English and Math in the first year.
- **36% increase** in the number of students who attempt transfer-level Math in the first year.
- **25% increase** in the number of students completing both transfer-level Math & English in the first year.

The data indicates that to enhance the number of successful Math & English transfer-level completions in the first year, we should focus mainly on improving the following metrics:

- **Success Rates:**
 - 3% decrease in English transfer-level success rate
 - 5% decrease in Math transfer-level success rate
- 6% decrease in English and Math transfer-level success rate
- **Number of Students Attempting with Successful Completion of Transfer Level English:**
 - 7.79% increase in the number of students attempting transfer-level English, as compared to a 36.96% increase in Math.
 - 1.99% increase in students completing transfer-level English compared to 24.67% increase in Math.

Table 2. Data Related to Entering the Path.

	2018-19	2019-20	2020-21	2021-22	2022-23	5 Year Goal
Number of students who attempt transfer-level English and Math in the first year	293	423	377	348	396	459
Number of students who attempt transfer-level English in the first year	744	816	719	693	802	930
Number of students who attempt transfer-level Math in the first year	376	555	506	451	515	597
Number of students who complete both transfer-level Math and English in the first year	158	204	185	172	192	223
Number of students who complete transfer-level English in the first year.	452	459	401	384	461	534
Number of students who complete transfer-level Math in the first year.	231	322	296	261	288	334

It is imperative to assess not only the raw number of students successfully completing transfer-level English and Math but also the proportion in relation to the overall college enrollment. In other words, increasing the number of students attempting/completing may not necessarily indicate success if the overall college enrollment has increased more substantially.

The Math, English / English as a Second Language Student Success (MESS) Workgroup will determine goals and strategies for improving student completion rates in transfer-level English and Math.

Strategies to increase the number of students that attempt and successfully complete transfer-level English and Math:

Strategy A: Increase the Success Rates in Transfer-Level English and Math Courses

Rationale: Transfer-Level Success: Success in English and Math courses at the transfer level are crucial for students aiming to transfer to four-year institutions or complete their degree requirements. Also, English and Math courses often serve as gateway courses, which are prerequisites for many other courses and majors. Improving success rates in these courses can have a cascading effect on overall student success.

Implementation:

- Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.
- Utilize early alert systems to connect struggling students with relevant support, monitor the efficacy of these systems, and make improvements as necessary.
- Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.
- Invest in professional development focused on equity-minded teaching practices to achieve more substantial, consistent, and equitable pass rates across the same transfer-level course sections.
- Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotyping threats.
- Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc., to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Intended Outcome:

- Higher success rates in English and Math transfer-level courses can lead to more students successfully transferring to four-year institutions or completing their degrees.
- Students who succeed in transfer-level courses are more likely to persist in their academic journey and complete their educational goals.
- Targeted support and interventions can help close achievement gaps among historically underrepresented or underserved student populations in higher education.

- Success in transfer-level English and Math courses indicates that students have acquired essential skills and knowledge necessary for success in higher-level coursework and in their chosen fields.
- Higher success rates contribute to a positive institutional reputation, attracting more students and funding opportunities.

Stay on the Path: Increase the number of students that persist from fall-to-spring and fall-to-fall semesters while completing 24 units in their first year. [Success & Equity]

Team Members: Dr. Renee Craig-Marius, Nikki Dequin Bena, Jane Maringer-Cantu, Dr. Moaty Fayek, and Sabrina Lawrence,

While the terms "retention" and "persistence" are often used interchangeably in the context of education, they have distinct meanings. Retention refers to the strategies employed to keep students enrolled and progressing towards their educational goals, thereby preventing dropout. On the other hand, persistence is a broader concept that includes continuous enrollment and ongoing efforts toward academic success, regardless of the time required to achieve these goals. It involves a commitment to completing courses, meeting milestones, and attaining educational objectives.

In a landscape where students increasingly seek more flexible scheduling and part-time options, funding models still largely favor a retention-focused approach for full-time learners. As a result, our strategic enrollment management plan will prioritize persistence. When we refer to retention, we are explicitly talking about the course retention rate, regardless of the grade.

As shown in Table 3, the data from 2018-19 to 2022-23 shows a consistent pattern in the Fall to Spring persistence for all Guided Pathways (GPs) cohorts. However, there was a 7% improvement in the Fall-to-Fall persistence from Fall 2021-22 (46%) to Fall 2022-23 (53%). This improvement results from several measures implemented to support Guided Pathways in Fall 2023. The data also indicates that students who completed an educational transfer plan had a 2-3% higher completion rate than those who did not. Despite the 7% increase in persistence, it is still far below the 65% goal established by the College's Guided Pathway plan. The 5-year goals are also presented in Table 3.

Table 3. Data Related to Staying on the Path For All Guided Pathways (GPs) – Persistence.

Measurement	2018-19	2019-20	2020-21	2021-22	2022-23	5 Year Goal
Fall to Spring persistence	67%	67%	67%	67%	67%	70%
Fall to Fall persistence	47%	41%	49%	46%	53%	65%
Percentage of students who completed 12 units in the first semester	5%	6%	6%	6%	7%	10%
Percentage of students who completed 12 units in the first semester and have a transfer educational plan	7%	9%	8%	9%	10%	15%
Percentage of students who completed 30 units in the first year	4%	4%	5%	4%	4%	8%

Measurement	2018-19	2019-20	2020-21	2021-22	2022-23	5 Year Goal
Percentage of students who completed 30 units in the first year and have a transfer educational plan (All GPs)	6%	6%	6%	6%	7%	12%
Course success	77%	76%	75%	74%	76%	80%

Tables 4 and 5 present additional data related to the pathways. As previously mentioned, there was an improvement in 2022-23 over prior years. However, several programs need to catch up to the 65% persistence set by the Guided Pathway Taskforce. Further investigation into the cause(s) should occur to make necessary corrections.

Table 4. Fall to Spring Persistence per Pathway.

GP	2018-19	2019-20	2020-21	2021-22	2022-23
Gavilan College	67%	67%	67%	67%	67%
Art and Media	71%	80%	69%	64%	82%
Business and Info Systems	67%	69%	69%	64%	72%
Exploration	73%	70%	63%	66%	69%
Health Sciences and Wellness	71%	73%	73%	67%	72%
Short-Term Training and Skill Building	48%	44%	62%	49%	59%
Skilled Trades and Industry	59%	50%	59%	49%	46%
Social Sciences and Humanities	69%	70%	68%	65%	70%
STEM	77%	75%	76%	66%	75%

Table 5. Fall to Fall Persistence per Guided Pathway.

GP	2018-19	2019-20	2020-21	2021-22	2022-23
Gavilan College	47%	41%	49%	46%	53%
Art and Media	53%	48%	49%	49%	62%
Business and Info Systems	47%	45%	49%	49%	53%
Exploration	51%	42%	46%	54%	58%
Health Sciences and Wellness	51%	48%	50%	47%	55%
Short-Term Training and Skill Building	28%	20%	41%	33%	43%
Skilled Trades and Industry	37%	32%	35%	32%	33%
Social Sciences and Humanities	48%	43%	47%	44%	50%
STEM	55%	49%	58%	50%	62%

Strategies to Increase Persistence:

Strategy A: Use Data to Ensure Effective Scheduling

Rationale: Utilizing data-driven approaches is pivotal in ensuring effective scheduling at Gavilan College. By harnessing data analytics, the college can gain insights into student enrollment patterns, course demand, and resource availability. This empirical approach allows for informed decision-making, leading to optimized scheduling practices that cater to students' diverse needs and promote academic success.

Implementation:

- Establishing robust mechanisms to collect and analyze relevant data, including enrollment figures, student demographics, and course demand trends. This data will serve as the foundation for informed scheduling decisions.
- Implementing predictive analytics tools to forecast enrollment trends and anticipate demand for specific courses. The college can proactively adjust course offerings to meet student needs by leveraging historical data.
- Administering surveys to solicit student feedback regarding their scheduling preferences, course availability, and overall satisfaction.
- Analyzing data on faculty availability, classroom utilization, and facility capacities to optimize resource allocation. Ensure that courses are scheduled at times and locations that maximize student accessibility while minimizing scheduling conflicts.

Intended Outcomes:

- Enhancing student access by using data to inform scheduling decisions. This ensures that students can enroll in the courses they need to stay on the path and progress toward their educational goals.
- Enabling the college to align course offerings with student needs better, ultimately promoting academic success and retention. Students are more likely to stay on the path when they can enroll in courses that match their interests and schedules.
- Optimizing the allocation of resources, including faculty, classrooms, and instructional materials. This maximizes efficiency and cost-effectiveness, allowing the college to better meet its students' needs.
- The College can adapt its curriculum to reflect changing student interests and workforce demands using enrollment data and student feedback. This ensures that course offerings remain relevant and aligned with industry needs.
- Using data-driven scheduling practices enables the college to evaluate and refine its scheduling process continuously. By analyzing outcomes and adjusting strategies accordingly, Gavilan College can ensure that its scheduling practices remain effective and responsive to student needs.

Strategy B: Ensure Quality Online Course Offerings

Rationale: Acknowledging that a portion of students are employed and pursue part-time studies, the College should ensure that students have the option to complete their degrees and certificates

online with courses that provide the students with rich learning experience through substantive interactions

Implementation:

- Ensuring that every degree and certificate can be completed online as well as on-campus.
- Exploring avenues to digitize laboratory and exercise science components while meeting the transfer requirements.
- Providing essential student services to online platforms to streamline enrollment and graduation processes.

Intended Outcomes:

- Enhancing accessibility for parents and working students by providing flexible learning options.
- Widening enrollment avenues through comprehensive online programs.
- Ensuring seamless articulation with career pathways and transfer institutions.

Strategy C: Late Start Courses and Flexible Class Lengths

Rationale: To address enrollment hurdles and cater to student preferences, the college must strategically offer a variety of classes that are late start and flexible in length.

Implementation:

- Intensifying promotional efforts for late start classes to encourage enrollment.
- Adapting late start courses to meet capacity demands and serve student needs effectively.
- Offering flexible class durations to accommodate diverse learning preferences.

