GAVILAN COLLEGE

BIG TIME EDUCATION, HOMETOWN LOCATION

Factbook

Gavilan College Factbook   November , 2009
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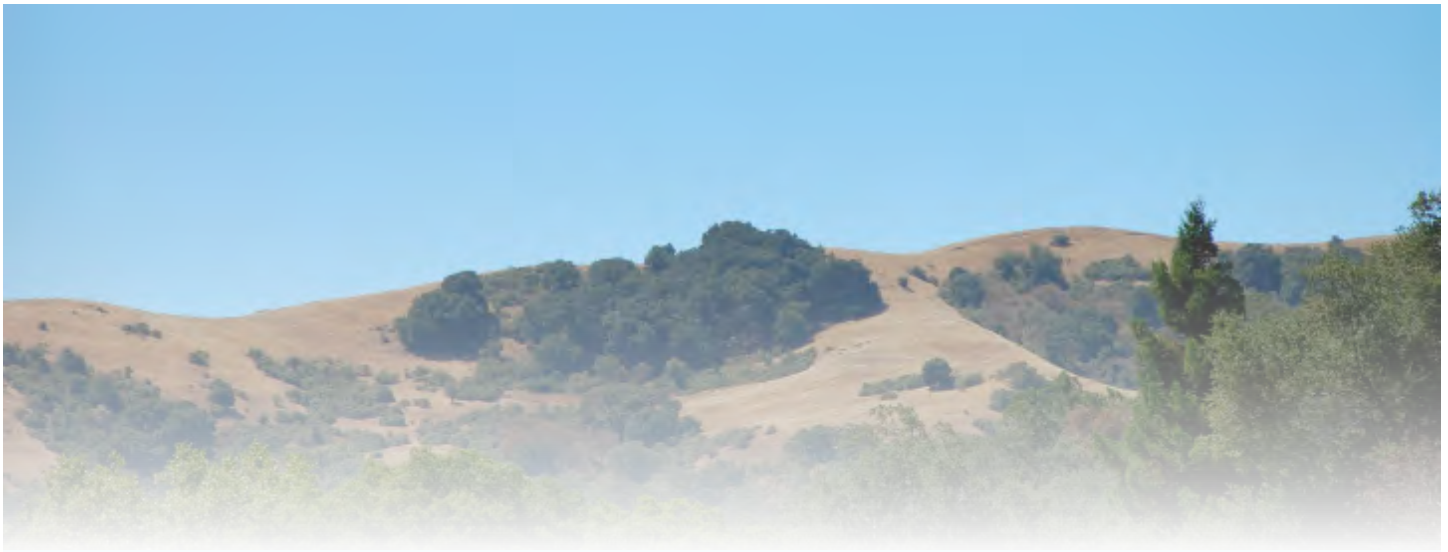
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Introduction

The purpose of this Factbook is to provide detailed information on the performance of Gavilan College programs, services, and students, and to bring together the results of studies conducted by the Office of Institutional Research.

The Factbook can be a useful tool for examining data from a particular term or year and/or reviewing trends over time.

This publication's creation was limited by the availablility of data from various sources and relies upon data that may have reliability and validity weaknesses.

The Factbook will be updated periodically.

Future editions will be strengthened by a campus-wide process underway to assess and summarize outcomes for instructional, student support, and administrative programs. Additionally, with the implementation of a new Executive Information System, more reliable and extensive data will be included. If the reader has suggestions as to what additional data might be presented, please contact the Office of Institutional Research.

Executive Summary

Student headcount has steadily increased for the past five academic years. For example, from the 03/04 academic year through the 08/09 academic year, student headcount has increased approximately 121%. These considerable increases are likely due to a combination of service area growth, increases and improvements in course and program offerings, outreach efforts, along with economic circumstances.

The majority of the College population has been female (since 02/03), while males have steadily increased slightly in proportion such that they were the majority of the student population in 08/09 (52.35%). The proportion of the student population who reporting being "White" has been steadily decreasing, with "Hispanic-Americans" comprising the largest ethnic group in 08/09 (38.01%). Sixty-percent of degree-seeking students entering Gavilan College need "Basic Skills" assistance prior to taking transferable courses.

The College offers a variety of student support programs. While research designs and methods are rudimentary, some of these programs have collected and analyzed data that suggests these programs are effectively assisting students.

Gavilan College has begun several new initiatives, which are designed to further support students in achieving their educational goals. Preliminary data suggest that programs are effectively supporting students.

The number of degrees has increased for the past four academic years. For example, from 04/05 through 07/08 the number of degrees awarded increased 48.2%. Nevertheless, the proportions of students who are prepared to transfer or who have obtained a degree have not increased. It must be noted that these data are the result of cohorts who started their academic work five years prior.

Female athletics programs have grown over the past three years and have had some notable successes including a 2008 softball playoff berth.

While the number of students has dramatically increased, staff Full-Time Equivalent (FTE) has dropped from Fall 00. Total staff headcount has increased slightly over the same period. These seemly contradictory data suggest that Gavilan College has increased the number of part-time staff and existing staff have become more efficient over this period.

District Profile

History

In 1919 Hollister High School began offering lower division college classes to its graduates. The classes were offered at the high school site through the newly created San Benito Junior College. In time the college built its own building. In the 1960's the community college movement swept California and the San Benito High School District joined with neighboring Gilroy Unified School District and Morgan Hill Unified School District to form the Gavilan Joint Community College District.

Voters passed a bond measure to create a full college campus, centrally located within the district. College classes moved to a temporary location at the Hollister Airport (still in use as the Gavilan College Aviation Program) while the first facilities on a 170-acre parcel south of Gilroy were constructed. The Gilroy campus added buildings over time through state funding, with the last new building constructed in 2003.

In 1997 and 1998, satellite sites were established in Hollister and Morgan Hill to supplement the offerings at the main campus. In 2004 district residents passed Bond Measure E, providing funds to upgrade the Gilroy campus and purchase land for future campuses in Coyote Valley and San Benito County. These land purchases were completed in 2008.

The Gavilan College service area is composed of the Southern portion of Santa Clara County, which encompasses Coyote, Morgan Hill, San Martin and Gilroy and all of San Benito County, which encompasses Hollister, San Juan Bautista, Tres Pinos, and Pacines (see Service Area map below).

Gavilan Joint Community College District

Area population, age distribution, and projected growth.

2007 - 2013 Age Size and Growth
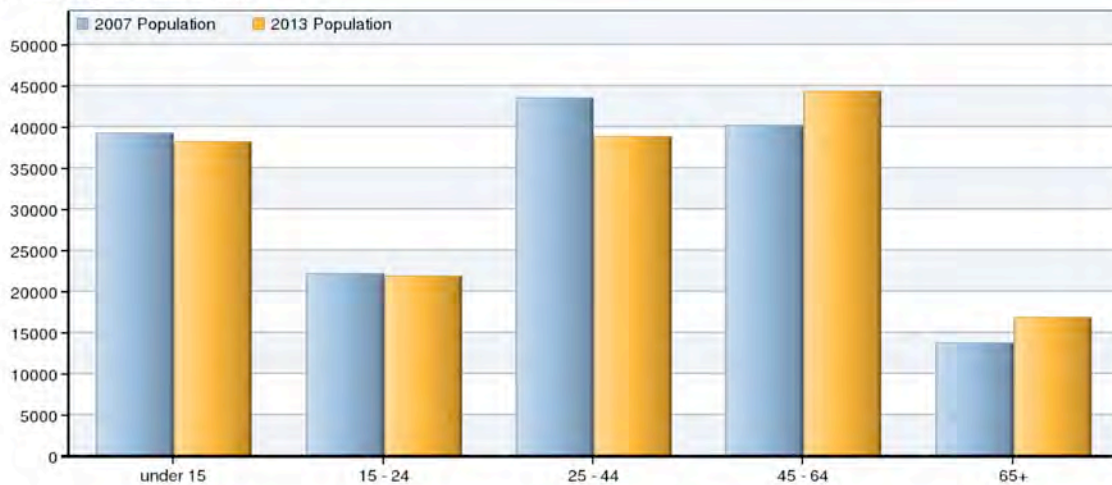
Age	2007 Population	2013 Population	Change	% Change
under 15	39,240	38,250	-989	-3%
15 - 24	22,180	21,915	-265	-1%
25 - 44	43,591	38,887	-4,704	-11%
45 - 64	40,165	44,378	4,214	10%
65+	13,774	16,841	3,068	22%
	158,948	160,272	1,323	1%

Source: EMSI Complete Employment - Spring 2008 Release v. 2

2007 - 2013 Race/Ethnicity Size and Growth
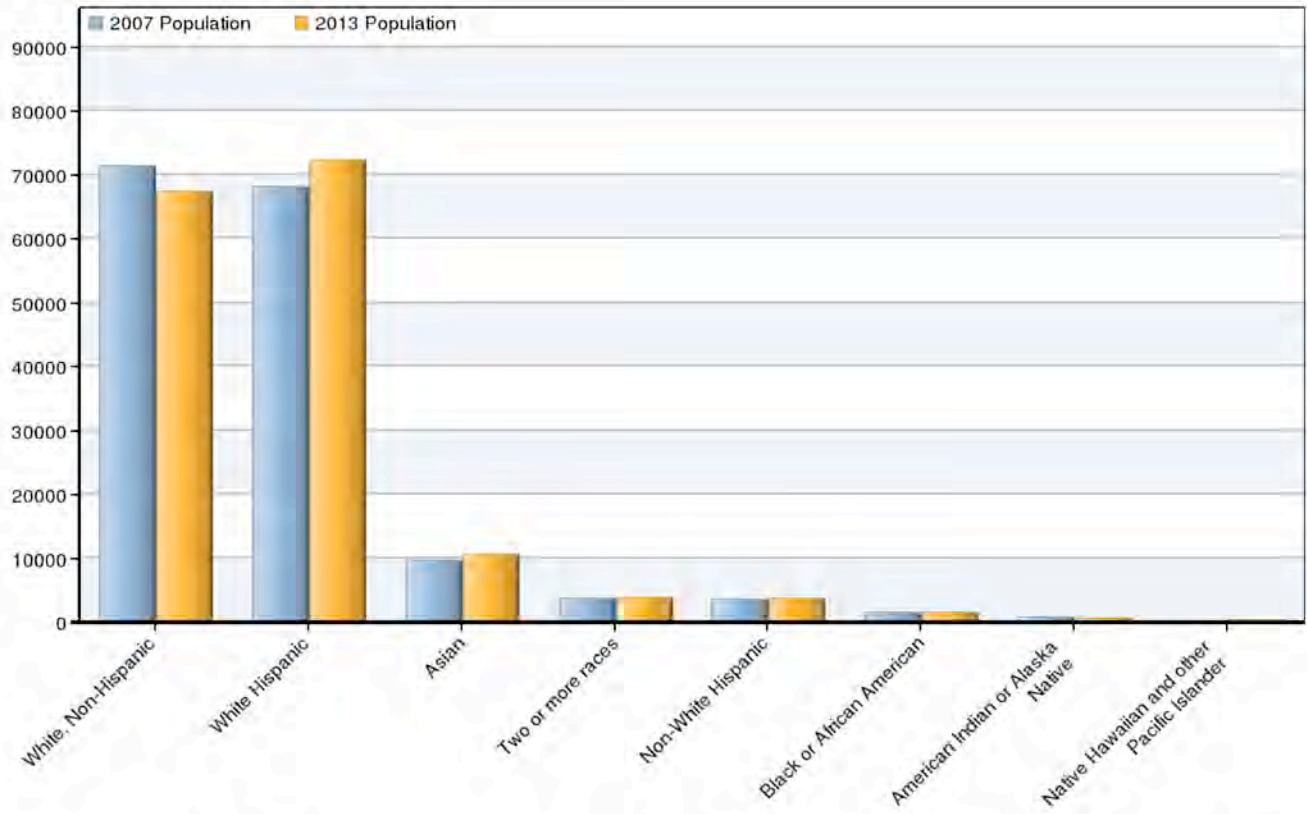
Race/Ethnicity	2007 Population	2013 Population	Change	% Change
White, Non-Hispanic	71,391	67,332	-4,059	-6%
White Hispanic	68,152	72,349	4,197	6%
Asian	9,568	10,596	1,028	11%
Two or more races	3,719	3,854	135	4%
Non-White Hispanic	3,552	3,662	110	3%
Black or African American	1,621	1,576	-45	-3%
American Indian or Alaska Native	714	657	-57	-8%
Native Hawaiian and other Pacific Islander	231	246	15	6%
	158,948	160,272	1,324	1%

Source: EMSI Complete Employment - Spring 2008 Release v. 2

Note: *White-Hispanic* is a definition used by the United States Census Bureau. *Hispanic or Latino people are those who report origins in Spain or Hispanic Latin America, and they may be of any race. Thus, each race, including White American, comprises individuals who are Hispanic or Latino and individuals who are not Hispanic or Latino.*

Industry Size and Growth

2007 - 2013 Size and Growth
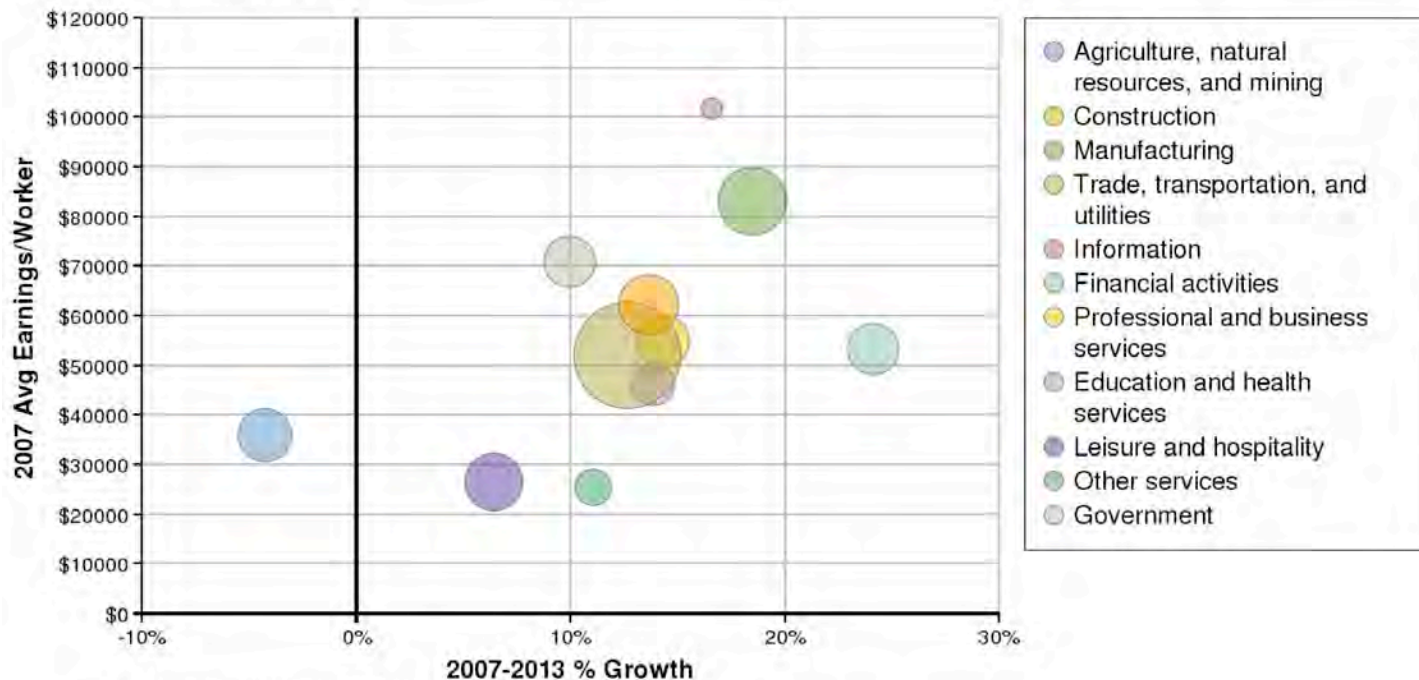
*Bubble size represents 2007 jobs in each supersector.

