



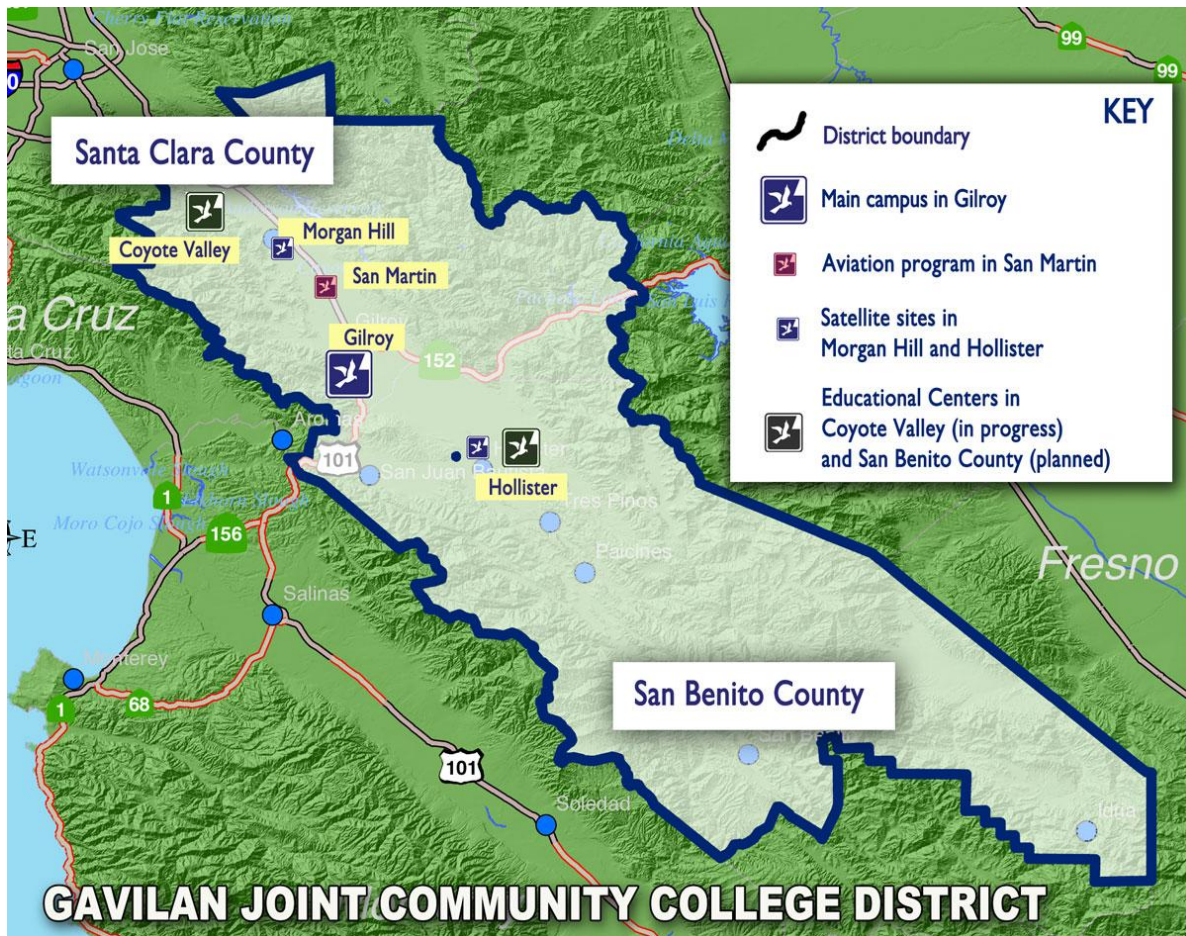
A. Introduction

District Overview and History

Gavilan College was originally established in 1919 as San Benito County Junior College, with instruction offered at Hollister High School. It operated under this title until 1963, when a new community college district was drawn that included both San Benito and

southern Santa Clara Counties. Three high school districts- San Benito, Gilroy Unified, and Morgan Hill Unified districts came together to create the Gavilan Joint Community College District.

FIGURE 1: District Boundaries



Successful passage of a local bond in 1966 provided the needed funds to construct the present, more centrally located campus at Santa Teresa Boulevard in Gilroy. College classes were offered in a temporary location at the Hollister Airport while the first facilities on the 170-acre parcel were being constructed. The Gilroy campus added buildings over time through state funding, with the final new building constructed in 2003.

In 1997 and 1998, satellite sites were established in Hollister and Morgan Hill to augment the offerings at the main campus location in Gilroy. With the 2004 passage of the Measure E facilities bond, Gavilan College had funds to upgrade the existing campus and secure permanent locations in Coyote Valley and San Benito County. These land purchases were completed in 2008. Measure E Bond funds also were used to make improvements in institutional and classroom technology, expanded online services, and improvements in safety, accessibility, and lighting.