Intended Outcomes:

- Expanding enrollment opportunities through flexible course scheduling options.
- Providing students the flexibility to tailor their educational journey to their needs and timelines.
- Exploring innovative models to accelerate degree/certificate completion and enhance student success.

Strategy D: Weekend and Evening Scheduling for Working Adults

Rationale: Recognizing the prevalence of working adult learners, the college should accommodate their schedules by offering courses during weekends and evenings.

Implementation:

- Developing comprehensive two-year schedules for Career Education programs to accommodate working professionals.
- Offering degree-relevant courses without prerequisites during flexible time slots.
- Employing targeted marketing strategies to promote stackable certificates and bolster enrollment in programs experiencing declines.

Intended Outcomes:

- Facilitating educational access for working adults, enabling them to pursue professional development and career advancement.
- Providing clear and structured pathways for program completion.
- Addressing enrollment challenges in select programs through focused promotional efforts.

Strategy E: Ensure the Students Are Learning

Rationale: Clearly defined learning outcomes provide students with a roadmap for their educational journey, helping them understand what they should know and be able to do upon completion of the program. By focusing on these aspects, the college can ensure that its programs are effectively preparing students for success in further education and the workforce, ultimately contributing to student retention, graduation rates, and overall program quality.

Implementation:

- **Learning Outcomes Definition:** Work with faculty and stakeholders to develop or refine program learning outcomes, ensuring they are specific, measurable, achievable, relevant, and time-bound (SMART).
- **Alignment with Majors and Employment Opportunities:** Conduct a thorough analysis of the college's majors and targeted employment opportunities to identify relevant skills and knowledge. Align program learning outcomes with these findings through curriculum review and revision.
- **Assessment Design:** Collaborate with faculty to design assessments that directly measure the attainment of program learning outcomes. Ensure that assignments and exams are aligned with course objectives and provide opportunities for students to demonstrate essential skills.

Intended Outcomes:

- **Learning Outcomes Definition:** Clear and well-defined program learning outcomes provide students with a clear understanding of what is expected of them, leading to improved engagement and motivation.
- **Alignment with Majors and Employment Opportunities:** Programs that align learning outcomes with four-year college majors and employment opportunities prepare graduates for further education and successful careers in their chosen fields.
- **Assessment Design:** Assessments designed to evaluate essential skills and mastery of learning outcomes provide valuable feedback to students and faculty, informing instructional practices and improving student learning outcomes over time.

Strategy F: Provide Necessary Professional Development for Faculty and Staff

Rationale: The rationale behind developing professional development programs for faculty and staff to assist and support special student populations is grounded in equity, inclusivity, and student success. Special student populations, which may include students with disabilities, first-generation college students, students from underrepresented backgrounds, and those with diverse

learning needs, often require tailored support to thrive academically and socially within the college environment. By providing faculty and classified professionals with specialized training and resources, the college can ensure that these employees are equipped to meet the unique needs of special student populations and create an inclusive and supportive learning environment for all students to stay on the path and accomplish their educational goals.

Implementation:

- Needs Assessment: Conduct a thorough needs assessment to identify specific challenges for special student populations. Use surveys, focus groups, and stakeholder consultations for this purpose.
- Curriculum Development: Develop a curriculum covering topics like understanding diverse student experiences, implementing inclusive teaching practices, and providing support services.
- Delivery Methods: Utilize various methods like workshops, webinars, and online courses to deliver the training.
- Training and Support: Offer participants ongoing support and mentorship opportunities to ensure access to resources and feedback channels.
- Evaluation and Revision: Regularly assess program effectiveness through participant feedback and student outcomes, making necessary adjustments.
- Early Alert System – Gav-Connect: Provide training for faculty and staff to use the college’s early alert system effectively.

Intended Outcome:

- Increasing faculty and classified professionals’ awareness and understanding of the needs and challenges faced by special student populations.
- Enhancing faculty and classified professionals’ capacity to implement inclusive teaching practices and provide appropriate support and accommodations for diverse learners.
- Improving student retention, success, and overall well-being by fostering a more inclusive and supportive campus climate.
- Promoting collaboration and partnership between faculty, classified professionals, and students in addressing the needs of special student populations and creating a more inclusive college community.
- Facilitating students' paths through the GAV-Connect early intervention systems to keep the momentum and stay on the path to graduation.

Strategy G: Continue the development and maintenance of El Centro with its Integrated Whole Student Service Model

Rationale: The continued development and maintenance of El Centro with its Integrated Whole Student Service Model is essential to address the multifaceted needs of students and promote their overall success. By centralizing various services, including career counseling, transfer assistance, financial literacy education, and basic needs support, El Centro streamlines access to vital resources for students. This integrated approach ensures that students receive holistic support that addresses their academic needs and personal and financial well-being. Furthermore, by facilitating connections to community services and organizing events such as transfer

workshops and alumni speaker series, El Centro enhances students' opportunities for networking, skill-building, and career advancement.

Implementation:

- **Centralized Program Development:** Establish a centralized program within El Centro that offers a comprehensive range of services, including career guidance, transfer support, financial literacy education, and basic needs assistance.
- **Integration of Support Services:** Implement an integrated approach to student support, ensuring that services are coordinated and tailored to meet students' individual needs. This may involve cross-training staff members and developing protocols for collaboration among different service areas.
- **Referral and Outreach Strategies:** Develop strategies for effectively referring students to community services and resources and conducting outreach to raise awareness of available support options.
- **Event Coordination and Promotion:** Organize and publicize events relevant to students' academic and career goals, such as transfer workshops, an alum speaker series, and resume writing workshops. Use various channels to promote these events and encourage student participation.
- **Student Engagement Facilitation:** Facilitate student engagement with support services through proactive outreach, personalized advising, and user-friendly resource access. Utilize technology and communication tools to connect students with the assistance they need.

Intended Outcome:

The primary goal of the continued development and maintenance of El Centro with its Integrated Whole Student Service Model is to enhance student success and well-being. Specifically, this initiative aims to achieve the following outcomes:

- **Improved Access to Services:** By centralizing support services, students can easily access a comprehensive range of resources to address their academic, career, and personal needs.
- **Enhanced Student Support:** The integrated approach to student services ensures that students receive tailored support that addresses their needs and promotes their overall success.
- **Increased Engagement and Connection:** Through events, outreach, and referrals, students are encouraged to engage with support services, participate in relevant activities, and connect with community resources.
- **Strengthened Pathways to Success:** By providing students with the necessary support and resources, El Centro facilitates their progression toward academic achievement, career advancement, and personal fulfillment.
- **Overall,** the continued development and maintenance of El Centro with its Integrated Whole Student Service Model plays a vital role in fostering a supportive and inclusive campus environment where all students can thrive and succeed.

Strategy H: Leveraging data to develop equity-minded practices and practitioners.

Rationale: The rationale behind Strategy H leveraging data to develop equity-minded practices and practitioners, is rooted in the imperative to address disparities and promote equity within the college community. By harnessing data and fostering a culture of equity-mindedness, the college aims to identify and understand inequity patterns, particularly racial disparities, and take proactive measures to mitigate them. Developing a data coaching model and discipline-specific data dashboards empowers pathway teams, faculty, and staff to engage in data-informed discussions, identify areas of disproportionate impact, and implement targeted interventions to promote equity and inclusivity.

Implementation:

- **Development of a Data Coaching Model:** Establish a structured data coaching model to train pathway teams in collecting, analyzing, and interpreting racial equity data. This model should provide guidance on best practices for data collection, analysis techniques, and strategies for identifying disparities and their root causes.
- **Equipping Pathway Teams:** Provide pathway teams with the necessary resources and support to utilize data effectively in their equity initiatives. This may include training sessions, workshops, and access to data analysis tools and software.
- **Facilitating Conversations on Disproportionate Impact:** Encourage open and honest discussions among program faculty and staff about the implications of racial equity data and disproportionate impact within their respective disciplines. Create a safe and supportive environment for dialogue and reflection on potential biases and systemic barriers.
- **Development of Discipline-Specific Data Dashboards:** Utilize Tableau or similar data visualization tools to develop discipline-specific data dashboards for each department and pathway. These dashboards should present key equity metrics and indicators in a clear and accessible format, allowing stakeholders to track progress and identify areas for improvement.

Intended Outcome:

- **Increased Awareness and Understanding:** Pathway teams, faculty, and staff gain a deeper understanding of racial equity data and its implications, fostering awareness of disparities and disproportionate impact within the college community.
- **Data-Informed Decision-Making:** Stakeholders utilize data dashboards and analysis tools to inform decision-making processes, identify areas of need, and develop targeted interventions to promote equity and inclusivity.
- **Collaborative Problem-Solving:** Pathway teams engage in collaborative discussions and problem-solving activities to address disparities and implement evidence-based strategies for promoting equity and reducing disproportionate impact.
- **Continuous Improvement:** The College is committed to continuous improvement by regularly monitoring and evaluating equity initiatives, refining strategies based on data-driven insights, and fostering a culture of accountability and transparency.

Ensure Learning: Increase the number of students reaching their career and educational goals (certificate, degree, or transferring).

Team Members: Peter Howell, Wade Grant, and Leslie Tenney.

In 2018-2019, California lawmakers altered the funding approach for the California Community Colleges. Moving away from the traditional SB 361, which was based on apportionment, they introduced and implemented a Student-Centered Funding Formula (SCFF). This new formula emphasizes three primary components: Enrollment (or Base), Supplemental (targeting low-income and marginalized populations), and Student Success (which measures program completion, job placement with sustainable wages, and transfer to four-year institutions). The colleges were given a three-year stability period to fully transition to this formula by 2020-2021, with a distribution ratio of 60% for Enrollment/Base, 20% for Supplemental, and 20% for Student Success. While the colleges were held harmless during the pandemic and continued receiving funding based on 2018-19, this will end in the academic year 2024-25. Therefore, the college must improve completion rates.

As shown in Table 6, the number of degrees and certificates awarded has steadily declined since the pandemic. With SCFF soon to be in effect, the college could suffer a significant decline in state apportionment.

Table 6. Data Related to Ensuring Learning – Completion.