Description	2007 Jobs	2013 Jobs	Growth	% Growth	2007 EPW
Agriculture, natural resources, and mining	6,348	6,077	-271	-4%	$36,097
Construction	7,256	8,245	989	14%	$62,461
Manufacturing	8,558	10,140	1,583	18%	$83,155
Trade, transportation, and utilities	14,937	16,824	1,886	13%	$52,130
Information	786	916	130	17%	$101,770
Financial activities	5,784	7,178	1,394	24%	$53,403
Professional and business services	6,136	7,011	876	14%	$54,930
Education and health services	4,442	5,057	615	14%	$46,358
Leisure and hospitality	6,960	7,406	445	6%	$26,472
Other services	3,317	3,684	367	11%	$25,595
Government	5,931	6,520	589	10%	$70,958
	70,455	79,058	8,604	12%	

Source: EMSI Complete Employment - Spring 2008 Release v. 2

Occupation Size and Growth

2007 - 2013 Size and Growth

*Bubble size represents 2007 jobs in each supersector.

Legend:
- Management, business, and financial occupations
- Professional and related occupations
- Service occupations
- Sales and related occupations
- Office and administrative support occupations
- Farming, fishing, and forestry occupations
- Construction and extraction occupations
- Installation, maintenance, and repair occupations
- Production occupations
- Transportation and material moving occupations
- Military occupations

Description	2007 Jobs	2013 Jobs	Growth	% Growth	2007 Median Hourly Earnings
Management, business, and financial occupations	9,854	10,829	976	10%	$37.06
Professional and related occupations	10,215	11,390	1,175	12%	$31.41
Service occupations	11,537	12,671	1,135	10%	$11.63
Sales and related occupations	11,327	13,190	1,863	16%	$19.79
Office and administrative support occupations	8,466	9,276	810	10%	$16.83
Farming, fishing, and forestry occupations	1,809	1,819	10	1%	$10.15
Construction and extraction occupations	5,941	6,793	852	14%	$26.71
Installation, maintenance, and repair occupations	2,232	2,572	341	15%	$22.16
Production occupations	4,452	5,383	931	21%	$17.42
Transportation and material moving occupations	4,325	4,854	529	12%	$14.93
Military occupations	298	280	-18	-6%	$11.37
	70,455	79,058	8,604	12%	

Source: EMSI Complete Employment - Spring 2008 Release v. 2
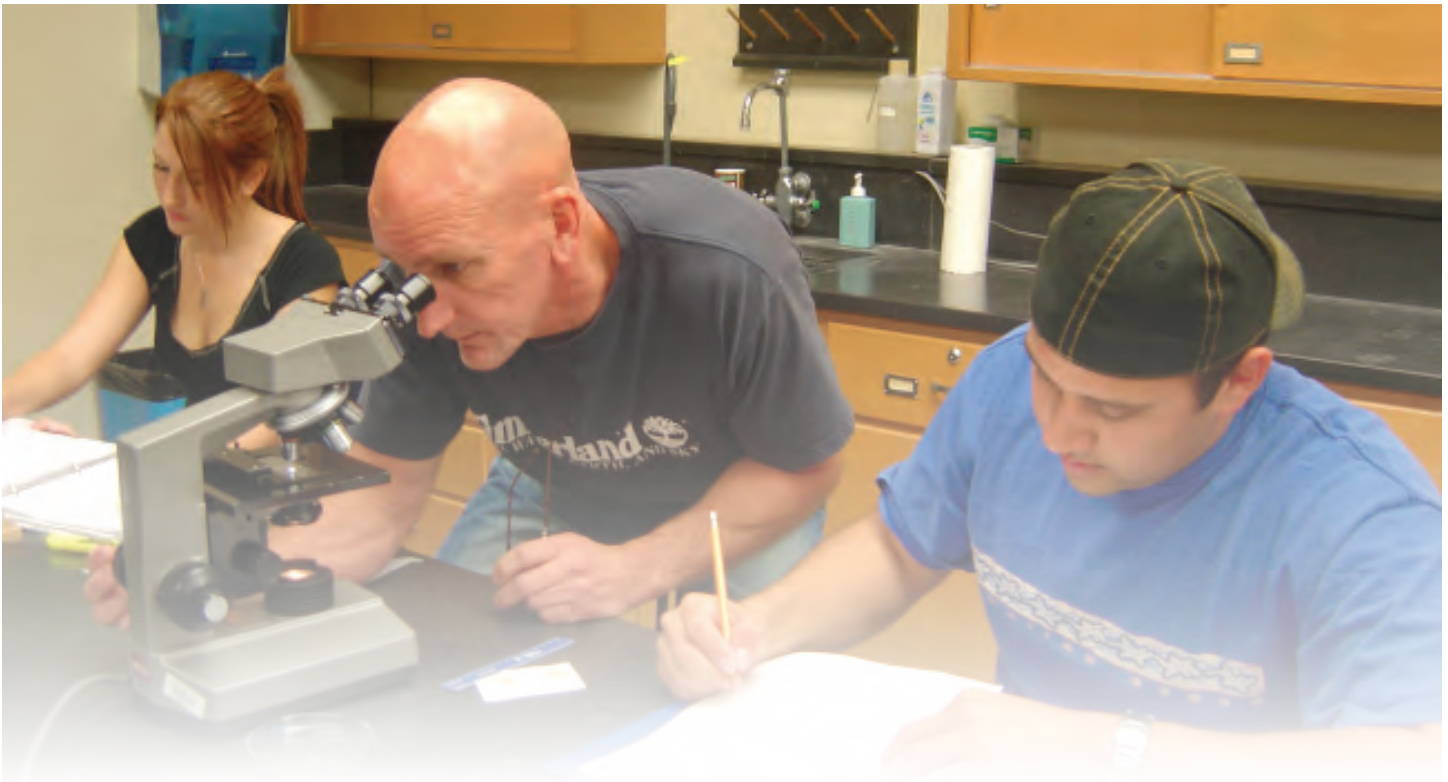
<u>Enrollment Trends</u>

Table 5: Full Time Student Equivalent (FTES) over time

	98/99	99/00	00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09
Credit	3,011.35	3,267.25	3,528.43	3,820.45	3,908.87	3,601.54	3,795.45	3,909.56	4,030.67	4,289.19	5,024.21
Non-credit	203.92	311.97	420.53	394.26	349.38	466.3	484.99	520.33	411.53	108.23	724.02
Total	3,215.27	3,579.22	3,948.96	4,214.71	4,258.25	4,067.84	4,280.44	4,429.89	4,442.20	4,397.42	5,748.23
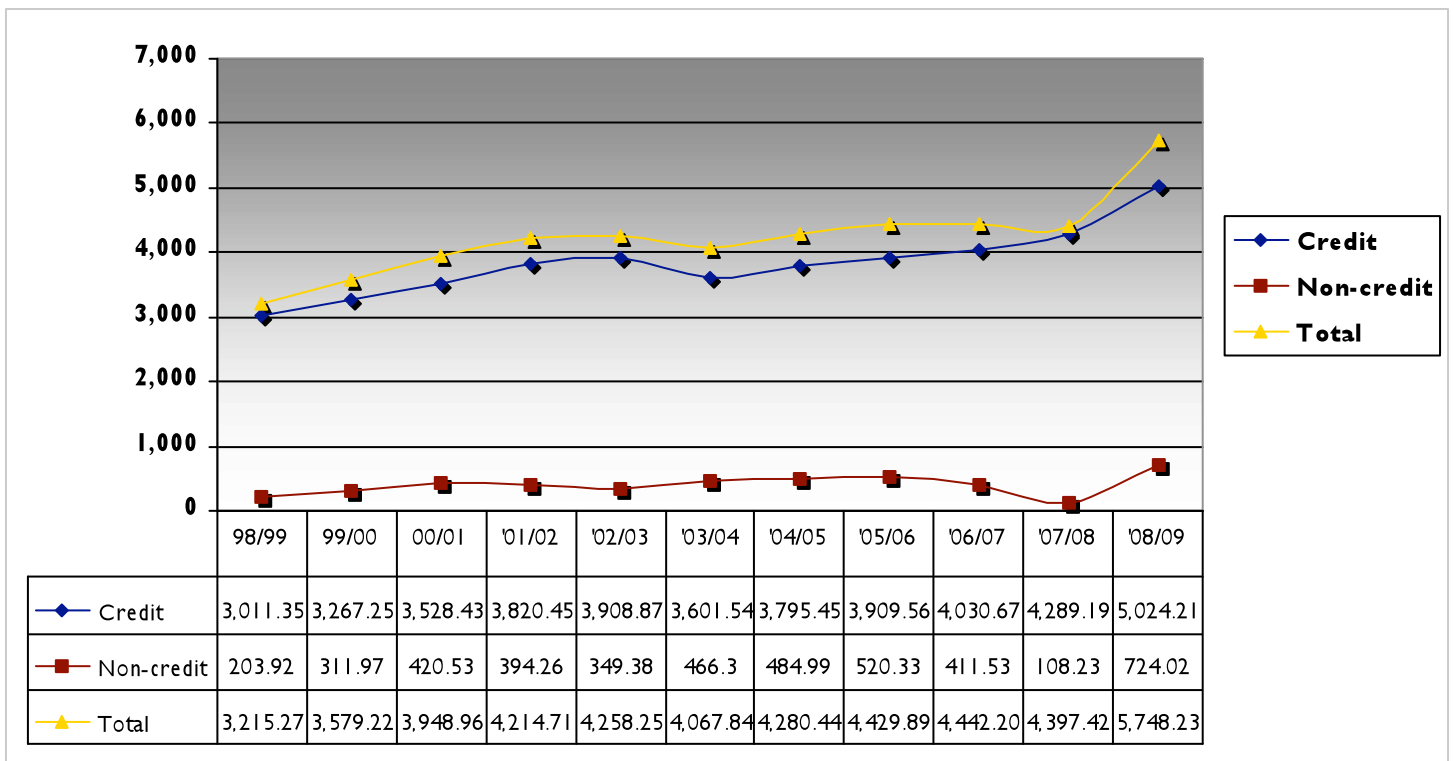
Note: FTES is calculated by summing the "Total Hours" in all the enrollment records during the time period, then dividing by 525.

Table 6: Student headcount over time.

	98/99	99/00	00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09
Total	8580	8830	11235	9859	9469	7379	8373	9696	10989	11948	16,350
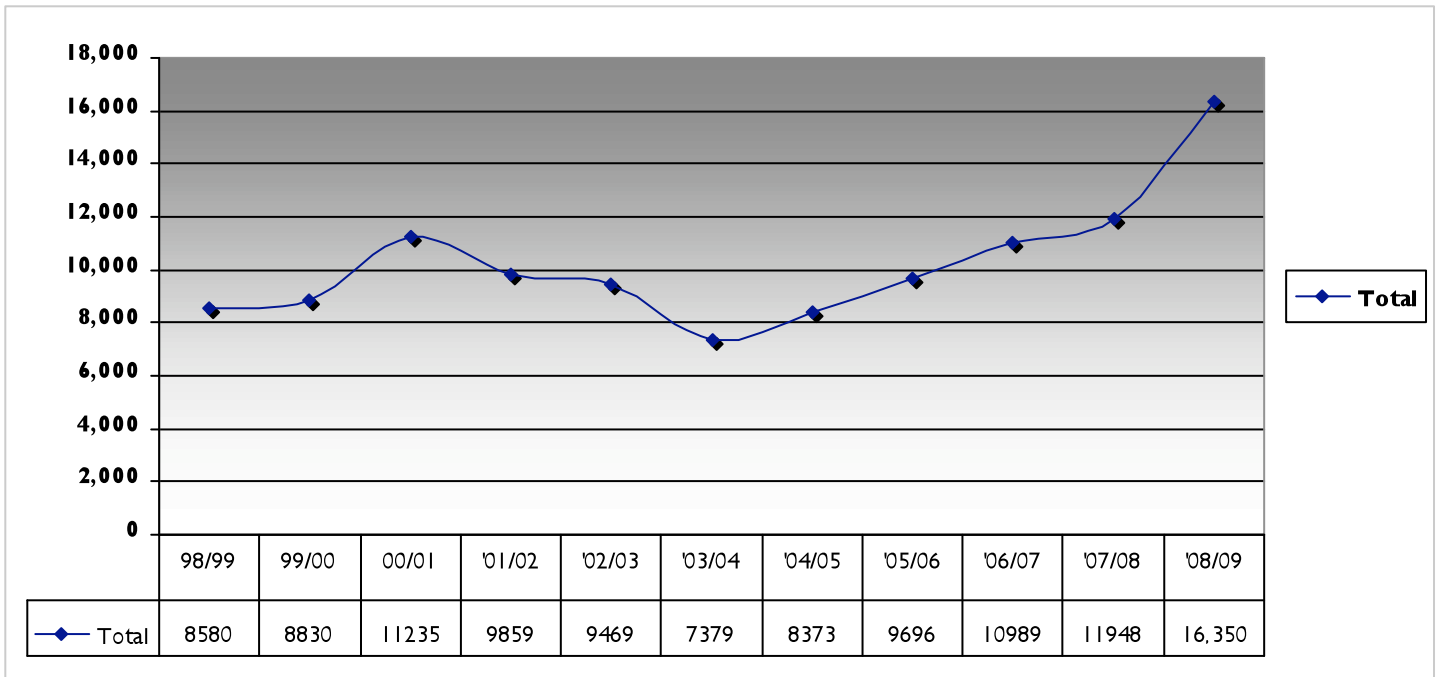
Note: Headcount is the number of students enrolled.
Each student who comes in the door counts as one, regardless of the number of units in which that students is enrolled.

Table 7: Student enrollment over time.
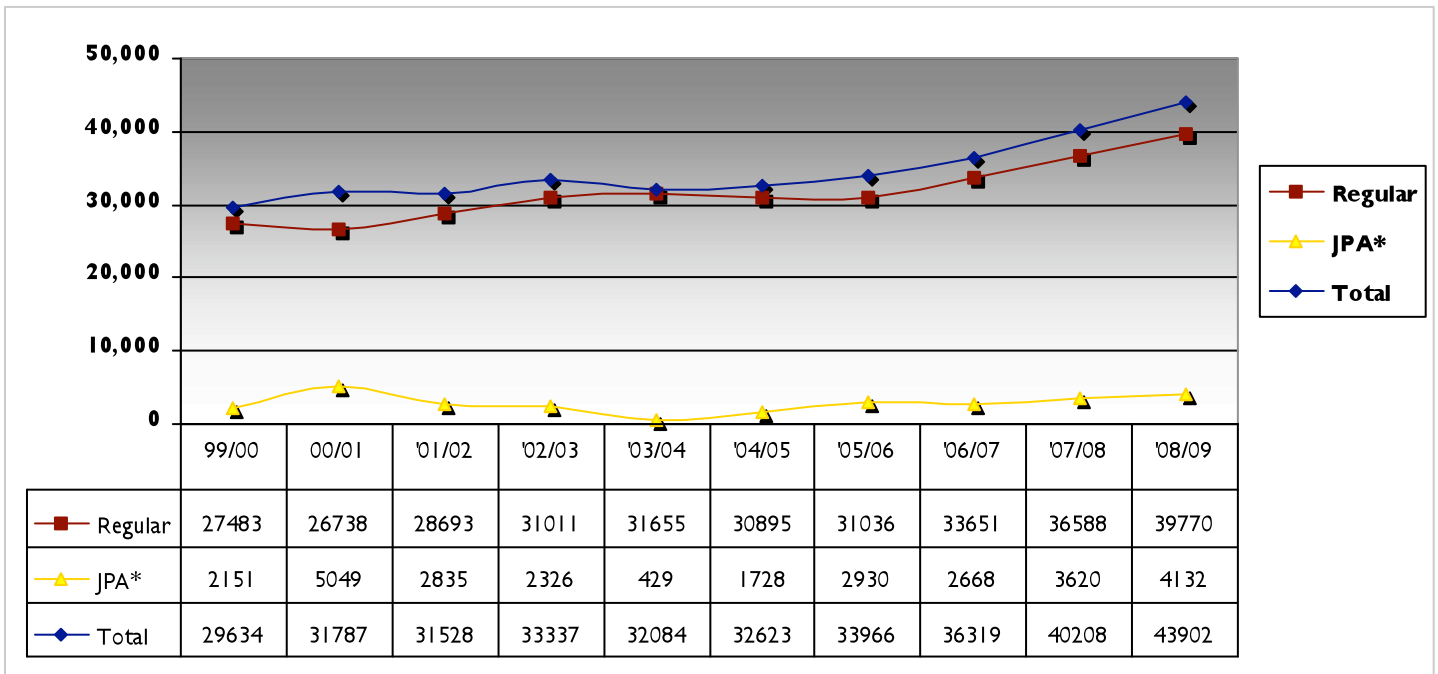
	99/00	00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09
Regular	27483	26738	28693	31011	31655	30895	31036	33651	36588	39770
JPA*	2151	5049	2835	2326	429	1728	2930	2668	3620	4132
Total	29634	31787	31528	33337	32084	32623	33966	36319	40208	43902

Note: Enrollment is also known as "seatcount" and is defined as the number of seats filled at an institution.