Gavilan College currently provides instruction at five locations, they are (alphabetically):

1. Coyote Valley Center - 530 Bailey Avenue, San Jose, CA 95141
2. Gilroy Main Campus - 5055 Santa Teresa Blvd, Gilroy, CA 95020
3. Hollister Satellite Site - Briggs Building, 365 4th Street, Hollister, CA 95023
4. Morgan Hill Satellite Site - Morgan Hill Community and Cultural Center, 17060 Monterey Road, Morgan Hill, CA 95037
5. San Martin Aviation Site - San Martin Airport, 13030 Murphy Avenue, San Martin, CA 95046

The official Gavilan Community College District boundaries cover 2,700 square miles of land located in the southern portion of Santa Clara County and most of San Benito County. The main campus of the College is in the City of Gilroy, along highway US 101, approximately 86 miles from downtown San Francisco and 37 miles from downtown San Jose. The western border of the official Gavilan College District area is the Santa Cruz and Monterey County lines. The Merced and Fresno County lines in the east are the ends of the District area and Monterey and Fresno County lines define the southern border. The three principal cities of the official District service area where most population resides are Gilroy, Morgan Hill, and Hollister.

Based upon an analysis of residential zip codes reported by enrolled students over the last five fall terms (2011 to 2015), the effective service area for Gavilan College encompasses 11 cities. Seventy-five percent of the student headcount comes from zip codes that are inside the official District area.

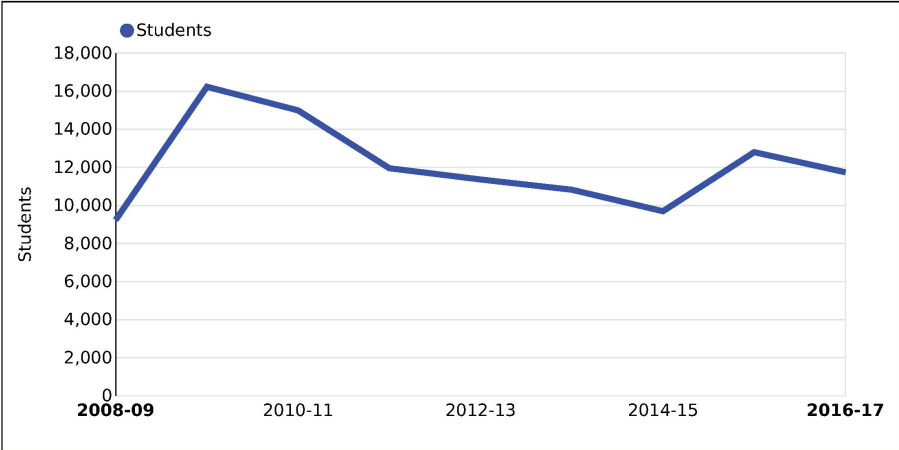
FIGURE 2: Top Cities of Enrollment; Headcounts, Fall Terms

Source: California Community College Chancellor's Office, MIS Referential Files; analysis by Cambridge West Partnership, LLC

City	2011	2012	2013	2014	2015
Gilroy	2,476	2,286	2,267	2,257	2,340
Hollister	2,138	1,914	1,867	1,800	1,866
Morgan Hill	1,099	971	912	943	979
San Martin	198	193	180	166	183
San Jose	156	158	152	187	241

San Juan Bautista	110	112	109	101	111
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Census Headcount by Year

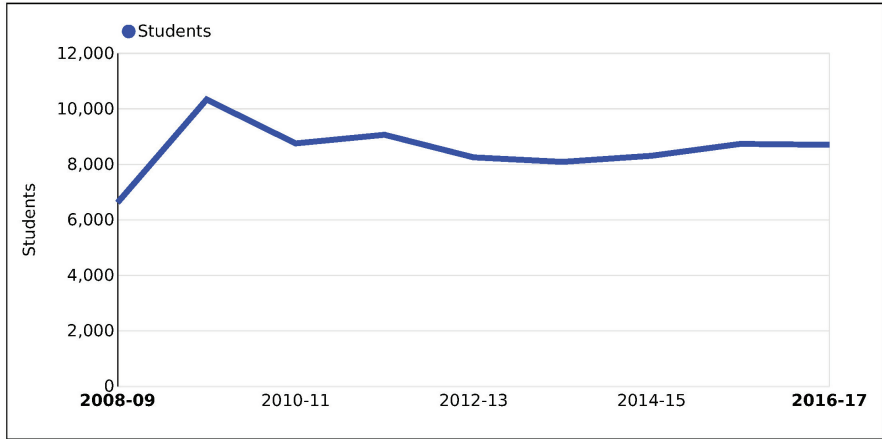


Students

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
9,244	16,235	14,995	11,956	11,366	10,828	9,698	12,800	11,744