	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year Goal
Number of certificates awarded.	841	885	793	701	659	900
Number of certificates awarded (16 plus).	635	696	630	543	501	900
Number of degrees awarded.	606	649	657	680	590	750
Number of Transfers.	387	417	421	385	302	475
Number of students receiving a certificate, degree, or transferring (unduplicated).	912	990	958	893	826	1200
Mean time to degree. (Years)	4.46	4.48	4.43	4.68	4.73	4.2

Table 7 shows the transfer rate by Pathway. With the expansion of adult education and the demand for career technical education, there are opportunities to increase the number of degrees and certificates awarded.

Table 7. Transfer per Pathway.

	2018-19	2019-20	2020-21	2021-22	2022-23
Gavilan College	342	342	312	265	290
Art and Media	7	8	10	8	8
Business and Info Systems	62	54	65	50	52
Exploration	22	18	15	19	17
Health Sciences and Wellness	80	71	67	50	74
Skilled Trades and Industry	20	29	16	16	20
Social Sciences and Humanities	88	99	68	59	72
STEM	63	63	71	63	47

Table 8 shows the time to graduation by Pathway. It is clear that a large number of students graduate in 6 years. Compared to 2 and 4 years. This is perhaps due to the fact that there is a high percentage of part-time students attending Gavilan.

Table 8. Time to Graduation.

	2018-19			2019-20			2020-21			2021-22			2022-23		
	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6
Gavilan College	254	754	960	268	804	1052	266	805	1017	187	720	922	177	631	836
Arts and Media	2	8	13	6	6	11	4	11	20	3	12	19	4	14	18
Business and Info Systems	11	61	90	39	66	93	14	60	78	20	85	108	13	67	92
Exploration	52	269	342	37	275	371	48	256	334	36	252	329	40	222	291
Health Sciences and Wellness	40	100	133	43	99	138	34	114	145	35	106	133	23	71	108
Skilled Trades and Industry	34	62	73	139	81	91	22	60	76	24	59	71	36	68	80
Social Sciences and Humanities	108	221	260	4	239	290	140	258	310	65	162	205	57	148	188
STEM	7	33	49	4	38	58	4	46	54	4	44	57	4	41	59

One of the many factors that contribute to student success and completion is having a faculty and staff that resembles the student population.

As an institution committed to diversity, equity, inclusion, accessibility, and anti-racism, Gavilan College proudly embarked on a journey to hire full-time faculty with a demonstrated history of working with and supporting the Latinx community and communities historically underrepresented and underserved in higher education. This effort allows the college to deepen our commitment to racial equity, act on our values, and empower our students and campus community by creating a greater sense of belonging. In 2023, the College initiated a cluster hire. To be considered for this initiative, candidates must satisfy three or more of the following criteria:

1. Have demonstrated commitment to serving historically underrepresented and underserved populations in higher education, particularly the Hispanic/Latinx community.
2. Have demonstrated knowledge of barriers for Hispanic/Latinx students.
3. Have experience or demonstrated commitment to teaching, supporting, and/or mentoring Hispanic/Latinx students and/or communities historically underrepresented and underserved in higher education.
4. Have experience in or has demonstrated commitment to extending awareness of opportunities and strategies in achieving success to Hispanic/Latinx students and/or communities historically underrepresented and underserved in higher education.
5. Have created research, scholarship, media, art, or cultural/political engagement opportunities with the Hispanic/Latinx community and/or communities historically underrepresented and underserved in higher education.
6. Have skills in developing cross-cultural and anti-racist communication, collaboration, and pedagogy.

Strategies to Increase Completion Rates and Awarded Degrees and Certificates:

Strategy A: Increase Awareness of Gavilan College's Pathways to Allow Students to be Focused and Complete their Academic Goals on Time.

Rationale: Many students arrive at college without clear academic plans, underscoring the importance of guiding to aid them in making informed decisions. Success in gateway courses is essential, as these courses serve as foundational pillars for specific program areas. Timely program entry is imperative to prevent delays in degree/certificate completion or transfer and reduce attrition rates. Additionally, offering alternative pathways ensures that all students persist.

Implementation:

- **Advising and Career Counseling:** Offer comprehensive advising and career counseling services to assist students in exploring their interests, strengths, and career aspirations. Provide resources and tools for self-assessment and career exploration.
- **Program Navigation Workshops:** Conduct workshops or seminars to educate students about various program options, degree requirements, and career pathways available at the college. These provide guides on how to research and evaluate different programs.
- **Gateway Course Support:** Implement targeted initiatives for gateway courses in main program areas. Offer supplemental instruction, tutoring, and academic support services to help students succeed in these critical courses.
- **Streamlined Enrollment Processes:** Simplify and streamline the program enrollment process to minimize administrative barriers and ensure students can enter their chosen

programs efficiently. Provide clear guidelines and support for program application and registration.

- **Diversified Program Offerings:** Expand program offerings to include alternative pathways or related fields for students who may not qualify for limited-access programs. Collaborate with industry partners to develop new programs or pathways aligned with workforce demands.

Intended Outcome:

- **Informed Program Selection:** Students will make well-informed decisions when choosing a program of study, considering their interests, skills, and career goals.
- **Improved Gateway Course Success:** Higher success rates in gateway courses will facilitate smoother progression into main program areas, reducing attrition and improving overall program completion rates.
- **Timely Program Entry:** Students will enter their chosen programs promptly, leading to timely degree completion and increased persistence and completion.
- **Alternative Pathways for All Students:** Students who may not qualify for limited-access programs can access alternative pathways or program options that align with their interests and career objectives.
- **Enhanced Student Satisfaction:** Providing comprehensive support in program selection and entry processes will increase student satisfaction and engagement with the college's academic offerings.

Strategy B: Build a schedule of classes that will optimize the completion of students' pathway goals within two years.

Rationale:

Implementing a schedule of classes optimized for completing students' pathway goals within two years for full-time students enhances efficiency and student success. By carefully planning the sequence and timing of courses, students can progress through their academic journey in a structured manner, minimizing unnecessary delays and maximizing the use of available resources. This strategy aims to address the growing demand for timely completion of educational programs while ensuring that students acquire the necessary skills and knowledge within a reasonable timeframe.

Implementation:

- Analyze the required courses for each pathway and map out the most efficient sequence of classes to ensure that prerequisites are met and that courses build upon each other.
- Utilize scheduling tools for course availability, faculty resources, and student preferences to create optimal class schedules.
- Offer flexible scheduling options, such as day, evening, and online classes, to accommodate diverse student needs and preferences.
- Provide academic advising and support services to help students navigate their course selections and stay on track toward their pathway goals.
- Continuously review and adjust the schedule of classes based on feedback from students, faculty, and stakeholders to ensure it remains aligned with the intended goals.

Intended Outcomes:

- Ensure that students can complete their pathway goals within two years, reducing the time and cost of their education.
- Improve student retention and graduation rates by offering a clear and structured path toward completion.
- Enhance student satisfaction by providing them with the necessary support and resources to navigate their academic journey successfully.
- Optimize the use of institutional resources by efficiently scheduling classes and maximizing classroom utilization.
- Alignment with Workforce Needs: Ensure that the curriculum and class schedule align with the workforce's current and future needs, equipping students with relevant skills and knowledge.

Strategy C: Increase the number of Certificates through the Creation of Stackable Credentials

Rationale: Creating stackable credentials addresses the evolving needs of learners and the workforce. By breaking down education and training into smaller, manageable components, stackable credentials offer flexibility and accessibility to individuals pursuing short-term goals and long-term career advancement. This approach acknowledges the diverse pathways to success and allows learners to build upon their achievements over time, leading to increased motivation and engagement.

Implementation:

- Developing a framework for stackable credentials that aligns with industry standards and career pathways.
- Establishing clear articulation agreements and pathways between stackable credentials and traditional degree programs.
- Ensuring that credits earned through stackable credentials can be applied towards higher-level qualifications, providing learners with a seamless progression route.
- Offering stackable credentials through various delivery modes, including online courses, hybrid formats, and competency-based assessments, allows learners to access education and training at their own pace and according to their individual needs and preferences.
- Implementing robust assessment mechanisms to evaluate learners' attainment of stackable credentials.

Intended Outcome:

- Energizing learners to stay on the path through accomplishing small and incremental wins.
- Offering stackable credentials allows the learners to acquire industry-relevant skills and credentials incrementally, leading to increased employability and career advancement opportunities.
- Providing a flexible and accessible pathway to education and training, catering to the needs of diverse learners, including working professionals, adult learners, and

underserved populations. This approach promotes inclusivity and expands access to lifelong learning opportunities.

- Allowing learners to demonstrate their skills and competencies across different contexts and industries. The recognition of stackable credentials enhances their value and relevance in the labor market.
- Aligning stackable credentials with industry needs and labor market trends, educational institutions can ensure that learners acquire the skills and competencies required for success in high-demand fields. This alignment strengthens the connection between education and employment, fostering economic growth and prosperity.

Strategy D: Use DegreeWorks to help students, counselors, and academic advisors monitor students' progress toward degree completion.

Rationale:

Utilizing DegreeWorks to assist students and advisors in monitoring students' progress toward degree completion is a strategic decision that enhances transparency, efficiency, and accountability within academic advising processes. DegreeWorks provides a comprehensive overview of a student's educational progress, including completed and outstanding requirements, GPA calculations, and degree audit summaries. By leveraging this tool, institutions can empower students to take ownership of their academic journey while enabling counselors and advisors to provide targeted guidance and support. This strategy addresses the need for streamlined and data-driven approaches to academic advising, ultimately leading to increased student success and graduation rates.

Implementation:

- Provide training sessions and resources for students and advisors to familiarize them with DegreeWorks and its functionalities.
- Ensure seamless integration of DegreeWorks with existing student information systems to facilitate real-time updates and accurate academic progress tracking.
- Customize DegreeWorks to align with the institution's specific degree requirements and academic policies, ensuring accuracy and relevance.
- Regularly update and maintain DegreeWorks to incorporate degree requirements, policies, and system enhancements changes.