For each course, enrollment is counted separately. So, a student who is taking 4 courses one term would be counted four times.
* JPA are Police and Fire Academy students.

Table 7: Student enrollment by location over time
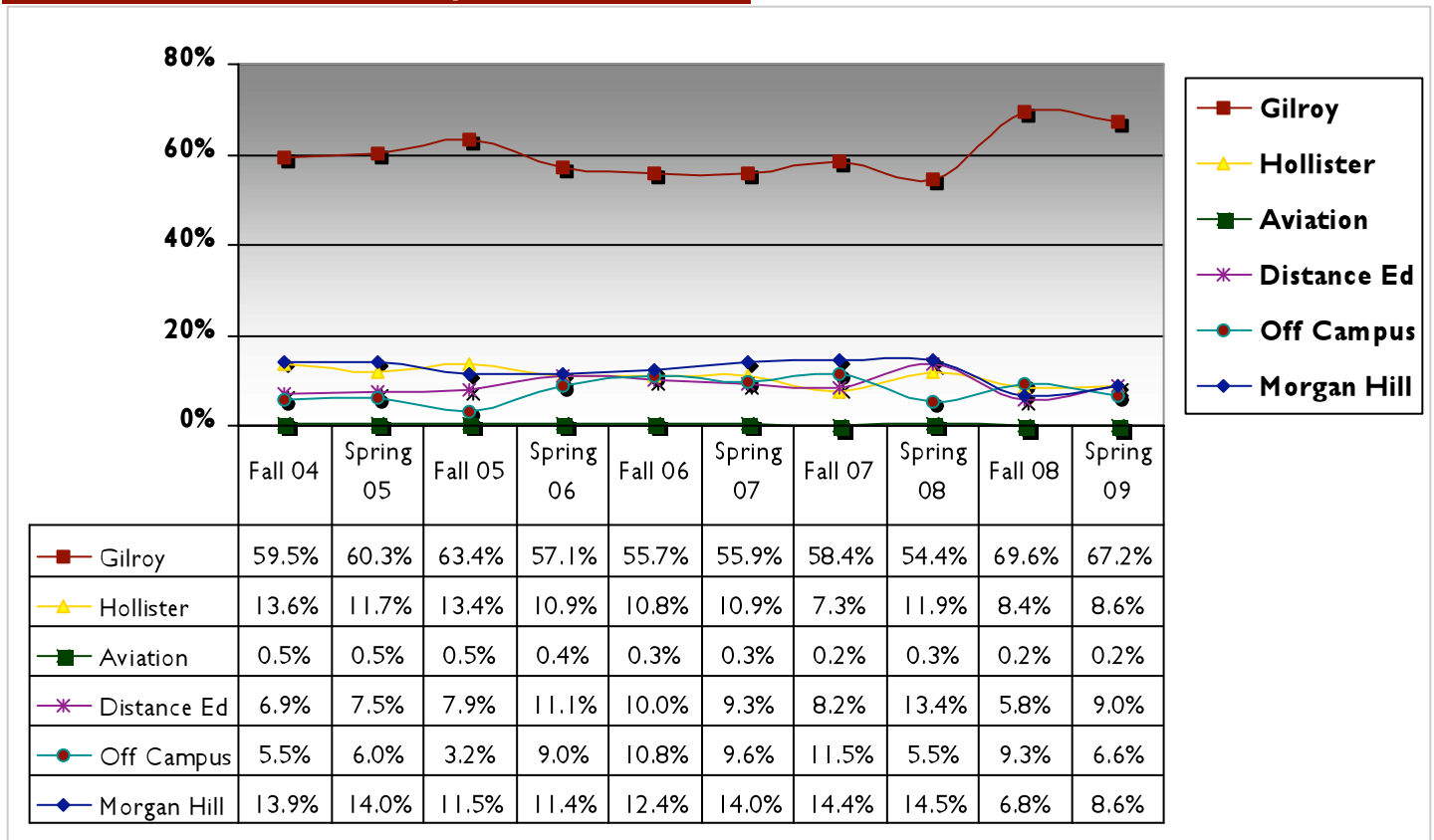
	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
Gilroy	59.5%	60.3%	63.4%	57.1%	55.7%	55.9%	58.4%	54.4%	69.6%	67.2%
Hollister	13.6%	11.7%	13.4%	10.9%	10.8%	10.9%	7.3%	11.9%	8.4%	8.6%
Aviation	0.5%	0.5%	0.5%	0.4%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%
Distance Ed	6.9%	7.5%	7.9%	11.1%	10.0%	9.3%	8.2%	13.4%	5.8%	9.0%
Off Campus	5.5%	6.0%	3.2%	9.0%	10.8%	9.6%	11.5%	5.5%	9.3%	6.6%
Morgan Hill	13.9%	14.0%	11.5%	11.4%	12.4%	14.0%	14.4%	14.5%	6.8%	8.6%

Note: Enrollment is also known as "seatcount" and is defined as the number of seats filled at an institution. For each course, enrollment is counted separately. So, a student who is taking 4 courses one term would be counted four times.

Table 8: Top disciplines by enrollment over time

Legend:
- Administration of Justice
- Allied Health
- History
- Art
- Adapted Education
- Child Development
- Public Safety Academies
- English as a Second Language
- Math
- Physical Education
- Computer Science Information Systmes
- English
- Guidance
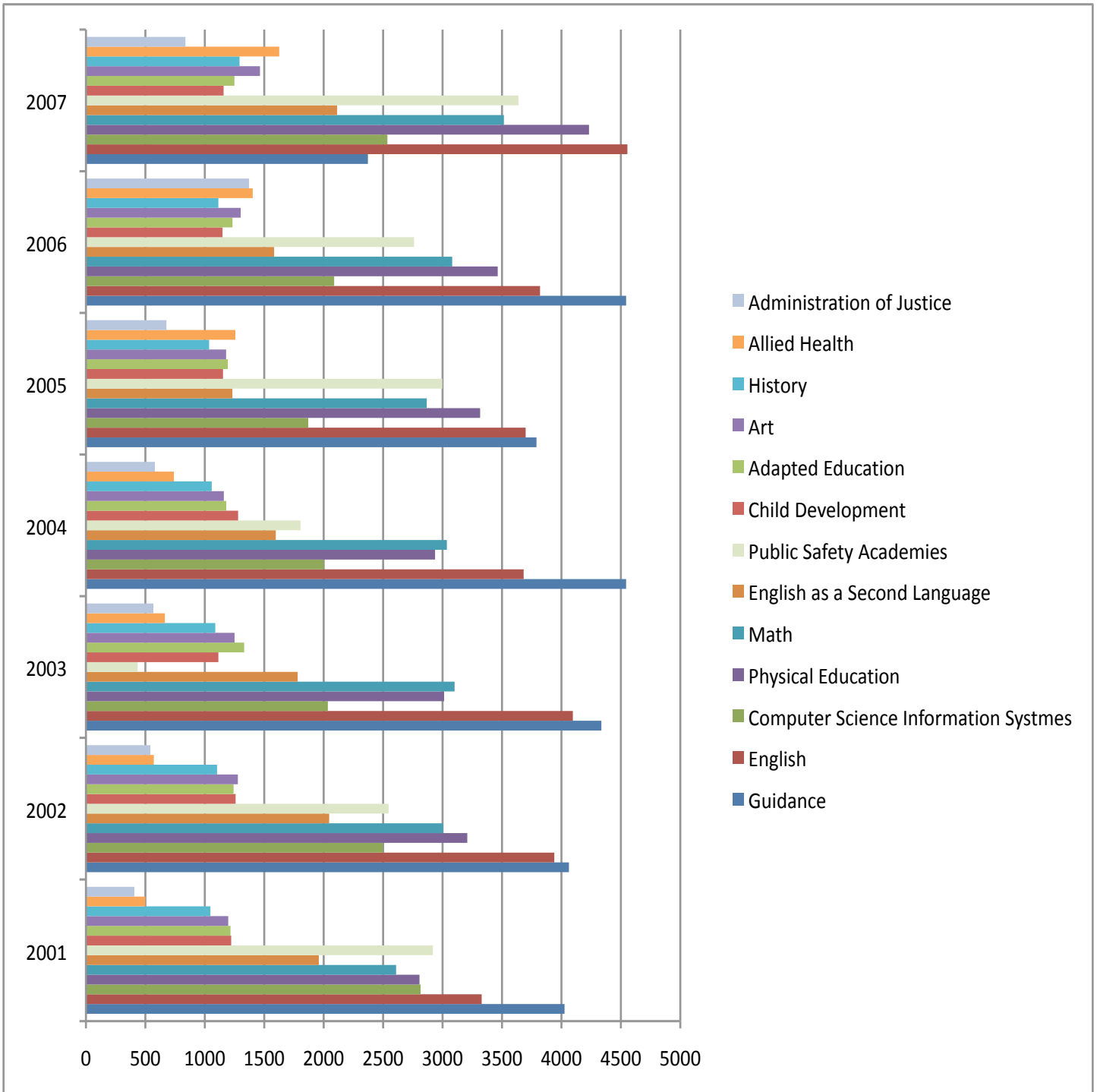
Student Profile

Gender distribution by academic year (headcount)

	00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09
Female	45.80%	49.10%	53.30%	58.60%	54.20%	52.20%	53.90%	52.70%	46.43%
Male	53.90%	50.20%	46.60%	41.10%	45.50%	47.50%	45.60%	47.10%	52.35%
Unknown	0.30%	0.10%	0.10%	0.30%	0.30%	0.20%	0.50%	0.20%	1.22%
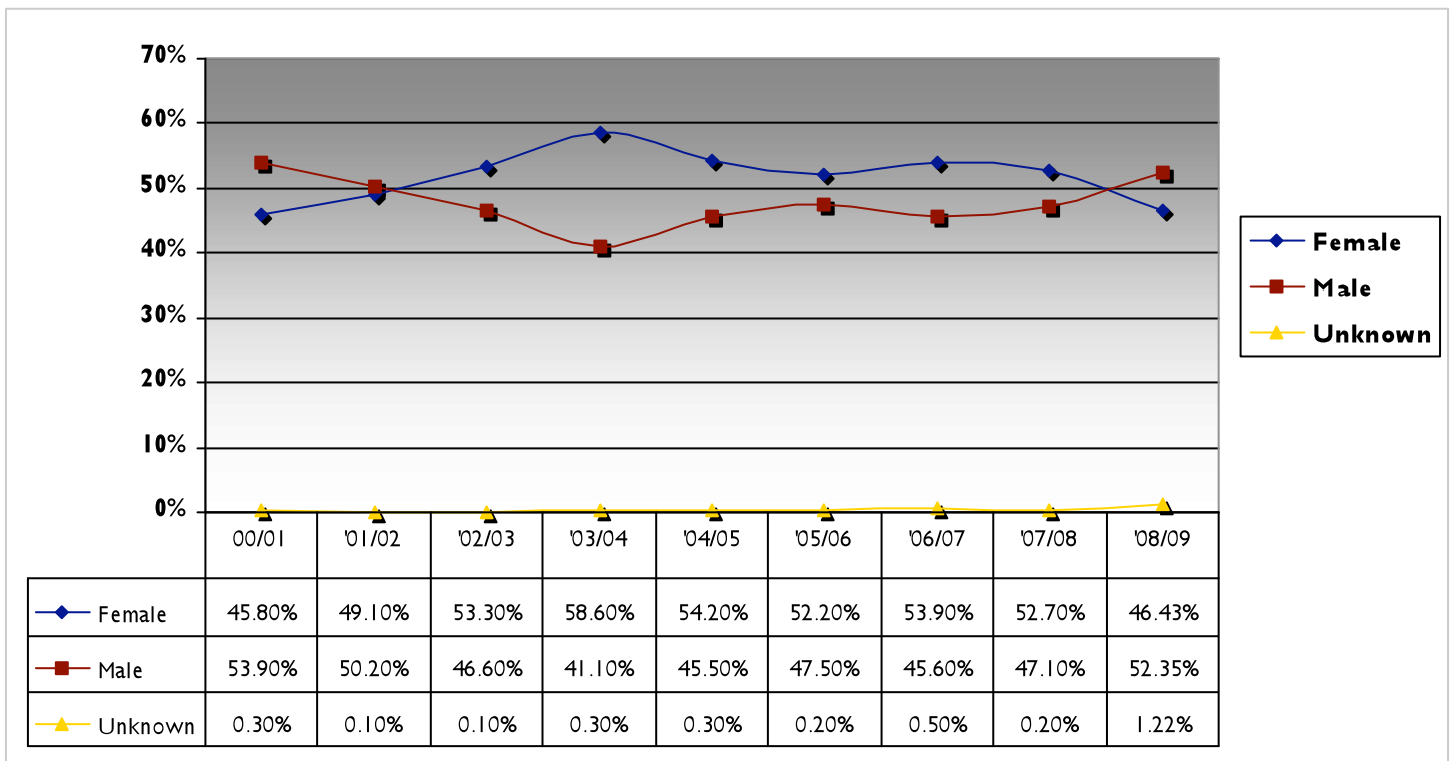
Ethnic distribution by academic year (headcount)

	'00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09
African-Am.	2.82%	2.45%	2.89%	2.25%	2.60%	2.79%	3.36%	2.14%	3.08%
Native-Am.	1.17%	0.79%	0.74%	0.73%	0.74%	0.73%	0.72%	0.69%	0.69%
Asian-Am.	3.60%	3.76%	4.31%	3.86%	3.92%	4.14%	4.07%	4.03%	3.94%
Filipino-Am.	1.23%	1.44%	1.55%	1.68%	1.99%	2.24%	1.99%	1.72%	1.94%
Hispanic-Am.	31.98%	37.08%	38.50%	43.89%	41.40%	39.37%	39.09%	37.23%	38.01%
Other	1.61%	1.36%	1.48%	1.67%	1.42%	1.26%	1.07%	0.99%	1.04%
Pac. Isldr-Am.	0.63%	0.43%	0.52%	0.47%	0.41%	0.67%	0.62%	0.49%	0.57%
Unknown	7.61%	6.33%	5.95%	3.78%	4.12%	4.88%	7.50%	11.32%	13.45%
White	49.35%	46.35%	44.06%	41.66%	43.39%	43.93%	41.58%	41.40%	37.27%

Age distribution by academic year (headcount)

	'00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08	'08/09
19 or Less	14.76%	18.01%	20.19%	24.91%	21.61%	18.69%	17.69%	17.68%	15.55%
20 to 24	17.22%	20.75%	21.16%	26.12%	24.10%	21.60%	19.60%	18.59%	16.81%
25 to 29	11.79%	11.95%	12.00%	11.91%	12.58%	12.51%	12.43%	10.96%	11.52%
30 to 34	12.69%	11.65%	10.53%	8.85%	9.74%	9.82%	10.65%	9.72%	10.29%
35 to 39	12.10%	10.61%	9.09%	7.22%	7.94%	8.90%	9.69%	9.90%	11.55%
40 to 49	18.74%	15.61%	15.52%	11.28%	13.50%	15.71%	14.21%	15.96%	17.43%
50 +	12.50%	11.28%	11.51%	9.69%	10.54%	12.78%	15.72%	17.18%	16.64%
Uknown									0.20%

Fall 08 degree-seeking student snapshot

Fall 08	Count	%
Residency Status [1]	3,423	99.8 %
Need for academic support [2]	2,051	59.8 %
Low Income [3]	1,180	34.4%
First generation [4]	1,255	36.6%
Disability [5]	212	6.2%
Total students	**3,429**	