Census Headcount by Year

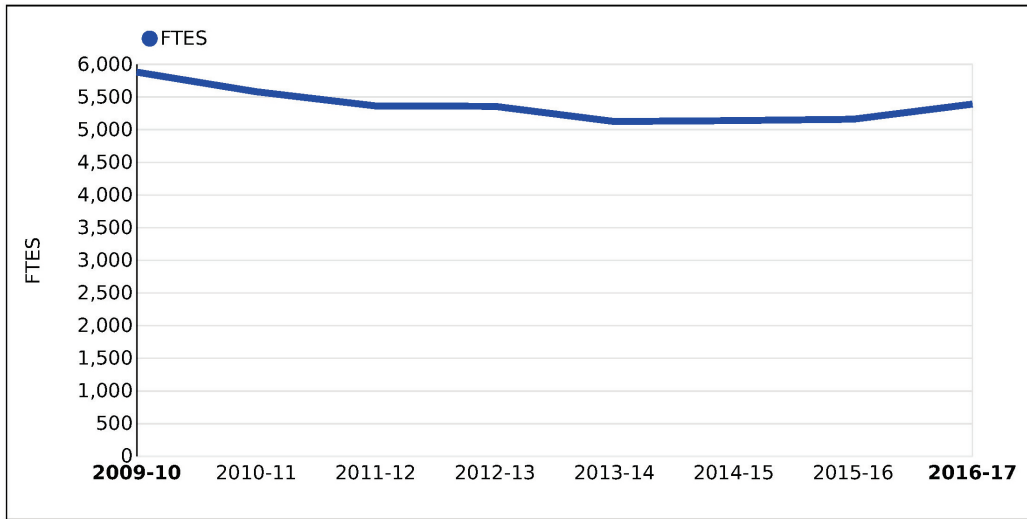
Excluding JPA



Students

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
6,628	10,341	8,758	9,069	8,255	8,092	8,312	8,740	8,707

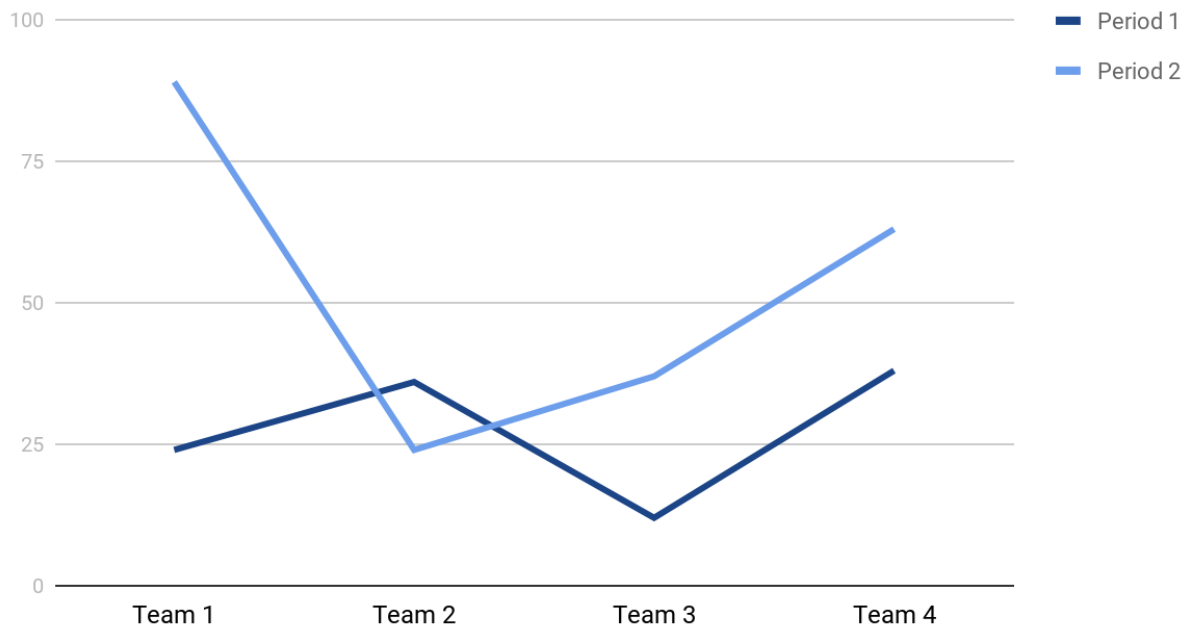
FTES by Year



FTES

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
5,882.5	5,582.6	5,365.2	5,358.4	5,126.2	5,140.1	5,161.3	5,392.4