Intended Outcomes:

- Empower students to monitor academic progress and make informed course selection and degree planning decisions.
- Equip counselors and advisors with comprehensive and up-to-date information to provide tailored guidance and support to students, thereby improving the quality of academic advising.
- Facilitate timely degree completion by identifying potential roadblocks and assisting students in addressing academic deficiencies or course planning issues.
- Foster transparency and accountability in academic advising processes by providing clear and accessible information on degree requirements and progress tracking.

- Optimize the use of institutional resources by streamlining academic advising processes and reducing the need for manual degree audits and paperwork.
- By implementing Strategy D institutions aim to leverage technology to enhance the efficiency and effectiveness of academic advising, ultimately contributing to student success and retention.

Strategy E: Develop a methodology to automatically and strategically award degrees and certificates without negatively impacting students.

Rationale:

Strategically awarding degrees and certificates automatically is rooted in optimizing administrative processes while ensuring timely recognition of students' achievements.

Implementation:

- Establish clear and transparent policies outlining the criteria and process for automatically awarding degrees and certificates.
- Integrate student records, course completion data, and degree requirements into the institution's information systems to automate the degree conferral process.
- Communicate the automated degree awarding process to students, faculty, and relevant stakeholders to ensure understanding and transparency.
- Implement mechanisms for quality assurance to verify the accuracy and integrity of degree conferrals, such as regular audits and reviews.

Solicit feedback from students, faculty, and staff to identify and address any issues or concerns related to the automated degree awarding process, especially those affecting financial aid.

Intended Outcomes:

- Streamline administrative processes related to graduation, reducing paperwork and administrative burden for students and faculty.
- Ensure timely recognition of students' achievements by automating the degree conferral process, minimizing delays in graduation.
- Enhance the accuracy and integrity of degree conferrals through automated data integration and quality assurance mechanisms.
- Improve the overall student experience by providing a seamless and transparent graduation process that recognizes their accomplishments.
- Optimize institutional resources by reallocating staff time and effort from manual degree conferral processes to other priority areas.
- Create a more significant impact on college funding using SCFF.

Addressing Challenges Facing the College

California Community Colleges Chancellor's Office October 2021 Fiscal Crisis and Management Assistance Team (FCMAT) Report:

On October 28, 2020, the California Community Colleges Chancellor's Office requested that FCMAT perform a Fiscal Health Risk Analysis (FHRA). The purpose was to assess whether Gavilan College had formulated and executed a strategic enrollment plan aligning with the Student-Centered Funding Formula (SCFF) metrics. Additionally, the analysis aimed to determine if the district had evaluated instructional programs, student services, and administrative services to ensure their alignment with revenue and cash flow projections.

The study team from FCMAT gathered data and conducted virtual interviews with leaders, staff, and faculty between January and March 2021. Subsequently, FCMAT collaborated with the district again from July to September 2021 for further data collection and additional interviews. This report encompasses the study team's findings and recommendations.

The outcomes of these activities are presented in this report, which is organized into the following sections:

- Fiscal Health Risk Analysis
- Strategic Enrollment Management
- Program Review and Resource Allocation

Highlighted FCMAT Findings:

Some of the highlighted concerns and recommendations included:

- The district lacks a dependable procedure for aligning classroom production with expenses. The district must know the cost associated with a course schedule before approving.
- Academic Affairs should possess information about available funding when formulating the schedule, enabling them to maximize offerings.
- The district lacks a strategy for optimizing course offerings to students, as evidenced by the absence of reports that track Full-Time Equivalent Faculty (FTEF) load by type.
- The need to comprehend the costs involved in delivering a full-time teaching load, whether through contract, overload, or adjunct instructors, to be better positioned to provide increased student opportunities.
- There is an urgency for all employees to thoroughly understand the relationship between funding and classroom efficiency, and there is a need to balance this with a solid commitment to maintaining programs and services to meet the needs of students and the community. It is suggested that the district also hold districtwide discussions to determine which strategies will be implemented to improve efficiencies in departments, programs, and courses.
- The district should establish a board-approved classroom course efficiency standard as part of its assumptions for budget development. The following were reported (p. 10):

- *The instructional productivity of the district, assessed through the ratio of Weekly Student Contact Hours (WSCH) to Full-Time Equivalent Faculty (FTEF), is notably deficient.*
- In a district with a term length multiplier of 16.7 weeks, the optimal WSCH-to-FTEF ratio is **590**.
- The district’s Strategic Enrollment Management Plan, discussed later in the report, should be updated by devoting an early chapter to explaining the importance of the efficiency or productivity ratio, setting the framework, and answering why becoming more efficient is essential to the district’s future. In addition, the district should focus on the following (p. 8):
 - SCFF metrics should include district-wide and division goals tied to past performance.
 - The average cost to deliver one FTEF load for a full-time contract, as well as part-time and overload rates. This data will inform budget development for academic affairs and provide clear insight into the best strategies to balance contract and part-time faculty.
 - Discuss the differences related to census vs. non-census enrollments. The strategic enrollment management plan should educate the reader on the budgetary impacts of each enrollment type.

FCMAT Concluded Recommendations for Enrollment Management:

FCMT recommended that the district should (p. 14):

1. Ensure that any strategic enrollment management plan revision includes the following SCFF student success outcome metrics by the end of the calendar year 2021.
 - a. Associate degrees for transfer (ADTs)
 - b. Associate degrees (excluding ADTs)
 - c. Credit certificates that require 16 units or more
 - d. Completion of transfer-level mathematics and English courses within the first academic year of enrollment
 - e. Successful transfer to a four-year university
 - f. Completion of nine or more CTE units.
 - g. Attainment of regional living wage
2. Introduce FTES goal-setting processes for all future terms and academic years as part of the base funding SCFF metrics, which should include districtwide and division- and/or department-level targets such as the following:
 - a. FTES increases disaggregated into the following categories:
 - i. Credit instruction
 - ii. Noncredit instruction
 - iii. Dual enrollment generated FTES (credit)
 - iv. Instructional service agreements
 - v. South Bay Public Safety Training Consortium

3. Include goals resulting from successful activities as part of the supplemental allocation SCFF metrics in the strategic enrollment management plan. The goals should reflect the following SCFF supplemental allocation categories:
 - a. Pell Grant recipients (federal)
 - b. California College Promise Grant recipients
 - c. AB 540 students
4. Revise the institutional goals in the strategic plan and include a broad range of the SCFF student outcome metrics in the Accrediting Commission for Community and Junior Colleges (AACJC) Institutional Set Standards and a new SEM plan.
5. Expedite educational efforts because the district's fiscal solvency is at stake. In addition to an ideal WSCH-to-FTEF ratio of 590, the goals should include topics such as the following:
 - a. **Class fill rates of at least 80% on census day.**
 - b. Cost per FTES, calculated using the current education expense reported in the Reconciliation of Annual Financial and Budget CCFS 311 Report, is divided by the annual FTES.
 - c. Average annual salary and instructional faculty benefits per section or annual FTES.
 - d. The salary and benefits of all employees are divided by the annual FTES for which state reimbursement is provided.
6. Devote an early chapter in a revised SEM plan to explain the importance of the efficiency or productivity ratio; this will set the framework and answer why becoming more efficient is essential to the district's future.
7. Develop standard reports districtwide that are regularly presented to the board of trustees and the campus community and capture trends using a standard snapshot in time.
8. Develop standard reports districtwide that use a cohort group method to monitor the flow of student progress by groups that are presented regularly to the board of trustees and the campus community.
9. Ensure that the deans and district leaders tasked with conducting audits comply with attendance requirements in the SAAM and that the new academic scheduling coordinator conducts audits of actual course hours published in the schedule.

College Productivity

As shown in Table 9, the data shared with the FCMAT team did not reflect the actual status of the college's productivity. The college's overall productivity is above 500 but still below the 590 recommended in the FCMAT report. Establishing a new data dashboard and the data verification and validation process have produced data reflecting the college's productivity. However, a few programs contributed to the college's current productivity, which presents risks should those programs or the funding to those programs change. Tables 9 through 16 show the productivity of the college and the individual divisions and programs. It should be noted that in areas where cross-listed courses are common, the productivity may not accurately reflect actual productivity,

especially in Arts, Humanities, and Social Sciences. This is caused by the fact that one program will be assigned the total FTEF associated with the course, and other cross-listed courses linked to it will collect FTES with zero FTEF, which inflates their productivity.

Table 9. College Productivity Over Four (4) Years.

Year	2020-21	2021-22	2022-23
Unduplicated Headcount	6686	6386	6677
Census Enrollment	34642	33623	36085
Sections	1468	1475	1547
WSCH	158475	153949	160113
FTES (end of term)	3,623	3,374	3,778
FTEF (end of term)	281.43	276.11	280.79
Productivity (WSCH/FTEF)	563	558	570
Efficiency (FTES/FTEF)	12.87	12.22	13.46

Table 10. Arts, Humanities, Social Sciences Productivity.

Year	2020-21	2021-22	2022-23
Arts, Humanities, Social Sciences	486	448	385
Anthropology	606	366	319
Art	443	467	369
Communication	483	432	382
English	423	398	380
Ethnic Studies	N/A	N/A	N/A
Film & Television	200	324	523
French	263	327	145
Geography	568	531	481
History	565	561	387
Humanities	860	712	595
Japanese	474	384	377
Journalism	359	387	190
Music	251	233	258
Philosophy	483	416	379
Political Science	531	592	371
Psychology	774	703	552
Social Justice	360	248	405
Sociology	670	580	354
Spanish	474	419	320
Theater	261	180	378

Table 11. Career Education, Workforce & Educational Partnerships Productivity

Year	2020-21	2021-22	2022-23
Career Education, Workforce & Educational Partnerships	475	520	674
Accounting	485	445	461
Administration of Justice	468	491	532
Aviation	313	274	299
BUS Office Technology	427	405	319
Business General	621	780	626
Child Development	293	291	301
Computer Science	547	536	514
Construction Management	248	206	363
Cosmetology	431	694	609
Digital Media	601	328	294
Economics	454	415	400
ESL	588	628	1074
HVAC	358	489	259
Life Skills		549	1959
Real Estate	263	677	683
Water Management	290	274	339
Welding		276	

Table 12. Science, Technology, Engineering, and Math Productivity.