1.   *Data from registration application.*
2.   *Students who were identified as Basic Skills from assessment scores.*
3.   *Students who received an award which as one of the screening criteria was identified as "low income".*
4.   *Self-reported on a survey attached to assessment form. The percentage for this group was extrapolated for the entire sample.*
5.   *Those reported as having a primary disability,*
6.   *Only those students who reported in the registration application as seeking a degree or transfer.*

Student Outcomes

Student degree achievement

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
AA	181	206	163	193	180	183	203	198
AS	0	1	0	0	2	40	60	57
Certificate	83	76	70	77	69	65	88	117
Total	264	283	233	260	251	288	351	372
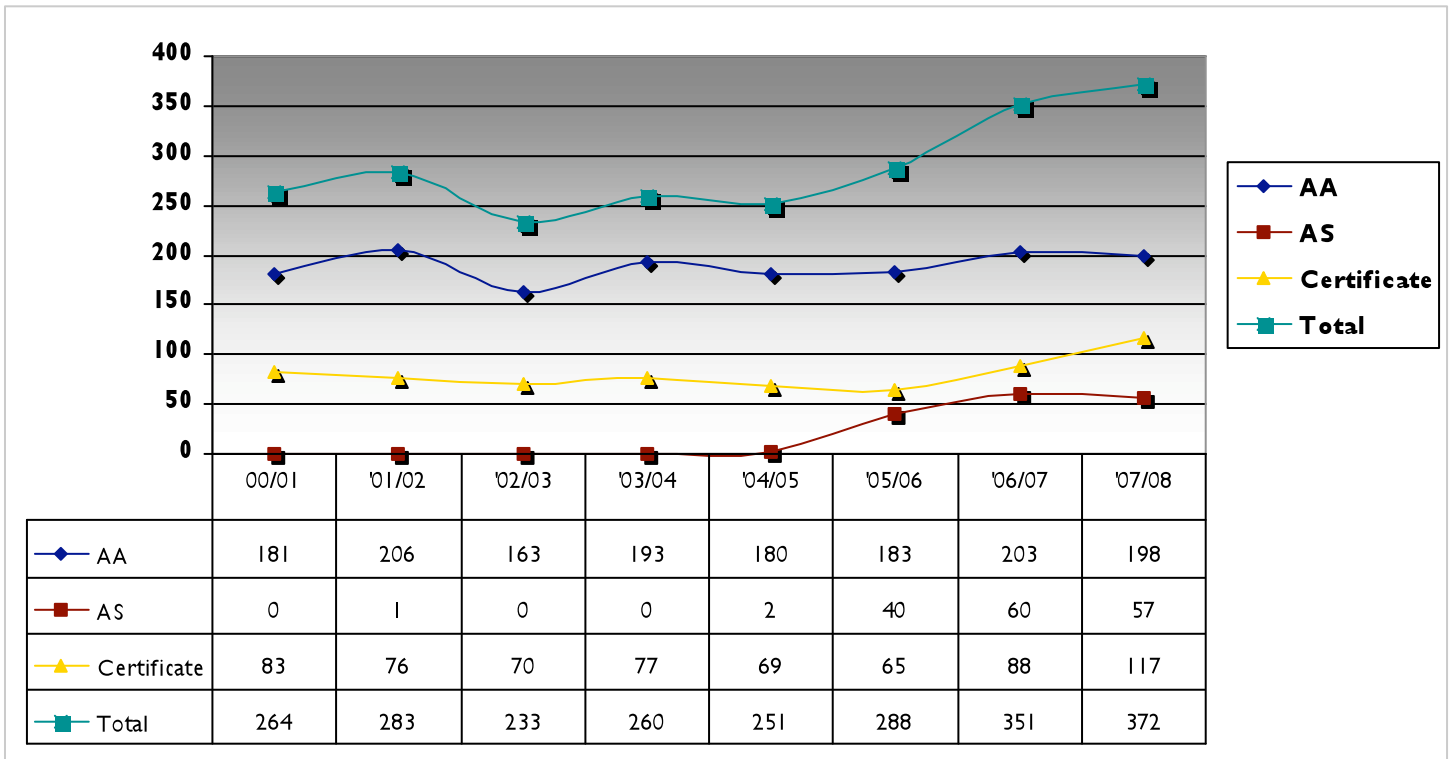
Transfers to University of California and California State Universities
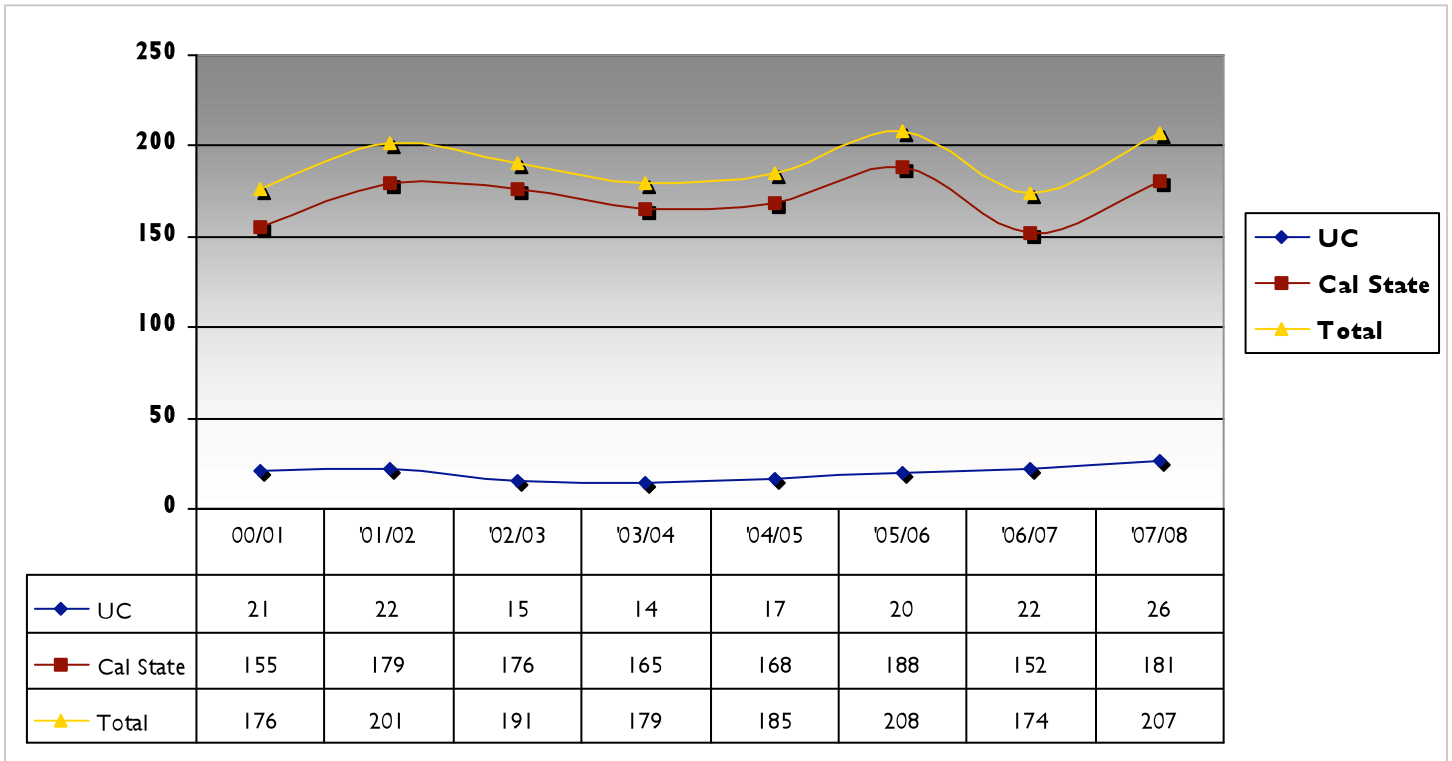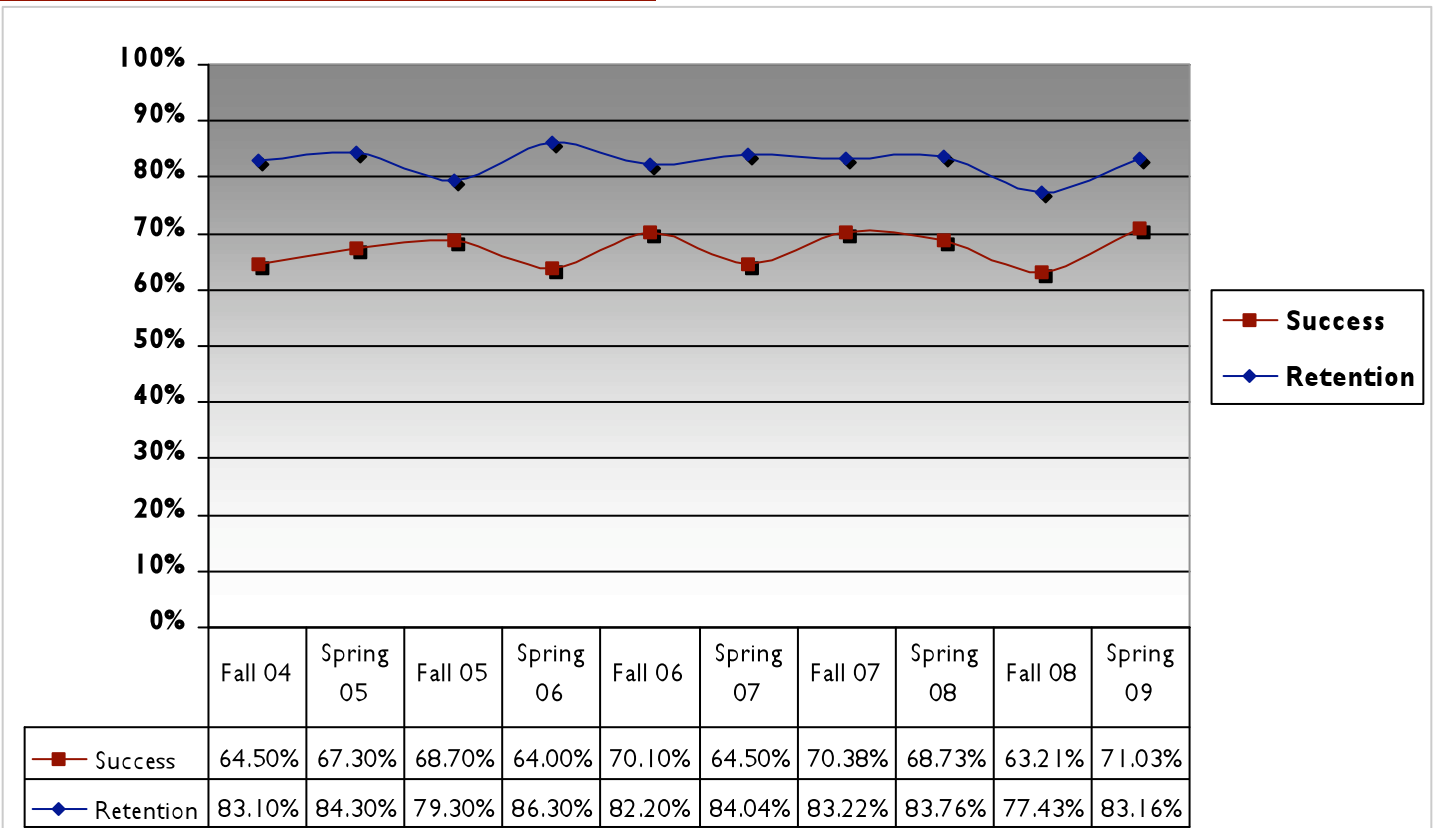
	00/01	'01/02	'02/03	'03/04	'04/05	'05/06	'06/07	'07/08
UC	21	22	15	14	17	20	22	26
Cal State	155	179	176	165	168	188	152	181
Total	176	201	191	179	185	208	174	207

Student success and retention rate by term

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09
Success	64.50%	67.30%	68.70%	64.00%	70.10%	64.50%	70.38%	68.73%	63.21%	71.03%
Retention	83.10%	84.30%	79.30%	86.30%	82.20%	84.04%	83.22%	83.76%	77.43%	83.16%

Note: **Success** is defined as a grade of A, B, C, or CR at the end of the term.
Retention is defined as being enrolled after the first census date and receiving a grade of some kind
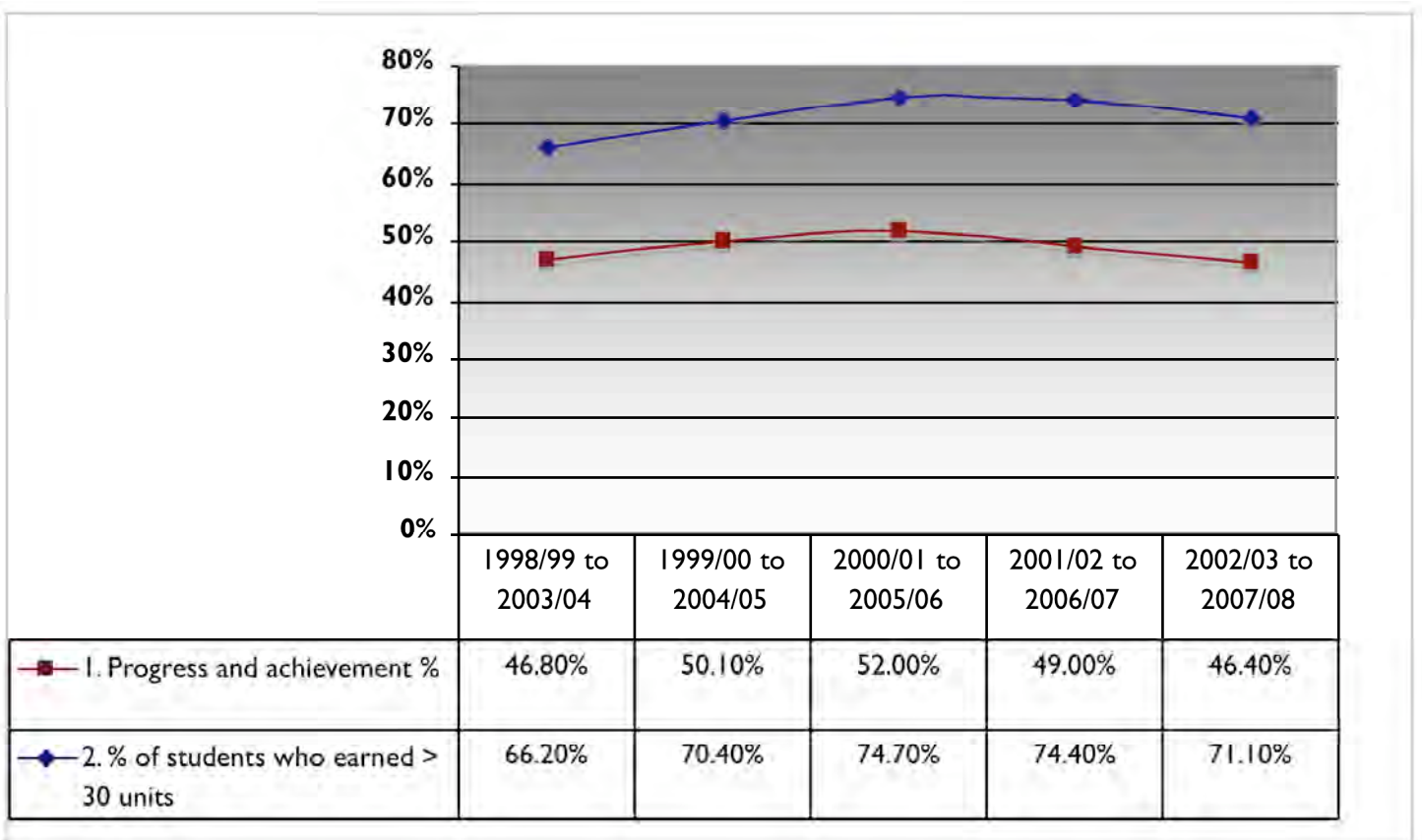
Completion and transfer rate by cohort