Year	2020-21	2021-22	2022-23
Science, Technology, Engineering, and Math	595	598	556
Astronomy	632	658	484
Biological Science	592	608	529
Chemistry	656	699	562
Ecology	402	402	384
Engineering	306	297	298
Environmental Science	459	463	392
Geology	799	833	586
Mathematics	581	552	627
Physical Science	495	518	555
Physics	622	637	534

Table 13. Nursing and Allied Health Productivity.

Year	2020-21	2021-22	2022-23
Nursing & Allied Health	627	497	609
Allied Health	554	301	344
Athletics	763	1099	1378
Health Education	534	566	398
Kinesiology	719	687	845

Table 14. Adapted Education Productivity.

Year	2020-21	2021-22	2022-23
Adapted Education	3073	3069	1988
Adapted Education	3782	4421	2474
Adapted Physical Education	77	547	657

Table 15. Guidance Productivity.

Year	2020-21	2021-22	2022-23
Counseling - Guidance	389	422	393

State Funding, Accounting Methods, and Student-Centered Funding Formula

The fundamental mission of California's community college system is to cater to students striving to achieve their educational objectives. Financially, enrollment serves as the primary source of funding for districts. The state allocates funds to operate California's community colleges based on the total measurable student contact hours, a key metric. In essence, colleges report students' contact hours, and the state compensates each institution according to reported attendance hours, utilizing various metrics in the funding formula. The metric for reporting attendance is Full-Time Equivalent Students (FTES).

Aligned with the SEM Purpose Statement, college districts ensure fiscal stability and viability by integrating Strategic Enrollment Management (SEM) into financial planning, budgeting, and allocation processes. Districts set an annual target FTES within the state's funding framework to optimize revenue and identify resources necessary to achieve the target. Faculty hours, designated as faculty contact hours, are significant in generating FTES and are often translated into Full-Time Equivalent Faculty (FTEF).

Colleges design course schedules to meet student needs and generate FTES while balancing academic integrity and resource allocation. Efficiency measures, historically using Weekly Student Contact Hours to Full-Time Equivalent Faculty (WSCH/FTEF), are employed to track resource optimization. However, the more direct measure of FTES to FTEF is gaining popularity.

Additionally, maintaining high efficiency in classroom utilization is another crucial approach colleges use to monitor their potential FTES. Efficient classroom utilization ensures that resources, including physical spaces and faculty time, are used effectively, thus optimizing the college's capacity to generate FTES. This focus on efficiency helps colleges make the most of available resources and supports their mission of serving students and pursuing their educational goals.

In the context of academic calendars for educational institutions, such as colleges, the academic year is typically defined as being 175 days in length. This equates to approximately 35 weeks of instruction, excluding holidays or breaks. Educational institutions often have flexibility in designing their academic calendars, and the length of each semester or quarter can vary based on the type of calendar chosen.

For example, many colleges opt for a traditional calendar, where each semester is 17.5 weeks long. In this case, the academic year is divided into two semesters of equal length. Alternatively, some institutions might choose to operate on a quarter system, where each quarter is approximately 11.67 weeks long. This is referred to as a Term Limit Multiplier (TLM). The most common TLM used at Gavilan College is 16.7.

Computing FTES:

The FTES is derived from the assumption that one student is enrolled in courses for 15 hours per week (Weekly Scheduled Contact Hours) for an academic year of 35 weeks (two semesters, 17.5 weeks each). This means one FTES is 525 hours of instruction ($15 \times 17.5 \times 2 = 525$) in the academic year. This should be used as the breakeven point for a course.

To summarize, 1 FTES represents:

- 1 student (or a group of students)
- Attending 15 hours per week
- For two semesters of 17.5 weeks (3 quarters of 11.67 weeks) for a total of 525 contact hours

FTES Accounting Methods:

The procedures for determining Full-Time Equivalent Students (FTES) in educational institutions are based on the nature and scheduling of course sections. Each course section follows an appropriate method for FTES calculation. The table below outlines the various FTES accounting methods, shedding light on the intricacies of computing Full-Time Equivalent Students (FTES). The process is notably complex, and the scheduling of classes plays a crucial role in determining the resulting revenue. In the census modality, revenue is apportioned based on the number of students present at a specific date from the beginning of the semester. Conversely, Positive Attendance methods require faculty to record daily attendance, substantially influencing revenue generation meticulously. This includes the added responsibility of maintaining accurate daily attendance records for audit purposes.

Table 16. Accounting Methods.

Attendance Method	Definition	Modality Clarifications	More Info	FTES Formula
WEEKLY (W)	<p>ONLY for full-term regularly scheduled classes (with the same number of weekly hours).</p> <p>Use: In-person or synchronous distance education courses that meet remotely, e.g., via Zoom.</p>	<p>Full Term (16 Weeks)</p> <p>In-Person Synchronous</p>	<ul style="list-style-type: none"> • Use Coterminal with the primary term, i.e., starts and ends on the 16-week start/end dates • Must be regularly scheduled (same number of meeting hours each week) • The TBA hours must be the same per week, NOT per term • DO NOT USE IN SUMMER 	<p>FTES = (Weekly Contact Hours * Students * Term Length Multiplier)/525</p> <p>For Gavilan College, the Term Length Multiplier (TLM) is 16.7</p>
INDEPENDENT WEEKLY (IW)	<p>For full-term classes, where instruction occurs outside the traditional classroom setting, such as work experience, online, and independent study.</p> <p>Use: When a portion of the class is asynchronous distance education OR the class is Independent Study or Work Experience.</p>	<p>Full-Term (16 Weeks)</p> <p>Asynchronous or Partially-Asynchronous</p> <p>Independent Study/Work Experience</p>	<ul style="list-style-type: none"> • Use only for these full-term courses such as Independent Study, Online, Hybrid, and Internships/Work Study. • Must be coterminal with the primary term, i.e., starts and ends on the 16-week start/end dates. • Must be regularly scheduled (same number of meeting hours each week) • DO NOT USE IN SUMMER 	<p>Independent Study/Work Experience/ Online Lecture Only:</p> <p>FTES = (Credit Units * Number of Students * Term Length Multiplier) / 525</p> <p>Course (not work experience) with lab:</p> <p>FTES = (Weekly Contact Hours * Students * Term Length Multiplier) / 525</p>
DAILY (D)	<p>For regularly scheduled classes (i.e., same number of hours each meeting day) that are less than full-term or scheduled in a summer or winter intersession.</p> <p>Use: In-person learning or synchronous distance education</p>	<p>Less than Full-Term – 5 days minimum</p> <p>In-Person Or</p>	<ul style="list-style-type: none"> • Must meet same hours each class meeting. • Must meet 5 days or more. • Cannot be Open Entry/Open Exit • Cannot be Independent Study/Work Experience. 	<p>FTES = (Total Contact Hours * Students) / 525</p>

Attendance Method	Definition	Modality Clarifications	More Info	FTES Formula
	that meet remotely, e.g., via Zoom.	Synchronous	<ul style="list-style-type: none"> • The TBA hours, have to be the same number of hours per day, NOT per week/term. • If variable units, set up separate CRN for each unit value. 	
INDEPENDENT DAILY (ID)	<p>For classes that are less than full-term where instruction occurs outside the traditional classroom setting, such as work experience, online, and independent study.</p> <p>Use: A portion of the class is asynchronous distance education OR the class is Independent Study/Work Experience.</p>	<p>Less than Full-Term – 5 days minimum</p> <p>In-Person/Hybrid Or Synchronous</p>	<ul style="list-style-type: none"> • Use for these short-term courses: Independent Study, Online, Hybrid, Internships/Work Study • -May use for full-term courses that are not scheduled for consecutive weeks (e.g., hybrid in-person meetings DO NOT meet on campus at the same. 	<p>Independent Study/Work Experience / Online Lecture Only:</p> <p>FTES = (Credit Units * Students * Term Length Multiplier) / 525</p> <p>Course (not work experience) with lab:</p> <p>FTES = (Total Contact Hours * Students) / 525</p>
POSITIVE ATTENDANCE (PH)	<p>For course sections that are irregularly scheduled (e.g., class meetings with different numbers of hours or on varying days of the week). Actual hours the student attends be tracked and reported.</p> <p>Use: Courses that do not satisfy census course rules.</p>	All Modalities Irregularly scheduled	<ul style="list-style-type: none"> • Use for these types of courses: <ul style="list-style-type: none"> ○ Open Entry/Open Exit ○ Open labs ○ In-person courses that have field trips ○ Special project courses ○ Courses meeting a different total of hours each class meeting • Courses that meet less than five times • Any combination of the above 	<p>FTES = (Total Student Contact Hours)/525</p>

Attendance Method	Definition	Modality Clarifications	More Info	FTES Formula
NONCREDIT INDEPENDENT STUDY (I) _ Alternative Method	For non-credit classes where instruction occurs outside the traditional classroom setting, such as work experience, online, and independent study.		<ul style="list-style-type: none"> Use for noncredit distance education courses with 2 census dates The least FTES generator method	Census @ 20% and 60% FTES = (Students at 20% + Students @60%)/2*total Contact hours/54*TERM Length Multiplier/525

FTES Calculation Example:

EXAMPLE: Accounting 1A is a “Full Term” course where each semester is 17.5 weeks in length. The class meets 3 hours a week on campus, MTW from 9:00 – 9:50 AM. The class has 30 students.

To Calculate the FTES:

$$\begin{aligned} \text{WSCH/Student} &= 3.4 \text{ (instruction hour is 50 minutes)/Student} \\ \text{WSCH/Class} &= 3 * 35 = 105 \\ \text{FTES} &= (\text{WSCH} * \text{TLM}) / 525 = (105 * 17.5) / 525 = 3.5 \\ \text{FTEF} &= .2 \\ \text{Efficiency} &= \text{FTES/FTEF} = 3.5/.2 = 17.5 \\ \text{Productivity} &= \text{WSCH/FTEF} = 105/.2 = 525 \end{aligned}$$

Table 17 shows that the class needs at least 35 students at census to achieve a breakeven.

Table 17. FTES Based on Number of Enrolled Students.

N= No. of Students Enrolled	WSCH (Based on 3 Credit Hours/Week)	FTES	FTES/FTEF	Productivity WSCH/FTEF
20	60	2	10	300
25	75	2.5	12.5	375
30	90	3	15	450
35	105	3.5	17.5	525
38	114	3.8	19	570
40	120	4	20	600
45	135	4.5	22.5	675

In 2022, the district hired an SEM consulting team, which found the breakeven productivity should be 560. This means the average class size at census should be 37-38 students, acknowledging that not every class will have this many students and that factors need to be analyzed to schedule appropriately, such as lab constraints and other legal mandates. As shared earlier, the California Community Colleges Chancellor’s Office October 2021 Fiscal Crisis and Management Assistance Team (FCMAT) Report suggested a productivity of 590 for the college to be finally stable. Based on that, the average class size should be 40.

Student-Centered Funding Formula (SCFF)

The Student-Centered Funding Formula is a significant shift in how California's community colleges are funded, with the primary goal of directing funds based on student success outcomes rather than just enrollment numbers. This formula includes three main calculations to determine funding:

1. Base Allocation (60%): This portion of funding is primarily determined by enrollment numbers. It serves as a foundation for community colleges' funding, reflecting the number of students they serve.

2. **Supplemental Allocation (20%):** This part of the formula considers various factors that indicate a college's commitment to supporting underserved and disadvantaged students. It includes the number of students receiving a College Promise Grant, students receiving a Pell Grant (indicating financial need), and students covered by AB 540, which often refers to undocumented students or students without legal residency status.
3. **Student Success Allocation (20%):** This allocation is based on specific student success outcomes aligned with the goals outlined in the California Community Colleges' Vision for Success. These outcomes include:
 - The number of students earning associate degrees and credit certificates.
 - The number of students transferring to four-year colleges and universities.
 - The number of students who complete transfer-level math and English courses within their first year.
 - The number of students who complete nine or more career education units.
 - The number of students who have attained the regional living wage.

Using these metrics in the funding formula aims to encourage community colleges to focus on student success and closing achievement gaps. By tying funding to these outcomes, the system incentivizes colleges to support students in achieving their academic and career goals. Detailed information regarding SCFF can be found at the California Community College Chancellor's Office.

Curriculum Development Process

To strengthen educational programs, institutions must create extensive curriculum frameworks, establish learning objectives, and design assessment methods to maintain coherence, alignment, and academic rigor. Incorporating diverse teaching techniques, interdisciplinary methods, and practical applications can help cultivate engaging and effective learning environments for students. This involves adapting curriculum offerings to evolving educational trends, emerging technologies, and changing industry demands. Institutions can stay responsive and relevant in the dynamic educational landscape through regular curriculum reviews, gathering stakeholder feedback, and making data-driven decisions. Curricula directly impact the quality of education, which consequently impacts students' quality of life and economic productivity, making it crucial to embrace a culture of continuous improvement and innovation.

According to the Academic Senate for California Community Colleges (2017) and California Education Code Section 70902, the governing board of each community college district is required to establish policies for approving courses and educational programs. Traditionally, the curriculum approval process involves several steps. Faculty begin by developing the curriculum at the local level, after which it is reviewed by the college and/or district curriculum committee and approved by the local governing board. For Career and Technical Education (CTE) programs, an additional review by the regional consortium is required. Once the local approval process is complete, the curriculum is submitted to the Chancellor's Office for review and final

approval. This multi-step process, while thorough, can be time-consuming and hinder innovation. To adapt to the rapidly changing demands of today's world, it is critical to streamline this process and address bottlenecks at the college level, where the institution has the most control. Figure 1 illustrates the current curriculum process at Gavilan College.

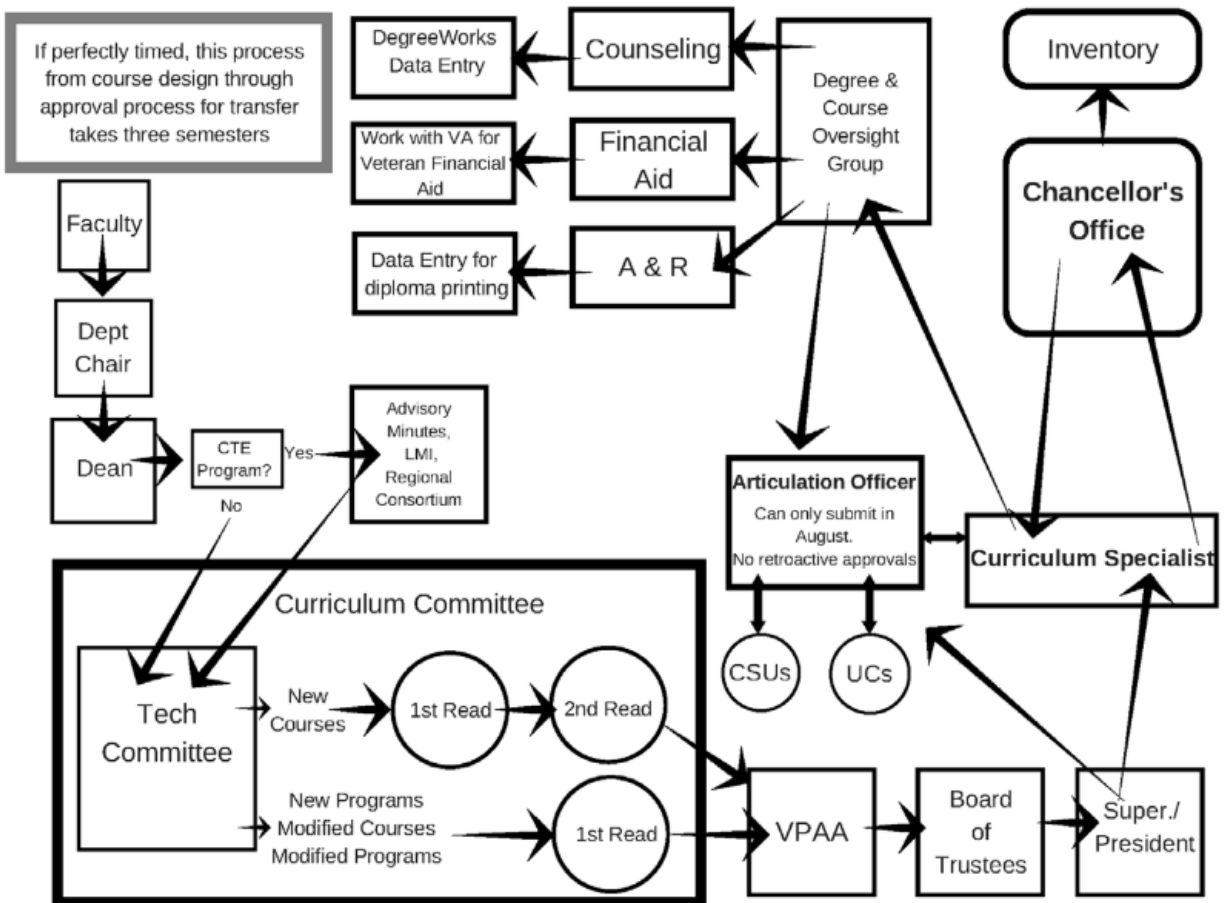


Figure 1: Curriculum Approval Process - Revised Spring 2018.

Assessment of the College's Curriculum Processes:

According to the College's bylaw, curriculum approval is carried out by the College's Curriculum Committee, a standing committee of the College's Academic Senate. The Curriculum Committee has jurisdiction over all phases of developing, modifying, and updating the curriculum at Gavilan College. Additionally, the Committee has jurisdiction over the transfer of General Education Patterns in compliance with CSU and UC mandates. The Committee shall also have jurisdiction over non-transfer General Education Patterns. The review of the curriculum by the Committee may result in a recommendation for curricular additions, deletions, or modifications to the Senate. The Curriculum Committee meets twice each month during the Spring and Fall semesters. The Chairperson may also convene special meetings. The committee shall establish meeting dates and times.

To expedite the curriculum review and decision-making processes, a volunteer workgroup, referred to as the Technical Review Workgroup, reviews the proposals before forwarding them to the curriculum committee to ensure completion of the proposals and alignment of the Student and the Programs Learning Outcomes (SLOs and PLOs) with the course objectives. The Technical Review Workgroup meets twice monthly on alternate weeks of the Curriculum Committee.

Another committee, the Viability Committee, must approve all new programs and significant curriculum changes (defined as changes to two or more courses per certificate of degrees). The committee is also responsible for the discontinuing of certificates and program degrees. The committee meets once a year during the Spring semester. The sequence presented in Figure 2 is not clearly presented in Figure 1.

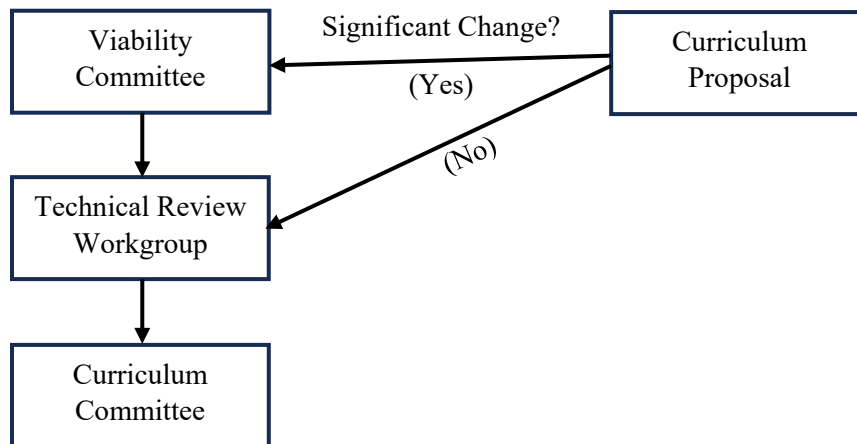


Figure 2: Curriculum Major Approval Process.