	2000	2001	2002	2003	2004
Completion	64.50%	67.30%	68.70%	64.00%	70.10%
Transfer	83.10%	84.30%	79.30%	86.30%	82.20%
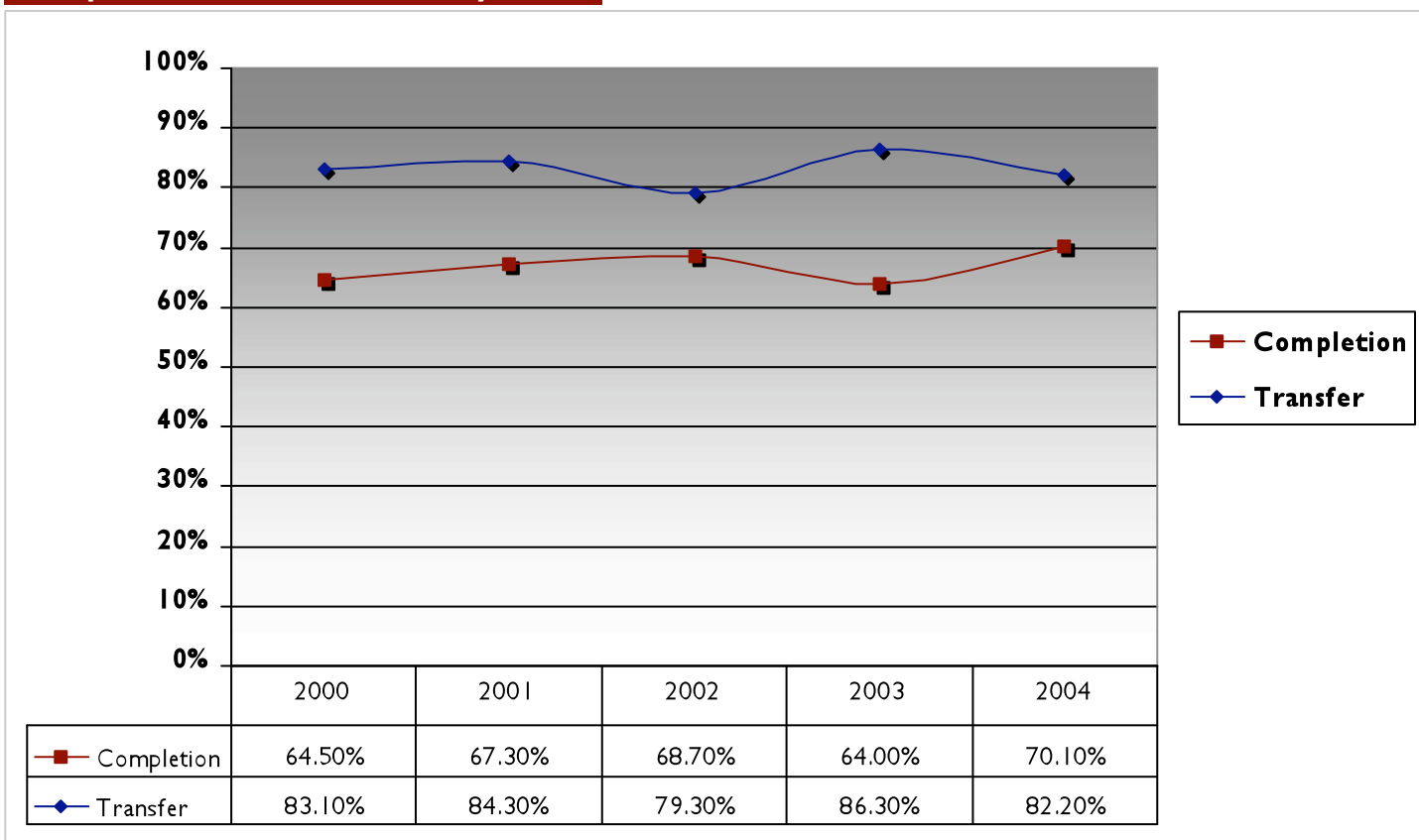
Note: Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three year period, for example, from Fall 2004 to Spring 2007. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer- prepared'. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer-prepared' during a five semester period are transfer students.
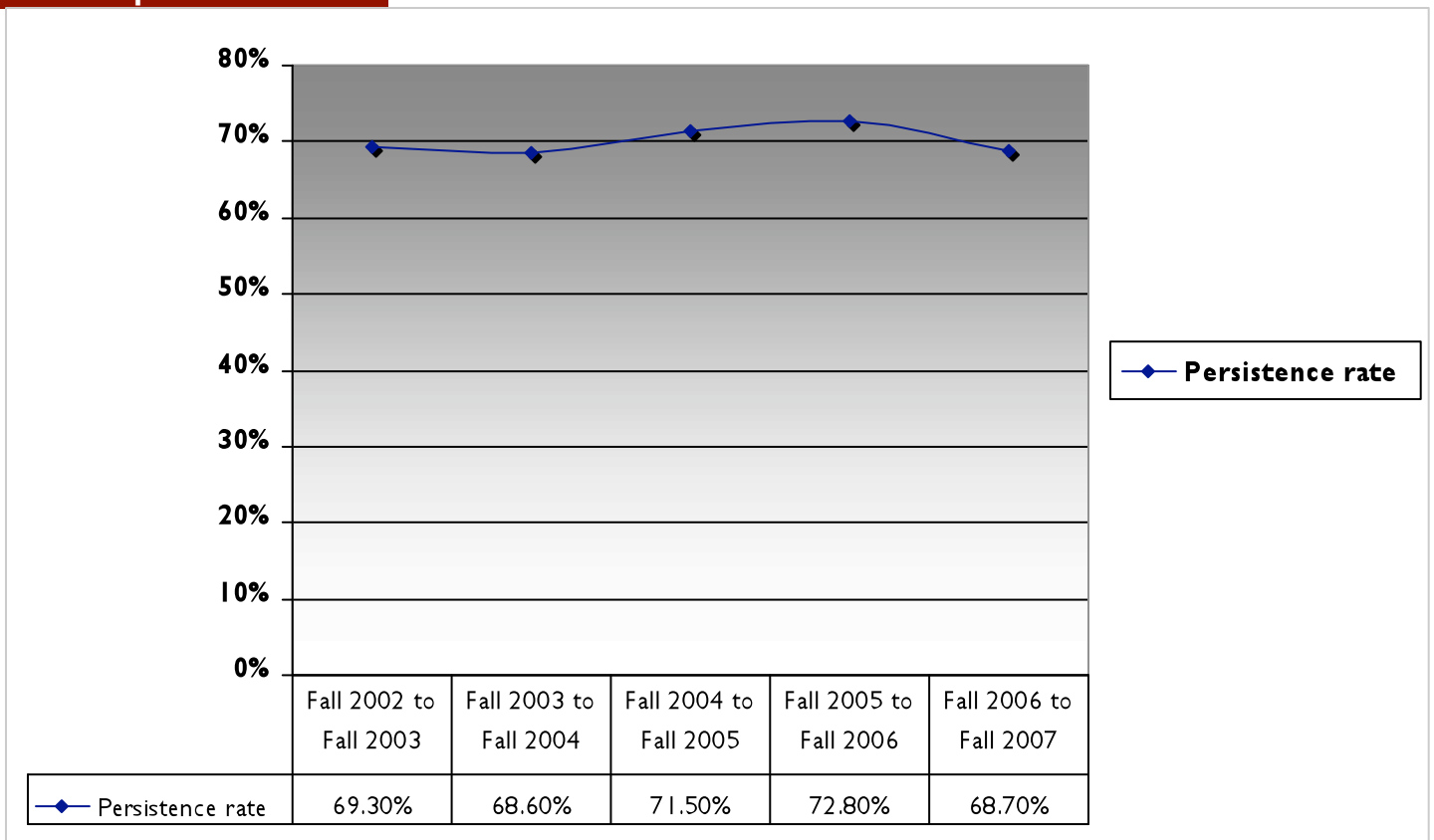
Student progress and achievement of students who earned > 30 units

	1998/99 to 2003/04	1999/00 to 2004/05	2000/01 to 2005/06	2001/02 to 2006/07	2002/03 to 2007/08
1. Progress and achievement %	46.80%	50.10%	52.00%	49.00%	46.40%
2. % of students who earned > 30 units	66.20%	70.40%	74.70%	74.40%	71.10%

Note: 1. Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.
2. Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.

Student persistence rates

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence rate	69.30%	68.60%	71.50%	72.80%	68.70%

Note: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the California Community College system.

Support Programs

Extended Opportunity Programs (EOPS)

The EOPS program provides support to students experiencing economic, social and educational challenges. EOPS helps students to achieve their educational goals by increasing access, retention and transfer. To be eligible for EOPS, students must demonstrate a financial and educational need, and be enrolled in at least 12 units. Counselors provide academic advising and class scheduling, career and vocational counseling, personal problem-solving and crisis intervention. EOPS program services include orientation to college resources, grants and book vouchers, a book lending library, priority registration, field trips to major four-year universities, and student success workshops.

Program Assessment Findings (a sample):

EOPS Retention Rates, Spring 2005-Spring 2006
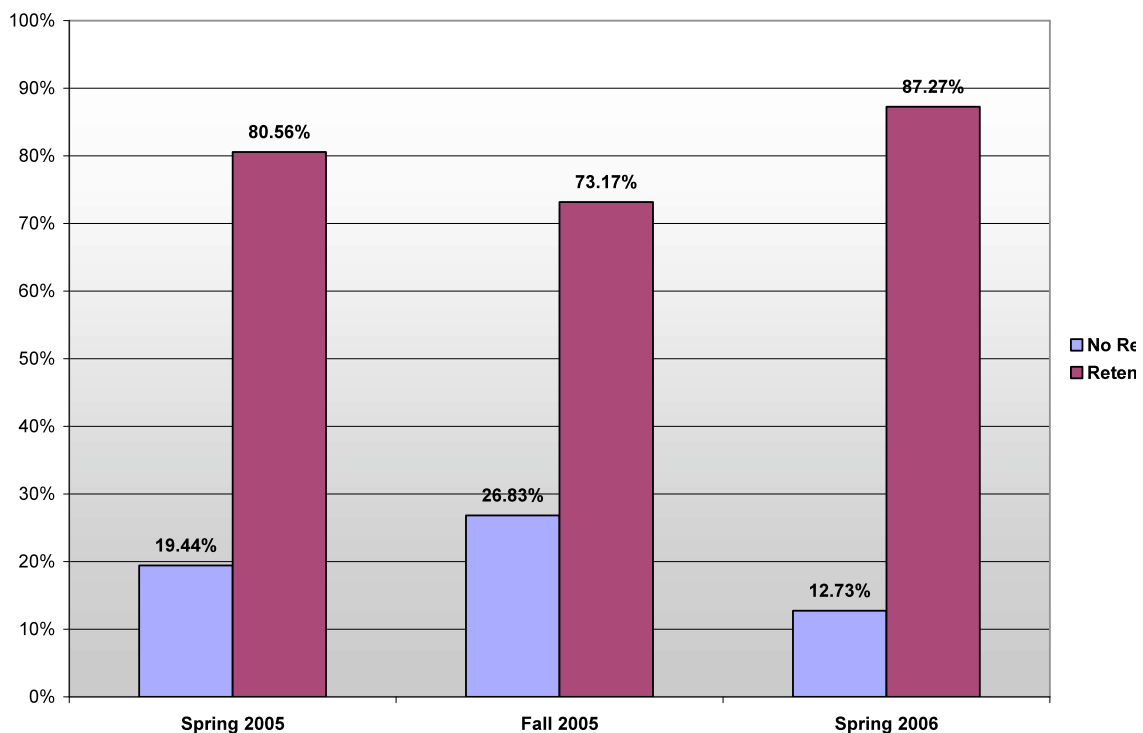
Note: The overall College retention rate over this period ranged from approximately 79-86%. Retention is defined as being enrolled after the first census date and receiving a grade of some kind.

Calworks

CalWORKs helps students who receive public assistance to become self-sufficient through the provision of education, employment and supportive services. The occupational programs for CalWORKs students are linked to the demands of the local labor market and can assist students with a career track that will lead to a family-supporting income. The support services that CalWORKs provides include academic, personal and career counseling, textbooks, employment assistance and job placement and liaison with county departments of social services.

Program Assessment Findings (a sample):

- After 1 semester participating in CalWORKs Program, 45% of students demonstrated at least two job skills, (increased work hours, employment, resume development, or increased income).

- After 1 semester participating in the CalWORKs Program, 80% of students increased their Work Participation Rate to 32/35 hours per week.

Mathematics, Engineering and Science Achievement Program (MESA) Undergraduate Program is a partnership between the University of California (UC) and the California Community College Chancellor's Office. The program provides academic support services to qualified students who are majoring in math-based fields and who plan to transfer to four-year universities. Open to all eligible students, MESA emphasizes participation by educationally underserved students. MESA provides a study center, Academic Excellence Workshops, trips to universities, academic advising, and much more.

Program Assessment Findings (a sample):

MESA Hispanic Female Success
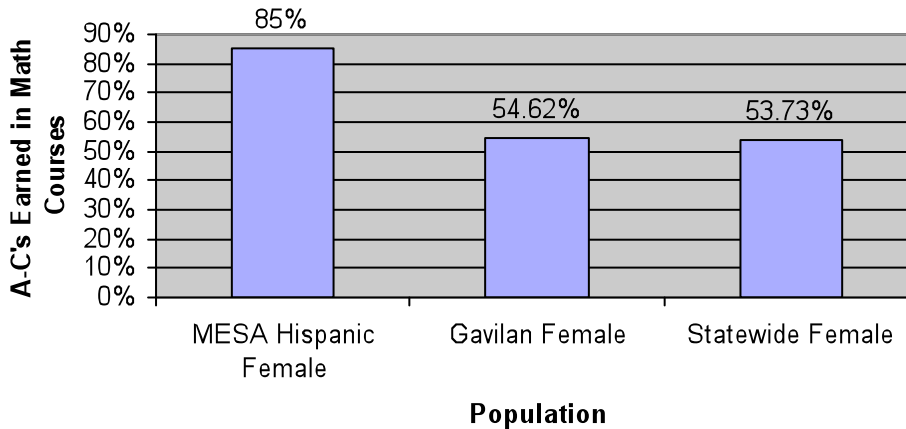
Persistence to Transfer
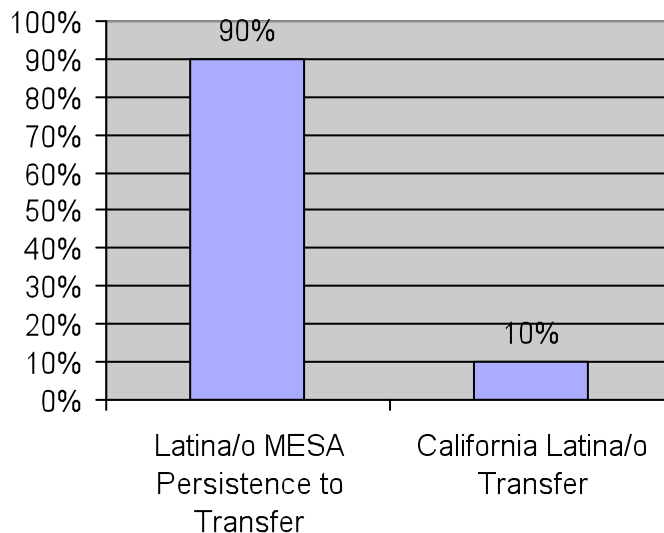
Note: 90% of MESA Latino Students are persisting toward transferring to four year universities compared to Yosso's and Solórzano's (2006) analysis of 2006 census data which shows that in California only 10% of the Latinos transfer to 4-year universities that aspire to transfer.

Trio

The TRIO Student Support Services Program is funded by the U.S. Department of Education to specifically identify and support students who fit at least one of the following criteria: first in their family to attend college (first-generation college students), low income students, or students with verified disabilities. TRIO seeks to assist students to stay in college, graduate and transfer to four-year universities.

TRIO provides a variety of services including academic and personal counseling, tutoring in English & Mathematics, supplemental grant aid, textbook lending library, weekly laptop computer loan, learning communities (linked courses), Summer Bridge Program, informational workshops, cultural & social activities, volunteer opportunities and visits to four-year universities

Program Assessment Findings (a sample):

• 32% percent of 05/06 TRIO participants graduated or transferred within three years of enrolling in the TRIO program, as measured by the degree completion and transfer rates of cohorts of TRIO program participants.

Summer 08-Bridge participants subsequent Fall 08 performance in a sample of courses.

|	CMUN10	GUID200
A	29.0%	30%
B	53.0%	48%
C	18%	22%
D	0	0
F	0	0
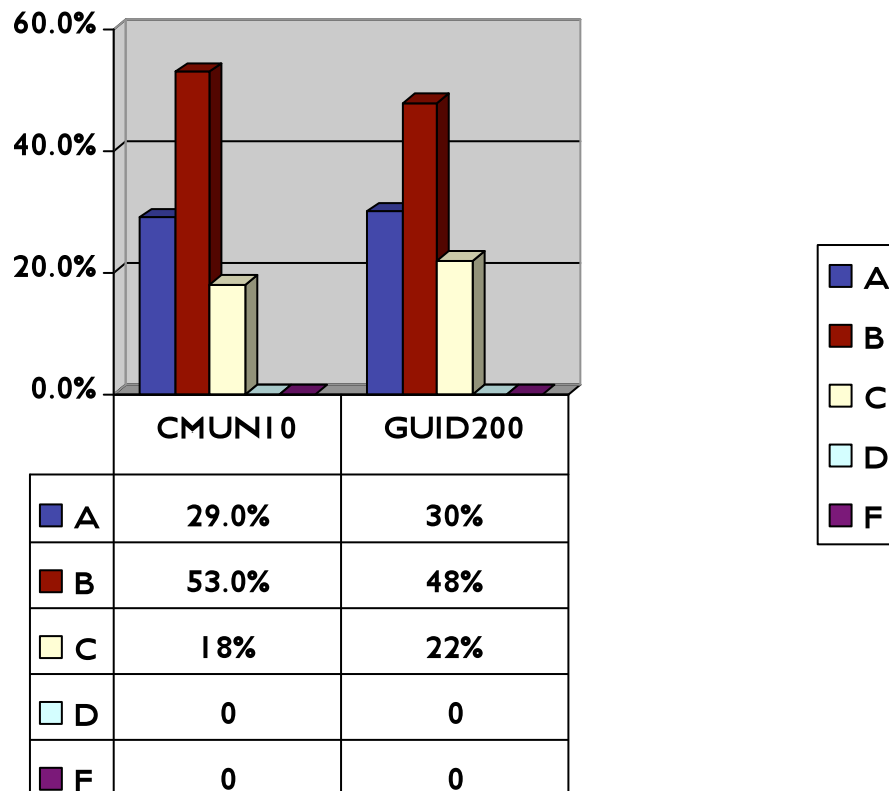
Puente

The mission of the Puente Program is to increase the number of educationally underserved students who plan to transfer to four-year colleges and universities, earn degrees and return to the community as leaders and mentors to future generations. Research indicates that Puente students transfer at a high rate and succeed academically. Puente students take two consecutive writing classes, English 250 (Practical Writing) and English 1A (Composition). These classes provide a supportive and stimulating environment to build confidence in writing skills through an exploration of the Mexican-American/Latino experience. Puente students work closely with their Puente counselor until they graduate, exploring career options, developing an academic educational plan and identifying lifetime goals. All Puente students are also required to enroll in Guidance 6 (Life Skills for Higher Education) and Guidance 1 (Self-Assessment and Career Development). Each Puente student is matched with a mentor from the business or professional community. Mentors share their personal, academic and career experiences and provide a window into "real-life" work environments. The network of trained Puente mentors provides many resources for Puente students, their families, and their communities.

Program Assessment Findings (a sample):

Percentage of Gavilan College Puente students who achieve transfer-prepared status within six years of program participation.
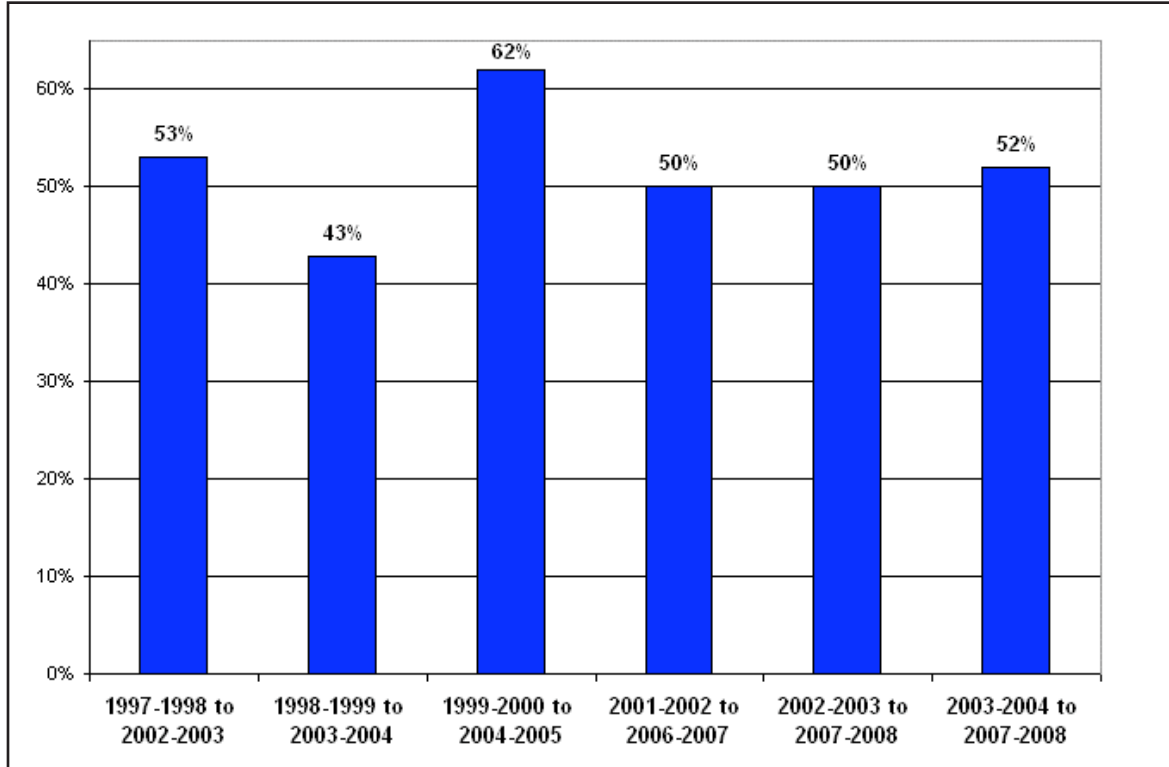
*Note: The overall rate for Gavilan College students is 46-50%*

Disability Resource Center (DRC)

The Disability Resource Center (DRC) provides a variety of services to equalize educational opportunities for students with temporary or permanent disabilities. Services include academic advising, career and vocational counseling, college campus orientation, educational tutoring, four-year college transfer assistance, job training and placement, learning skills assessment, liaison with the State Department of Rehabilitation, mobility assistance, note-takers, referral services, registration assistance, sign language interpreters, real-time captioning, support classes, test taking facilitation and assistive computer technology and training.

Program Assessment Findings (a sample):

- According to a retrospective survey, 77.8% of students reported that they had learned "much" or "very much" about their disability as a result of their participation in the DRC program (Spring 08).

- According to a retrospective survey, 95.2% of students reported that they had used DRC services that have helped them learn (Spring 08).

- According to a retrospective survey, 95.2% of students reported that they had improved their performance in their classes as a result of DRC assessment and support services (Spring 08).
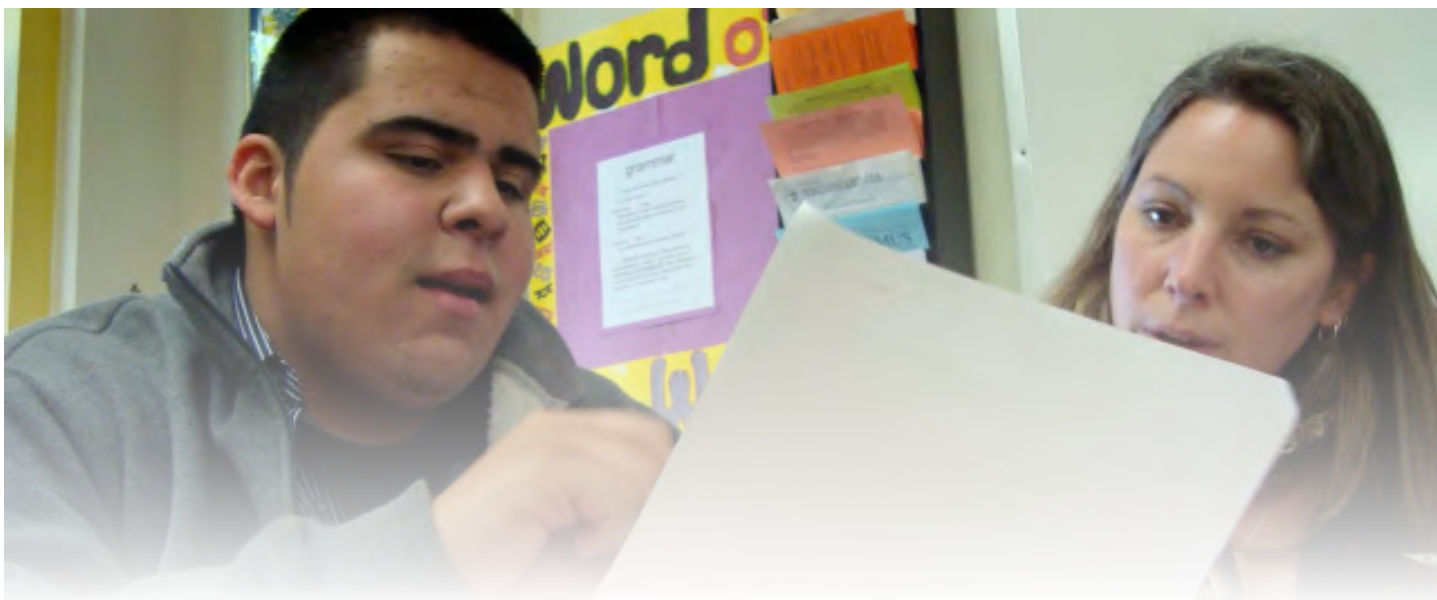
Math Lab

The Math Lab provides a place for students to practice math skills and receive individualized help with math problems at every level, from basic mathematics to calculus. Students can work with math instructors, the math lab assistant or other students. Computers in the lab provide tutorial software as well as math software for geometry, statistics and calculus projects.

Program Assessment Findings (a sample):

- From a Fall 08 survey, 81.25% of respondents reported getting their questions answered at the Math Lab (n=82).
- From a Fall 08 survey, 72.2% of respondents reported utilizing Math Lab assistance to improve their Math success (n=82).

Tutoring

Tutoring services are designed to assist students to increase their success in college courses and in the development of their learning skills. This is accomplished by providing students with an opportunity to work with trained tutors who engage students in the examination of concepts and processes; discussion of ideas and theories; hands on practice; and summarization of findings. It is in this collaborative learning environment that students develop their confidence and independence as a learner. Tutoring services are free to all Gavilan Students.

Program Assessment Findings (a sample):

- Data from a Spring 08 self-report survey revealed that 98.2% (n=55) of students either "strongly agreed" or "somewhat agreed" with the statement: "I critically analyzed information in the text, notes, and assignments."
- Data from a Spring 08 self-report survey revealed that 92.6% (n=54) of students either "strongly agreed" or "somewhat agreed" with the statement: "I discussed the course material."

Writing Center

The Gavilan College Writing Center serves the campus community by fostering, celebrating and encouraging writers and the varied and multiple purposes and audiences that writing serves. Writing center participants receive consultation with specially trained student assistants. These assistants help writers start and strengthen all kinds of class assignments as well as poetry, short stories, song lyrics, business letters and resumes. Students can enjoy a cup of coffee or tea in the center's welcoming atmosphere and meet other writers from across the Gavilan campus. The center also offers space for writing discussions, meetings, workshops and study groups. Special events include activities with acclaimed writers from our Visiting Writers and Scholars in Residence programs. The center can also provide self-directed mini-lessons and writing prompts. The center also collaborates with faculty across the curriculum to increase the likelihood of students' academic success, providing links to assignments and effective research and writing strategies. The center also offers specially tailored, assistant led, in-class workshops upon request.

Program Assessment Findings (a sample):

* Students who participated in the Spring 08 Writing Center's Classroom Based Supplemental Instruction succeeded at a higher rate than non-participants (53.4% and 51.7% respectively).
* In Spring 08 self-report survey (n=182), 90% of student reported that their Writing Center experience was helpful in writing and learning.

Additional Initiatives

Gilroy Early College Academy (GECA)

The Dr. TJ Owens Gilroy Early College Academy (GECA) is an educational partnership between Gilroy Unified School District and Gavilan College, and is one of the cutting-edge Early College High Schools that are being envisioned and funded all across the United States through the Bill and Melinda Gates Foundation. Selected high school students participate in an innovative, highly supportive, and academically challenging program. Located on the Gavilan College Campus, students experience a rigorous, college preparatory high school education, as well as take college classes (up to 11 units a semester) - for which they will receive both college and high school credit. In four years, students graduating from the Academy obtain not only a high school degree, but also have approximately sixty fully transferable college units. That means that students can enter the UC, CSU, or private four-year university with the first two years of college fully completed and paid for in full.

Comparison of GECA student performance in Gavilan College courses (Spring 08).
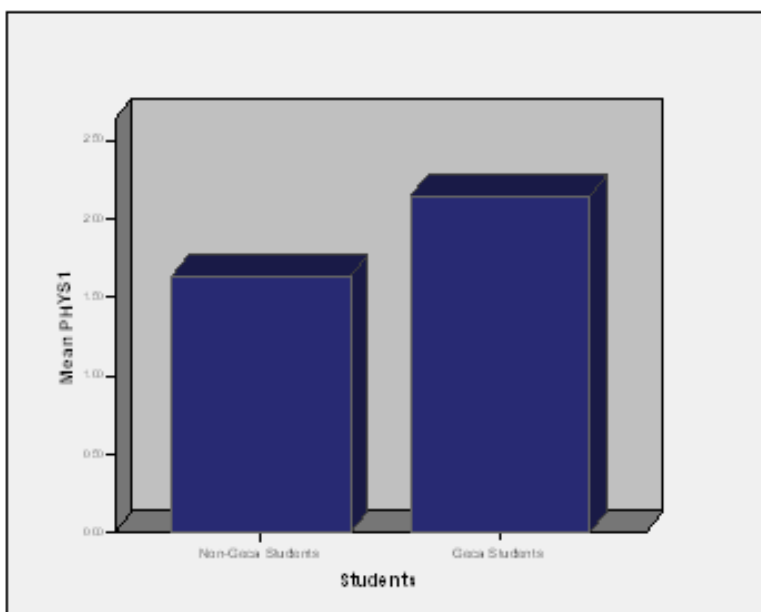
Basic Skills

The Basic Skills Network targets students who, based on their assessment test scores, are placed into pre-collegiate, non-transferable levels of English and/or Math courses and provides them with support and services to ensure they have every opportunity to be successful with their academic goals. Students who require these pre-collegiate course(s) are identified and assisted with obtaining appropriate services and resources, on and off campus, that may enable them to become academically successful and on track to achieving their goals. Students are referred to categorical programs on campus such as DRC, EOPS, MESA, Puente and TRIO and those who do not qualify are offered one-on-one counseling services with a designated counselor. Partnering with English, ESL and math instructors, in-class workshops on topics such as study skills, time management, Math "Fear No More" and goal setting provide students with practical tools and strategies to be successful, and individualized counseling and an "early alert" system help to identify and resolve student issues early. The Basic Skills Network strives to empower students and fosters student success and academic goal achievement within a nurturing, non-judgmental, confidence building environment.