Because the Viability Committee meets once a year, this creates a major bottleneck that can result in a significant delay. Additionally, there is a disconnect between the program viability process and the availability of information needed for resource allocations for new programs. Currently, programs can be initiated without fully considering the resources needed to make them successful or whether the College has the needed resources. To eliminate the bottleneck, since the Viability Committee meets once a year and to be informed about the College’s ability to provide the resources needed for programs to be successful, the Enrollment Management Taskforce recommends some changes to the process as follows:

- The Vice President of Academic Affairs will review requests for new courses or the deactivations of existing courses with the Deans. The recommendations will be forwarded to the Technical Review Workgroup.
- The Vice President of Academic Affairs will review program deactivation proposals in discussions with the Deans. If a decision is made to deactivate a program, the recommendations will be forwarded directly to the Viability Committee as the next step.
- The Vice President of Academic Affairs will review new program proposals with the Deans. If a decision is made to create a program, the recommendations will be forwarded by the Vice President of Academic Affairs to the College’s Program Integrated Planning and Review, Resource Allocation Process Committee (PIPR-RAP) to ensure that the College can provide the needed resources. PIPR-RAP will provide its recommendation to the Viability Committee.

- The Viability Committee will meet twice a semester.

The above process is expected to speed up the curriculum review and approval process and ensure the availability of resource arrangements to make the programs successful. The process is illustrated in Figure 3.

By streamlining the curriculum processes, it would be feasible to speed up the process and provide the students and the community with cutting-edge, innovative curricula that meet their needs and the workforce demand.

Scheduling Best Practices

Effective scheduling is pivotal in fostering student success and facilitating timely completion for full-time and part-time students. By strategically scheduling courses at the intersection of curriculum pathways and students' availability, institutions can optimize the learning experience and support academic progress.

- **Curriculum Pathways Alignment:** Effective scheduling begins with a thorough understanding of the curriculum pathways within academic programs. This involves mapping out the sequence of courses required for each major or program of study and identifying dependencies or prerequisites. By aligning course offerings with these curriculum pathways, institutions can ensure that students have access to the courses they need, when needed, to progress toward degree/certificate completion efficiently.
- **Student-Centric Approach:** Effective scheduling recognizes that students have diverse obligations and commitments outside their academic pursuits. It takes into account students' availability and preferences, including factors such as work schedules, family responsibilities, and commuting constraints, when determining class times and formats. By offering a range of scheduling options, including evening classes, weekend intensives, and online courses, institutions can accommodate the needs of both traditional and non-traditional students, facilitating greater access to education and promoting inclusivity.
- **Balancing Flexibility and Structure:** Effective scheduling strikes a balance between providing students with the flexibility to customize their course schedules and maintaining a structured framework that promotes academic progress. This may involve offering core courses multiple times and in various formats to accommodate diverse student schedules while ensuring that essential courses are available when needed to prevent delays in degree completion. Additionally, institutions can implement policies that allow for credit transfer and recognition of prior learning, enabling students to leverage their existing knowledge and experiences to accelerate their academic journey.
- **Optimizing Resource Utilization:** In addition to meeting students' needs, effective scheduling also considers the efficient use of institutional resources, including faculty expertise, classroom space, and technology infrastructure. By strategically scheduling courses to maximize resource utilization, institutions can minimize scheduling conflicts, reduce operational costs, and enhance the overall efficiency of academic operations. This may involve implementing scheduling software or algorithms that optimize course assignments based on faculty availability and expertise, classroom capacity, and other logistical considerations.
- **Continuous Improvement through Feedback:** Effective scheduling is an iterative process that relies on ongoing feedback from students, faculty, and other stakeholders to identify areas for improvement and implement refinements. Institutions can gather feedback through surveys, focus groups, and advisory committees to assess the effectiveness of current scheduling practices and identify opportunities for enhancement. By soliciting input from the campus community, institutions can ensure that scheduling

decisions are informed by the diverse needs and perspectives of those they serve, ultimately leading to a more responsive and student-centered scheduling process.

- **Use Historical Enrollment Data:** Leverage comprehensive data analysis techniques to craft schedules tailored to students' diverse needs. By harnessing the power of data, the College can gain insights into factors such as enrollment patterns, course popularity, student preferences, and demographic trends. This information can inform decisions regarding course offerings' timing, frequency, and format, ensuring that schedules are optimized to accommodate students' academic goals, personal commitments, and learning preferences. By incorporating data-driven scheduling strategies, the College can enhance student satisfaction, improve retention rates, and foster a more supportive and inclusive learning environment.

By enhancing and expanding upon these principles, the College can develop scheduling practices that support student success and completion and foster a culture of inclusivity, flexibility, and continuous improvement within the academic community.

Class Cancellation:

Enrollment management embodies a shared commitment among all stakeholders, ensuring that the class schedule remains finely attuned to our students' evolving needs and the College's overarching goals. Gavilan College strives to preemptively address potential disruptions through meticulous planning and foresight, sparing the faculty, staff, and students from the inconvenience of class cancellations. This proactive approach fosters a smoother academic experience and underscores our dedication to maximizing resources and fostering an environment conducive to learning and growth. The following are recommended as scheduling operating guidelines:

1. Strive to maintain an optimal enrollment average of 37 students on *Census Day* across all college departments, bearing in mind the dynamic nature of enrollment figures.
2. Avoid applying blanket policies or rigid cancellation thresholds; approach each decision individually, considering a range of factors. Give special consideration to:
 - a. Courses needed for students to complete programs and graduate (capstone classes)
 - b. Courses offered in a scheduled program cycle (offered once every one or two years versus every semester)
 - c. Courses that are part of new programs or modes of delivery or offered at non-peak times to diversify the schedule (online, late afternoon, night, or weekend classes)
 - d. Courses that are grant-funded, incubated, or support specific college strategic initiatives (e.g., guided pathways, equity, etc.)
 - e. Courses that are a part of specialized programs requiring small cohorts (e.g., nursing.)
 - f. Cross-listed classes.
3. All courses and related sections will be assessed based on a review of historical enrollment trends:
 - a. Enrollment history – Past three comparable terms
 - b. Enrollment trends by date – Is this a class that gets late student enrollments?

- c. Enrollment by course for multiple sections – What is the history of the overall fill rate and enrollment trends?
- 4. Per AP 4021, classes with student enrollments below 20 are subject to review and cancellation by the Deans and/or Vice President of Academic Affairs. A department desiring to continue a course with less than 15 enrolled must present substantiation for its continuation.

FTES Targets:

Annually, the College President, the Vice President of Administrative Services, the Vice President of Academic Affairs, and the Vice President/Assistant Superintendent of Student Services will set the annual FTES Target. The FTES Target is communicated broadly to deans and department chairs. Figure 4 shows the projection set for 2023-24 to 2027-28. However, because of measures taken by the College in terms of Guided Pathways, dual enrollment, intrusive advising through Gav-Connect, making data available for decision-making, and deep dives into accounting methods used for apportionment calculations, it is expected that the actual FTES will exceed the projections specially for 2023-24.

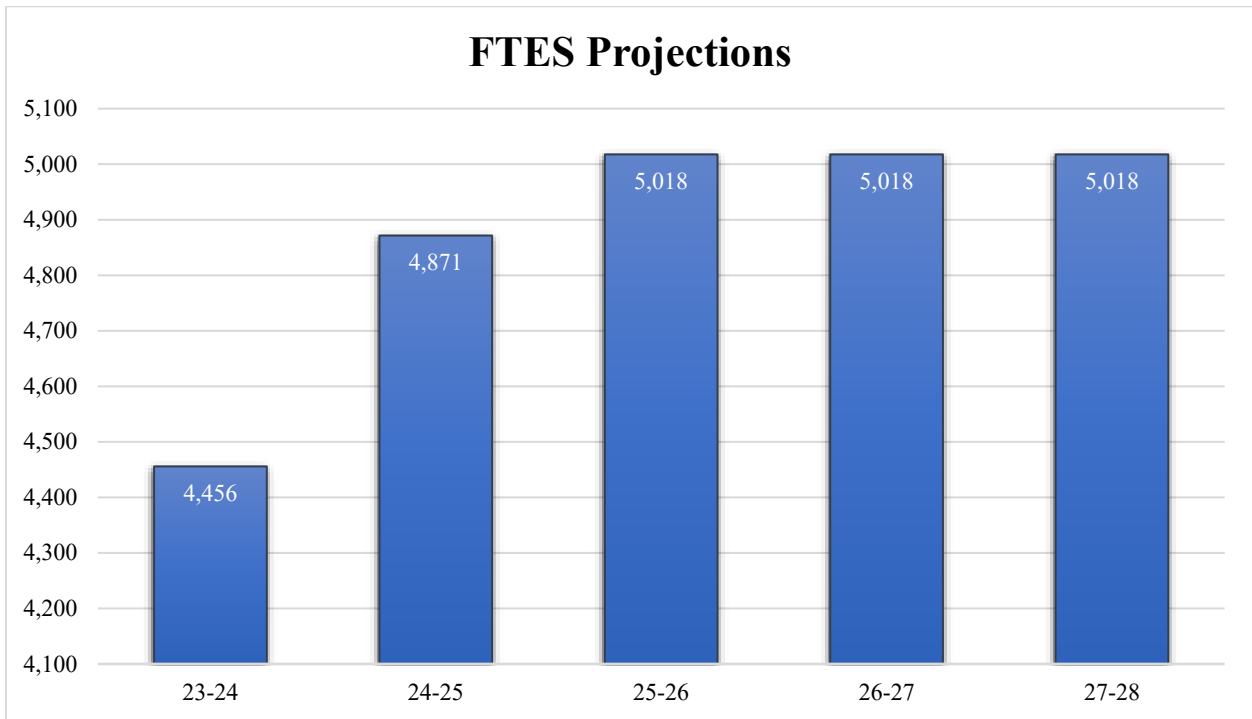


Figure 4: FTES Projections.

Appendix A: Guided Pathways

Below is a list of all Guided Pathways, including a brief description of Each.

Table 18. Gavilan College Guided Pathways.