Reported pre/post writing skills for Basic Skills student vs. comparison group (Spring 08).
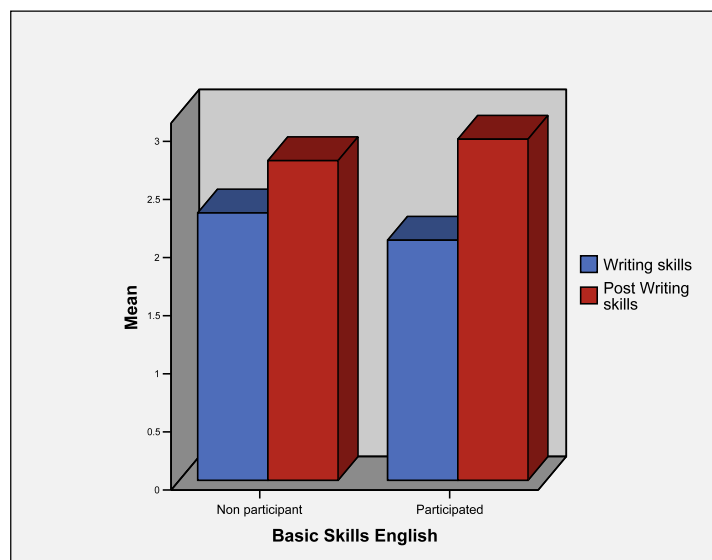
Service Learning:

Service Learning incorporates service at a community-based agency into the syllabus of a course. Service learning gives students opportunities to go into the community where they can relate what they learn in class to the "real world." It allows students, faculty, and community organizations to work together for mutual benefit. Student learning is enhanced when students apply what they are learning at non-profits in their own communities. Faculty are challenged to evolve in their teaching, and social service agencies benefit when students come in to do projects, bringing fresh energy and perspectives to their work.

Post-survey self-report: (*Spring 09*)
How much did you learn about the needs of the community in which you worked?

How much did you learn about the needs of the community you worked in?
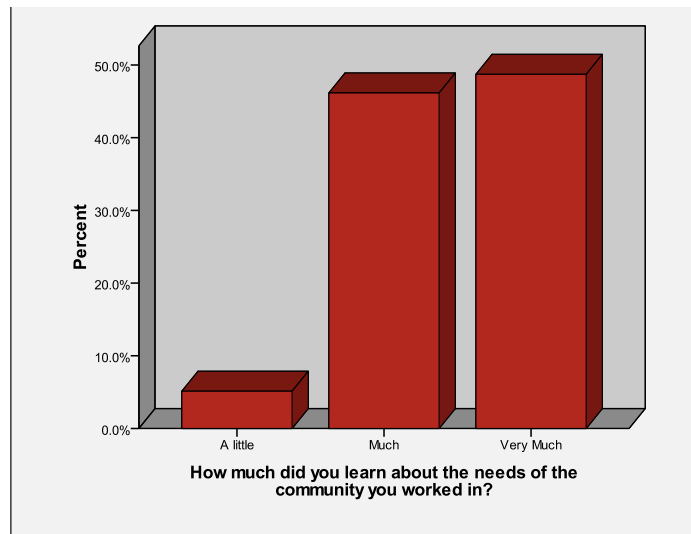
Post-survey self-report: *How much more likely would you be to transfer (Spring 09).*

How much more likely will you be to transfer to a 4-year university?
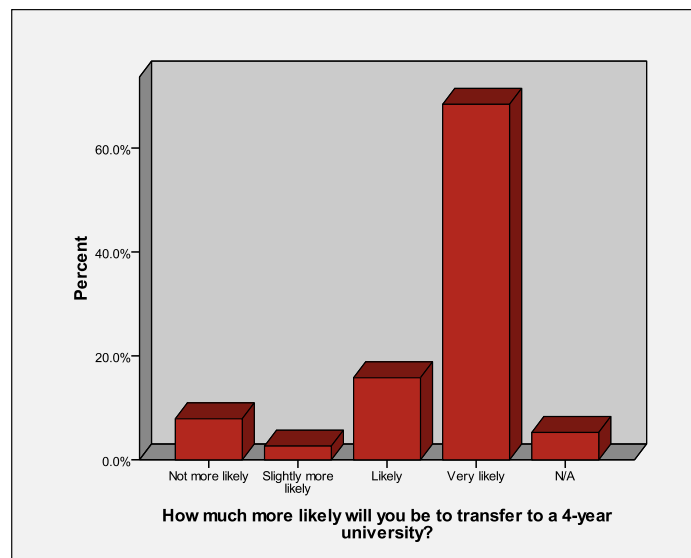
First Year Experience (FYE)

Gavilan College offers a program for "first-time" new students who want to strengthen their reading, writing and study skills while at the same time becoming familiar with the campus and its resources. Teachers and First Year Experience counselors work together to help students develop connections between the courses and their college experience. The goal is to help students build a strong foundation and place them on the road for college success.

Success Rate Comparison of First Year Experience vs. Non FYE students

	Fall 08	Spring 09
Non-FYE	66.1%	61%
FYE	72.9%	72%
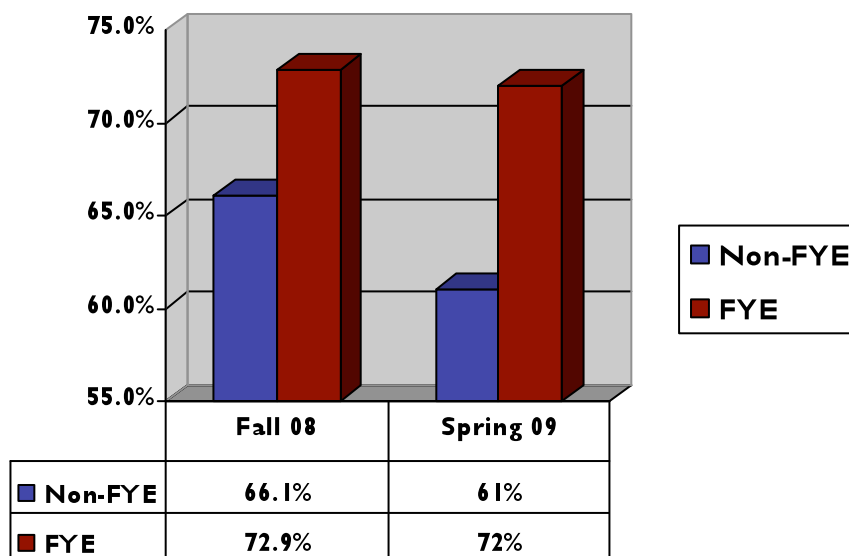
Science, Technology, Engineering, and Mathematics (STEM)

The STEM project, funded through a federal grant, targets the areas of science, technology, engineering, and mathematics. The project will make it possible to: improve data collection and analysis, upgrade equipment for the study of chemistry, biology and physics, augment science instruction with new software, increase math tutoring, add a portable lab with laptop computers, develop curriculum, and provide faculty training. In implementing the grant, Gavilan College will work with San Benito and Gilroy High Schools, and San Jose State University to strengthen transfer pathways. The project began Fall 08 and has not yet generated outcome data.

Program Assessment Findings (a sample):

- Increased math tutoring and workshops
- Hired a dedicated counselor for STEM students
- STEM Summer Intern Program provided 16 Gavilan Students with paid internships
- Summer STEM Academy offered for incoming freshman
- Over $500,000 in new equipment and technology in place for Fall 2009

Athletics

Gavilan College's Athletics Department is interested in each student-athlete's growth and development in all areas of college life and emphasizes the importance of obtaining a degree while striving for full academic and athletic potential.

The department offers athletic opportunities to a diverse group of men and women consistent with the mission of the College. Educational and athletic excellences are the cornerstones of the athletic program. The program's success is measured by the performance of its student-athletes in their academic and athletic pursuits, as well as their contribution to society and the community both before and after graduation.

It is our desire to contribute to the continued growth and development of each student-athlete by providing opportunities that advance the physical, mental, social, and emotional rewards that result from a comprehensive experience in higher education. It is hoped that our relationships with each student-athlete will help develop a positive and constructive philosophy while enhancing their personal and community relationships at the same time. In addition, the department strives to provide the resources required to provide a total collegiate experience for all its student-athletes.

Finally, the Department is committed to both the letter and the spirit of the rules and regulations of Gavilan College, the Coast Conference, and the California Community College Athletic Association.

In the last three years, we have been able to add two new sports to our offerings: men's soccer and women's volleyball. Since 2003, three coaches have been voted Coach of the Year in the Coast Conference. Several student-athletes have been named to all-conference teams. In 2009, women's softball qualified for post-season play for a second straight year. Five of the six teams have full-time head coaches that serve Gavilan College as instructors both within the Physical Education & Athletics Department as well as the Spanish Department. The softball complex, baseball complex, soccer field, football, field, women's locker room, and fitness center have been recently upgraded.

Current Programs

Men	Women
Baseball	Softball
Basketball	Volleyball
Soccer	
Football	

Depending upon student interest, recent years have also seen Women's Basketball and Women's soccer teams.

Student Athlete Snapshot 08/09 academic year

Total number	% Male	Average Age	% Seeking AA or transfer
137	83.9%	20.11	86.9%

Overall and Athletic Student Success and retention rate by term
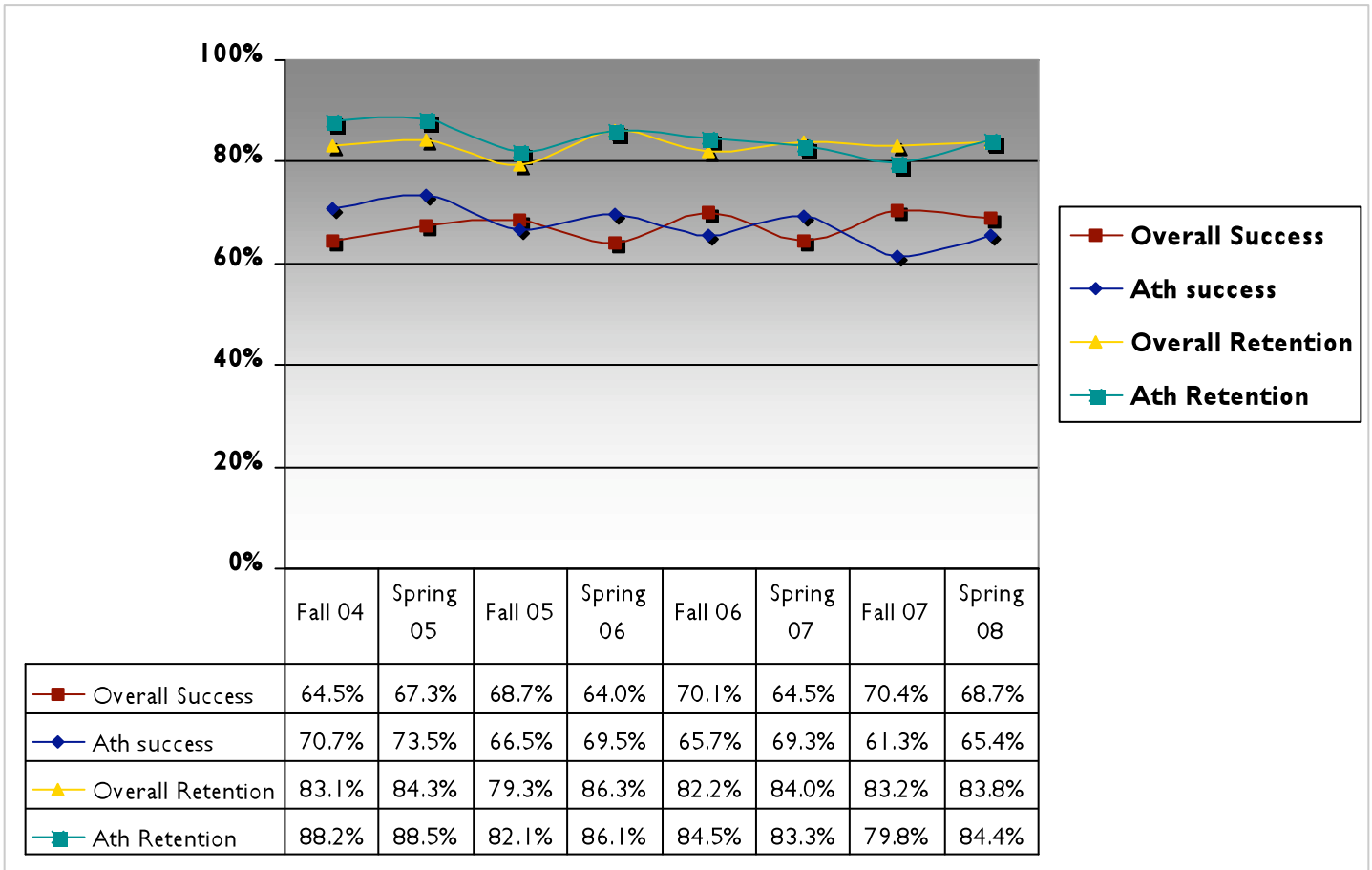
	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08
Overall Success	64.5%	67.3%	68.7%	64.0%	70.1%	64.5%	70.4%	68.7%
Ath success	70.7%	73.5%	66.5%	69.5%	65.7%	69.3%	61.3%	65.4%
Overall Retention	83.1%	84.3%	79.3%	86.3%	82.2%	84.0%	83.2%	83.8%
Ath Retention	88.2%	88.5%	82.1%	86.1%	84.5%	83.3%	79.8%	84.4%

Note: Success *is defined as a grade of A,B,C, or CR at the end of the term.*
Retention *is defined as being enrolled after the first census date and receiving a grade of some kind.*

Staff

Full Time Equivalent (FTE) by category by year

	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
Ed. Admin	4.0	4.0	4.0	11.9	11.1	11.1	14.5	19.0	16.0
Tenure track	30.1	30.1	33.9	74.0	66.0	68.2	65.3	82.0	80.0
Academic Temp.	152.7	152.7	222.0	45.2	45.8	51.9	87.5	30.4	27.2
Classified Admin.	34.7	35.1	35.6				4.0	8.1	1.0
Classified Profes.	1.0	2.0	2.0		9.0	10.0	12.0	12.2	14.0
Classified support				95.1	110.8	11.2	112.5	118.5	114.0
Total	324.8	324.8	297.5	235.3	242.6	251.4	295.0	270.1	252.2

Definitions:

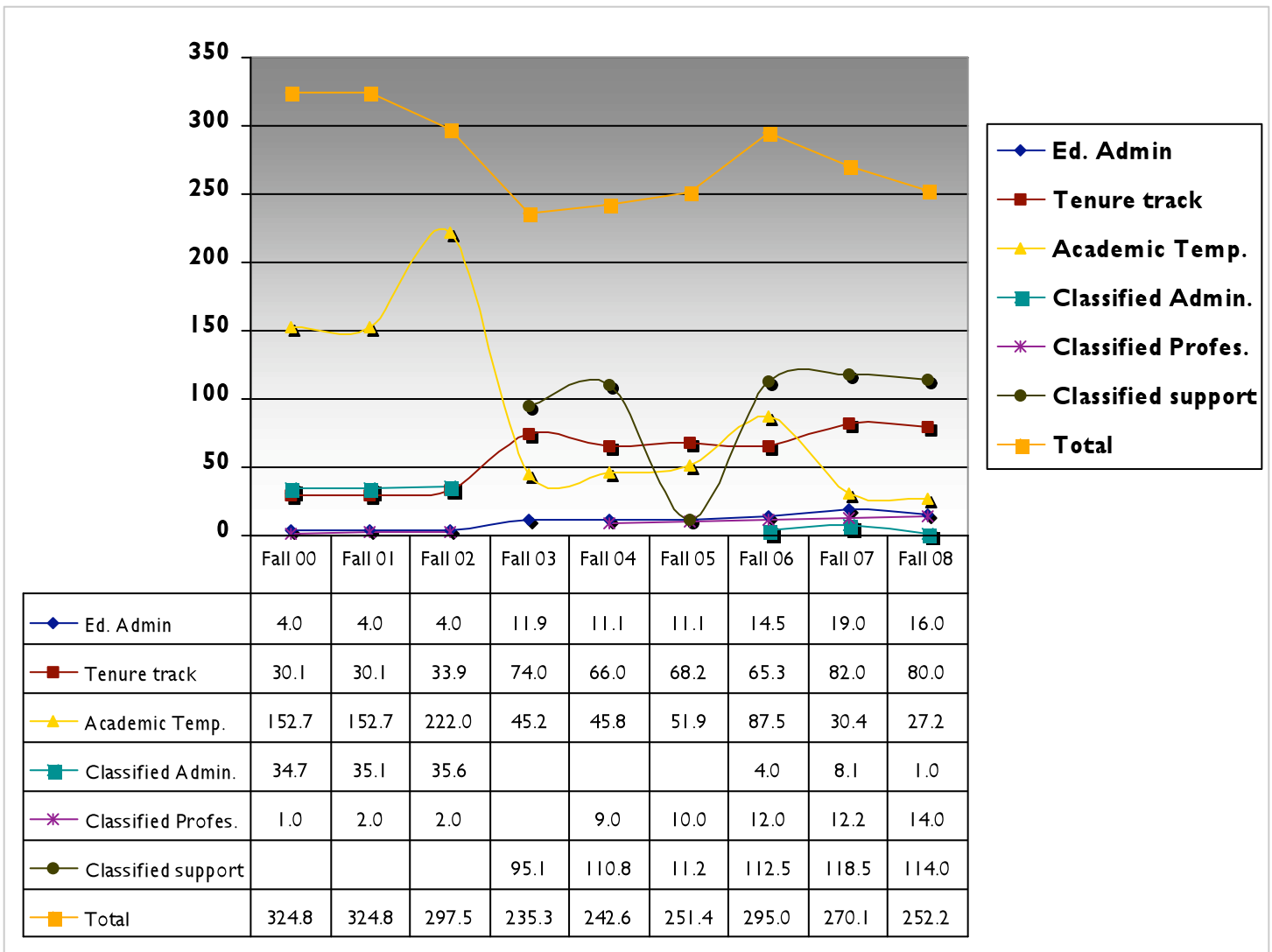**Educational Administrative:** An administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district.