Career and Academic Pathways (CAP)	Description
<p>Arts & Media</p> <ul style="list-style-type: none"> • Art History • Art Studio • Film & Television • Liberal Arts: Expressive Arts Emphasis • Music • Theater Arts 	<p>The Arts & Media pathway explores perspectives on humanity and design culture and will teach you to be an imaginative, innovative, and critical thinker. This pathway develops your creativity and self-expression and prepares you for a future with certificates, degrees, transfer, and careers in visual and performing arts, design, media, languages, communications, and more.</p>
<p>Business & Information Systems</p> <ul style="list-style-type: none"> • Business • Computer Programming (AS & CA) • Digital Media • Economics • Liberal Arts: Business Emphasis • Liberal Arts: CSIS Emphasis • Noncredit: Small Business Development • Noncredit: Computer/Business for ESL 	<p>The Business & Information Systems pathway will prepare you to problem solve, lead, plan, and create. Uniting entrepreneurial vision, leadership, and commerce strategy, this pathway provides technical and trade skills and incorporates many types of management and administrative careers. This pathway prepares you for a future with certificates, degrees, transfer, and careers within business, accounting, digital media, information systems, and more.</p>
<p>Health Sciences & Wellness</p> <ul style="list-style-type: none"> • Allied Health/Nursing • Public Health • Health Science • Kinesiology 	<p>The Health Sciences & Wellness pathway will prepare you to adapt to new medical technologies, meet the increasing demand for skilled healthcare workers, and prepare you to work in various fields including but not limited to nursing, community health education and wellness, physical therapy, exercise science, fitness, nutrition, athletic training, physical education, and recreation. This pathway will teach you problem-solving skills and additional techniques to impact health, society, and quality of life. This pathway prepares you for a future with certificates, degrees, transfer, and careers that support the well-being of others in multiple areas of the health, athletic, community, and wellness fields.</p>

Career and Academic Pathways (CAP)	Description
<p>Science, Technology, Engineering & Math (STEM)</p> <ul style="list-style-type: none"> • Biological Science • Biotechnology • Chemistry • Computer Science • Engineering • Liberal Arts: Natural Science Emphasis • Mathematics • Physical Science Engineering • Physics 	<p>The Science, Technology, Engineering & Math pathway will provide intellectual challenges that allow you to develop analytical thinking and problem-solving skills. Through this pathway, you will develop research, data analysis, and scientific investigation skills. This pathway prepares you for a future with certificates, degrees, transfer, and careers within science, engineering, mathematics, medicine, and computer science.</p>
<p>Short-Term Training & Skill Building</p> <ul style="list-style-type: none"> • Life skills ESL (Life skills, Vocational ESL) • Computer Application for ESL Students • Citizenship • GED • Community Ed: Medical Assistant* • Community Ed: Phlebotomy* • Community Ed: Veterinary Assistant* • Community Ed: Pharmacy Technician* <p>*Fee-based classes, not-for-credit</p>	<p>The Short-term Training & Skill Building pathway will allow you to complete short-term programs to enter a career quickly. Students seeking English language and computer skills will be prepared to enter work and community settings. This pathway also assists students in completing preparation programs for high school equivalency and citizenship examinations. This pathway prepares you for a future with life skills, certificates, and careers in health care, veterinary assistance, pharmacy, and more.</p>
<p>Skilled Trades & Industry</p> <ul style="list-style-type: none"> • Aviation • Computer Hardware • Computer Networking • UNIX Operating Systems • Cosmetology • HVAC • South Bay Regional Training: Fire Fighter Academy • South Bay Regional Training: Police Academy • Wastewater Technology • Water Resource Management • Water Technology • Welding 	<p>The Skilled Trades & Industry pathway will enhance problem-solving skills and foster critical thinking and innovation by providing hands-on experiences. Students seeking entry-level or advanced-level skills will be prepared to enter the workforce directly. This pathway prepares you for industry and leadership opportunities with certificates, degrees, transfer, and careers in aviation, firefighting, cosmetology, engineering technology, industrial technology, and more.</p>

Career and Academic Pathways (CAP)	Description
<p>Social Sciences & Humanities</p> <ul style="list-style-type: none"> • Administration of Justice • Anthropology • Child Development • Communication Studies • English • ESL (Academic) • Guidance (Peer Tutoring) • History • Journalism • Liberal Arts: Administration of Justice • Liberal Arts: Elementary Education Emphasis • Liberal Arts: Language Arts/Humanities Emphasis • Liberal Arts: Social Science, Cultural and Historical Emphasis • Liberal Arts: Social Science, Behavioral and Organizational Emphasis • Philosophy • Political Science • Psychology • Social Justice Studies • Sociology • Spanish 	<p>The Social Sciences & Humanities pathway will prepare you to think critically, communicate effectively, problem solve, and lead empathetically in a diverse and increasingly interconnected world. This pathway provides you with research and writing skills, knowledge about social issues, opportunities for civic engagement, and an understanding of history, culture, and humanity. This pathway prepares you for a future with certificates, degrees, transfer, and careers in education, social justice, public policy, journalism, child development, research, counseling, social work, and more.</p>
<p>Exploration</p> <ul style="list-style-type: none"> • Undeclared • Liberal Arts: Multiple Subjects 	<p>The Exploration pathway will allow you to explore different options while completing coursework that will apply to an associate degree. When starting college, it is common to be undecided on a major or career path. You may have an area of interest but have not yet determined the best possible major or career fit. This pathway allows you to adapt your coursework to meet the major preparation for a specific transfer institution.</p>

Appendix B: SWOT Analysis

Below is a Strength, Weakness, Opportunities, and Thread created by the Strategic Enrollment Management Team at the initial phase of developing the SEM Plan

Table 19. SWOT Analysis.

SWOT Analysis	
Strength	Weakness
<ul style="list-style-type: none"> • Faculty & Chairs Experience • Student Support Staff • Student support services (in-person and online) • Gorgeous campus • Career Education Programs • ADT • Lead scheduler • Student-Centered Focused • Guided Pathways - (in progress) • Consistent course offering • Block scheduling • Several programs have approved and offered certs & degrees fully online. AJ, CSIS, ECON, SPAN, etc. 	<ul style="list-style-type: none"> • Locational Isolation • Data accuracy and access • Appropriate space for some programs • Website navigation • Courses on the books that have not been taught for a long period of time • Class cancellation practices • Lack of short-term courses (early and late start) • Not much variation in the schedule from term to term • Lack of scheduling informative data • Inconsistent class caps • Lack of institutional directions • Lack of student services for evening and weekend classes (including tutoring, counseling, security) • Lack of prioritization (2 years ago) in completing our CVC teaching college status means Gavilan classes are currently not visible on the CVC exchange. • Lack of a plan to ensure the online degrees and certificates are scheduled so students can be guaranteed successful (maybe sequentially?) completion

Opportunities	Threats
<ul style="list-style-type: none"> • Articulation of a cohesive vision for overall enrollment and scheduling • Explicitly consider equity groups when creating the schedule • Analyze the schedule systematically pre-production • Better ways to market Gavilan College, Outreach, open classes (e.g., share with counselors) • Develop quality online programs – Use exchange • Short-term/weekend/evening course offering • Opportunity to complete degrees and certificates online. • Stronger partnership/relation with the community • Engage the community to come to campus • Assessment of current space/better use of current space • Expanding programs such as Dual Enrollment, CCAP, Higher Aspirations, Jail programs • Creating/explaining pathways: High school -> Gav->Univ & community • Stackable credentials • New campus @ Hollister • Build new website • Credit for prior learning (CPL) • Several programs have approved and offered certs & degree fully online. AJ, CSIS, ECON, SPAN etc. • Market our college through our Athletics programs 	<ul style="list-style-type: none"> • Low Enrollment/efficiency • Compliance with state mandates • New Funding Formula (SCFF) • Students not completing their goals • Distance education: students are savvy... they can go to the statewide CVC exchange to get a class elsewhere • Misunderstanding of what enrollment management is. • Failure to catch upstream limits opportunities for late additions • Lack of enrollment management scheduling tools.

Appendix C: 2023-2028 Gavilan College Strategic Enrollment Management Plan Executive Summary

Core Focus Areas:

- Increase enrollment and retention.
- Enhance student success and equity.
- Integrate Guided Pathways with Strategic Enrollment Management (SEM).

Guided Pathways Framework:

- Clarify the Path: Define clear program pathways.
- Enter the Path: Support students in choosing and starting their path.
- Stay on the Path: Help students persist and succeed.
- Ensure Learning: Increase learning outcomes and goal achievement.

Strategic Goals Overview & Pathway Alignment:

- **Goal 1:** Increase campus-wide awareness of SEM principles (Aligns with: Stay on the Path).
- **Goal 2:** Improve access, retention, completion rates, and close equity gaps (Aligns with: Enter the Path, Stay on the Path).
- **Goal 3:** Re-establish Gavilan as the college of choice (Aligns with: Clarify the Path).
- **Goal 4:** Integrate SEM with Guided Pathways (Aligns with: All Four Pillars).
- **Goal 5:** Maintain accurate program maps in Program Mapper (Aligns with: Clarify the Path).
- **Goal 6:** Expand and improve Distance Education (Aligns with: Stay on the Path).
- **Goal 7:** Convert Adult Education and ESL students to degree programs (Aligns with: Enter the Path).
- **Goal 8:** Invest in the Hollister Campus for growth (Aligns with: Enter the Path, Stay on the Path).
- **Goal 9:** Enhance efficiency and fiscal health (Aligns with: Ensure Learning).

Key Metrics Overview

- **Student Success:**
 - Degree and certificate completion, transfer rates, CTE milestones.
- **Enrollment & Efficiency:**
 - FTES goals, class fill rates, course productivity.
- **Equity & Access:**
 - Support for underrepresented groups, first-year Math & English completion.

Conclusion and Next Steps:

- **Summary:**
 - Commitment to enhancing enrollment, success, and equity through SEM and Guided Pathways alignment.
- **Next Steps:**
 - Collaborative departmental action to implement goals.
 - Regular assessment and adjustments to maintain alignment and improve outcomes.