Tenure-track faculty: Tenure-track staff who hold academic-rank titles such as counselor, librarian, professor, associate professor, assistant professor, instructor, lecturer, healthcare, learning disabilities, etc.

Academic-temporary: Part-time staff who hold academic-rank titles such as counselor, librarian, professor, associate professor, assistant professor, instructor, lecturer, healthcare, learning disabilities, etc.

Classified Administrative: All staff persons whose assignments require primary (and major) responsibility for management of non-academic efforts.

Classified Professional: Members of the classified service who are employed for the primary purpose of performing academic support, student service, and institutional support activities whose assignments require either college graduation or experience of such kind and amount as to provide a comparable background.

Classified support: Members of the classified service whose role is supporting institutional efforts.

Note: California Community Colleges Chancellor's Office staff categorizations changed Fall 03.

Staff headcount by category by year

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
Ed. Admin	4	4	19	18	18	20	17	15
Tenure track	31	38	75	67	69	71	82	80
Academic Temp.	202	286	113	127	148	237	148	154
Classified Admin.	36	38				4	8	1
Classified Profes.	2	2	9	8	10	12	12	14
Classified support			104	121	123	129	117	114
Total	275	387	320	342	368	473	384	378

Definitions: See page 45.

Note: California Community Colleges Chancellor's Office staff categorizations changed Fall 03.

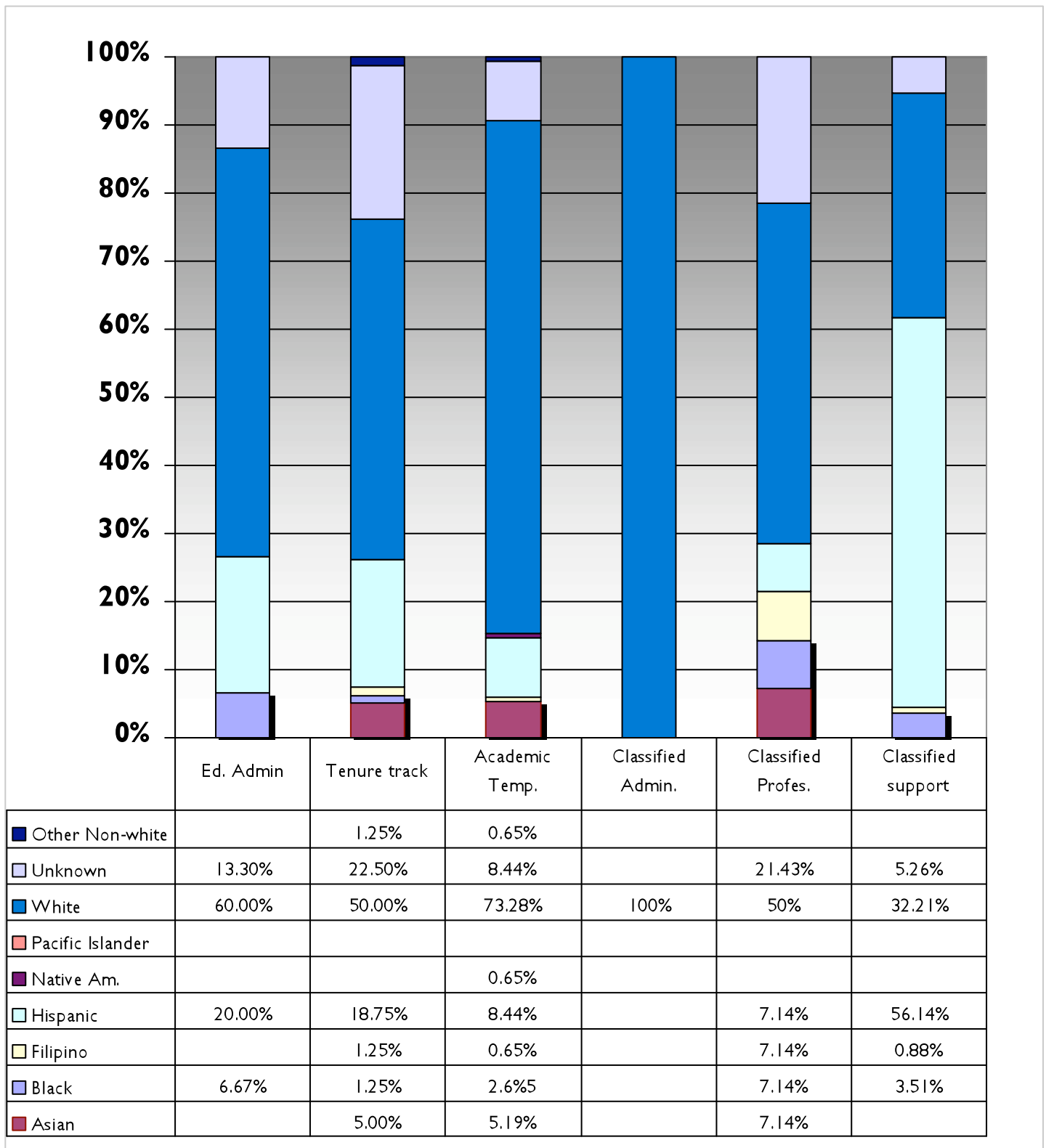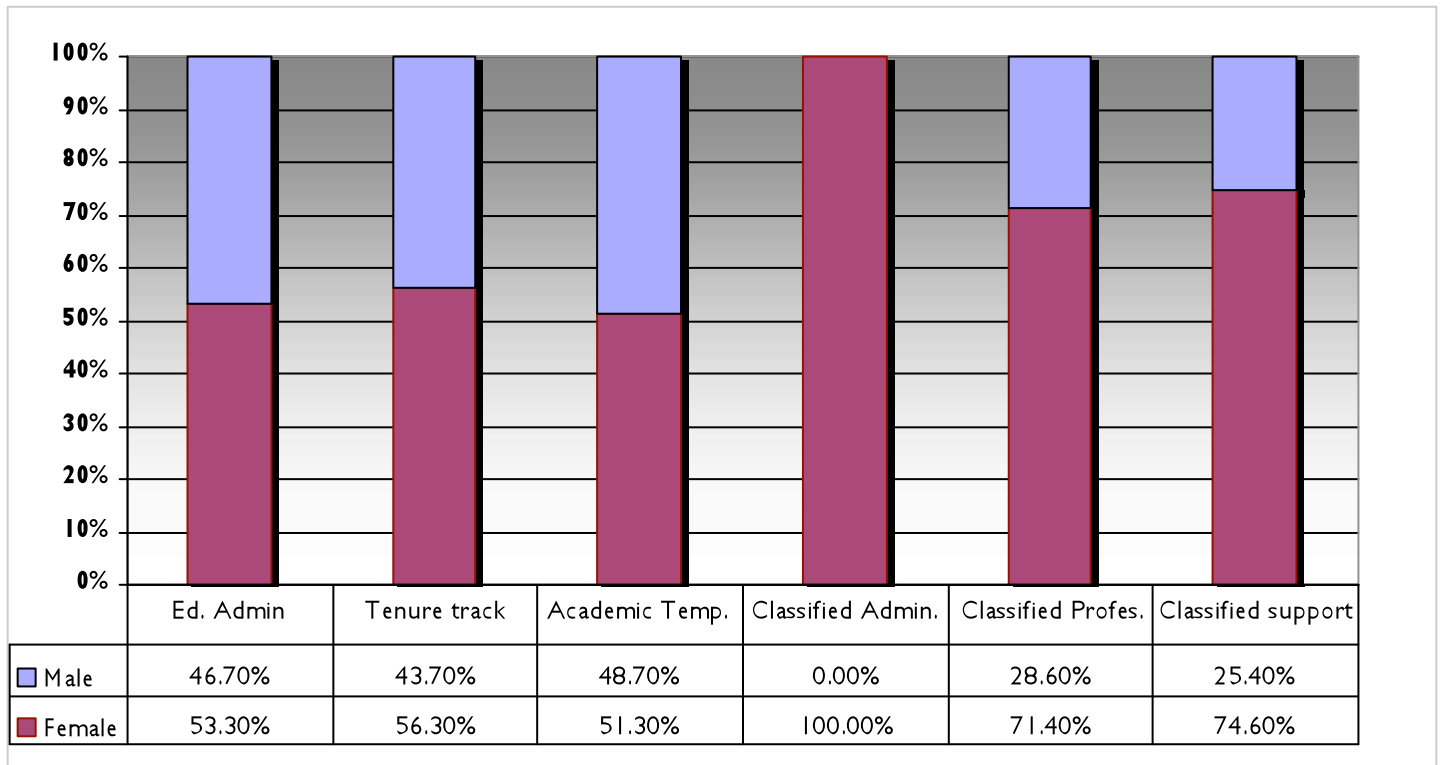|	Ed. Admin	Tenure track	Academic Temp.	Classified Admin.	Classified Profes.	Classified support
■ Other Non-white		1.25%	0.65%			
☐ Unknown	13.30%	22.50%	8.44%		21.43%	5.26%
■ White	60.00%	50.00%	73.28%	100%	50%	32.21%
☐ Pacific Islander						
■ Native Am.			0.65%			
☐ Hispanic	20.00%	18.75%	8.44%		7.14%	56.14%
☐ Filipino		1.25%	0.65%		7.14%	0.88%
☐ Black	6.67%	1.25%	2.6%5		7.14%	3.51%
■ Asian		5.00%	5.19%		7.14%	

Definitions: See page 45.

Note: California Community Colleges Chancellor's Office staff categorizations changed Fall 03.

Fall 08 Gender distribution by category by year

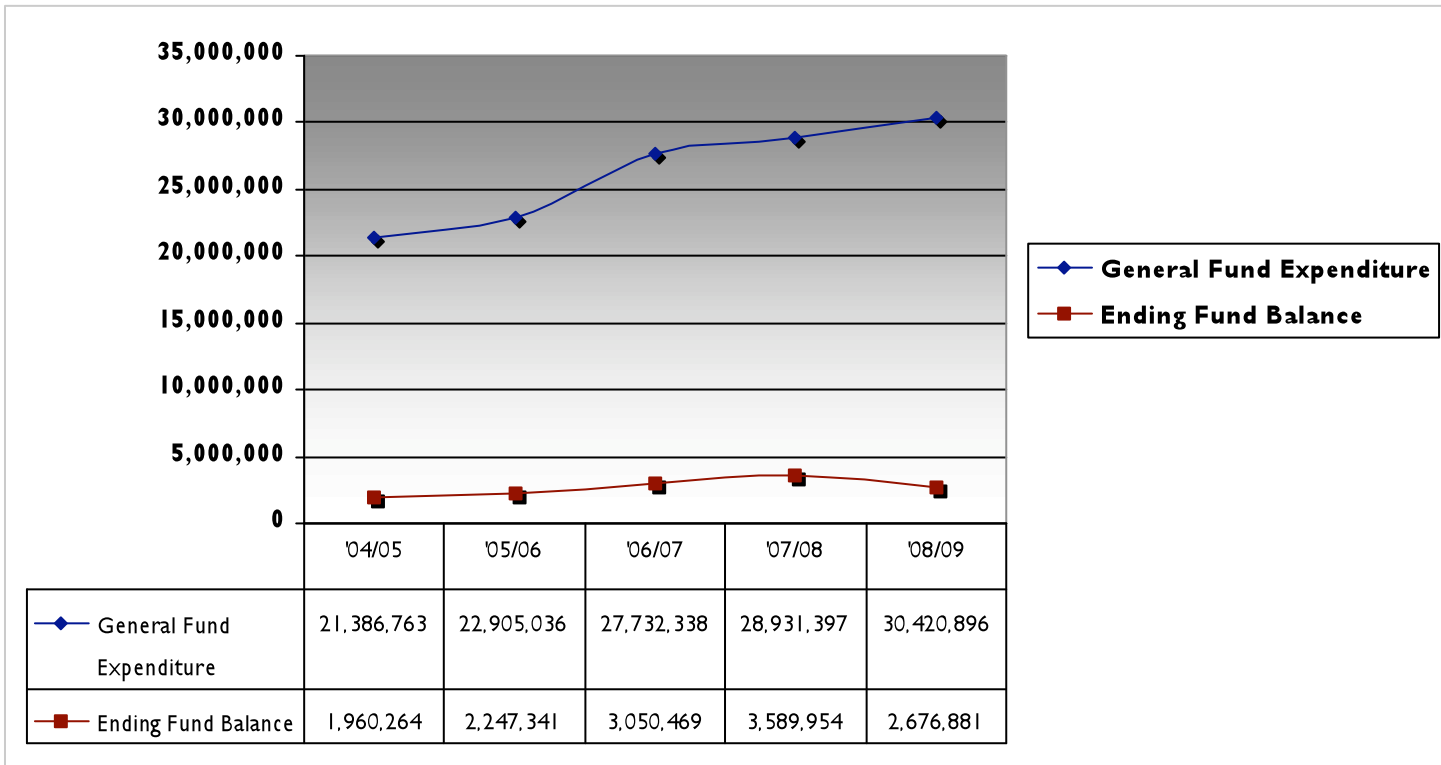|	Ed. Admin	Tenure track	Academic Temp.	Classified Admin.	Classified Profes.	Classified support
Male	46.70%	43.70%	48.70%	0.00%	28.60%	25.40%
Female	53.30%	56.30%	51.30%	100.00%	71.40%	74.60%

Definitions: See page 45.

Notes: California Community Colleges Chancellor's Office staff categorizations changed Fall 03.

Financial Information

College expenditures over time

	'04/05	'05/06	'06/07	'07/08	'08/09
General Fund Expenditure	21,386,763	22,905,036	27,732,338	28,931,397	30,420,896
Ending Fund Balance	1,960,264	2,247,341	3,050,469	3,589,954	2,676,881

FY 08/09 FY Expenditure Breakdown (General Fund)

Fiscal Year*	08/09	%
Salaries, Burdens, and Benefits	23,277,708	76.52%
Books and Supplies	563,202	1.85%
Services and Other Operating Expense	4,302,877	14.14%
Capital Outlay	266,505	0.88%
Interfund Transfers	2,010,604	6.61%
Total	**30,420,896**	**100%**

FY 08/09 FY Revenue Breakdown (General Fund)

Fiscal Year*	08/09	%
Property Tax	14,677,498	50.30%
Fees	1,111,866	3.81%
State	12,343,428	42.30%
Federal	0	0.00%
Other	1,046,838	3.59%
Total	**29,179,630**	**100%**

FY 08/09 FY Fund Expenditures

Fiscal Year*	08/09
General	30,420,896
Categorical	8,169,405
Measure E	38,075,473
Parking	150,043
Student Center	122,941