Points scored



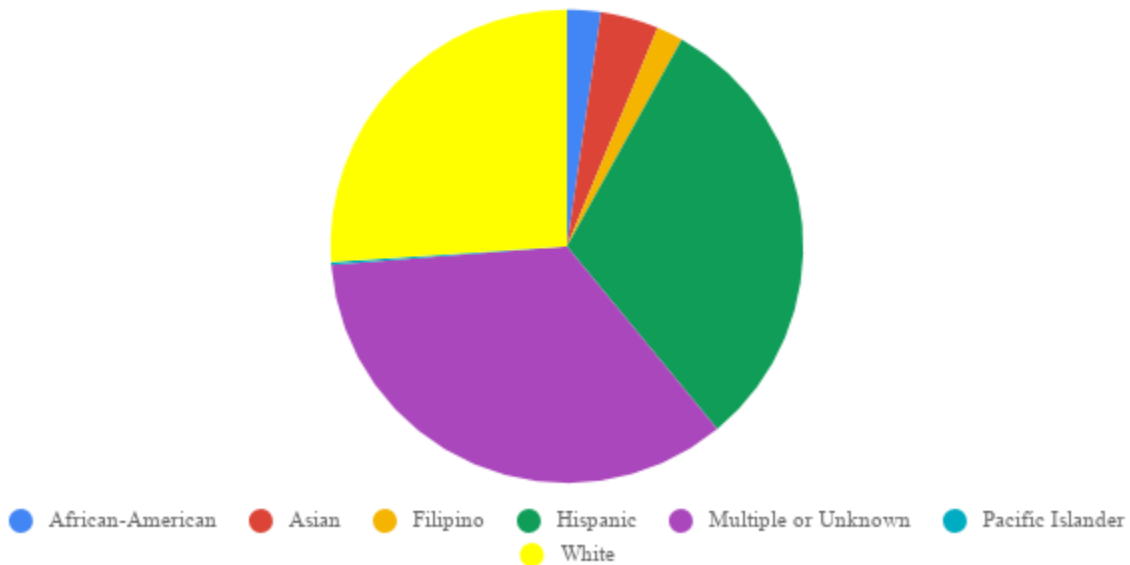
Student Characteristics

➤ Ethnic Background

The Gavilan College student population reflects the diversity of the communities in the district. While there is no majority ethnic group at the college, large groups of students identify as white, hispanic, or multiple/unknown (now the largest group). Smaller percentages identify as African-American, Asian, and Filipino.

Ethnicity, 2017-2018

Source: GavData

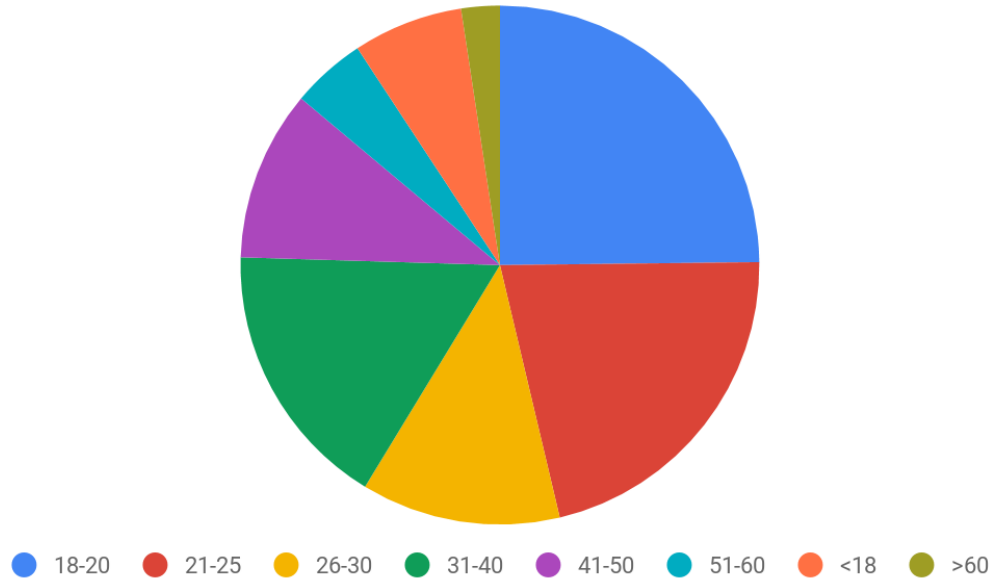


➤ Age

Roughly one quarter of Gavilan College students are from the “traditional”, straight-from-high school age group. Although many are first time students, the majority are over 20 years old and have had several years of work and/or life experience and a break from their studies since high school.

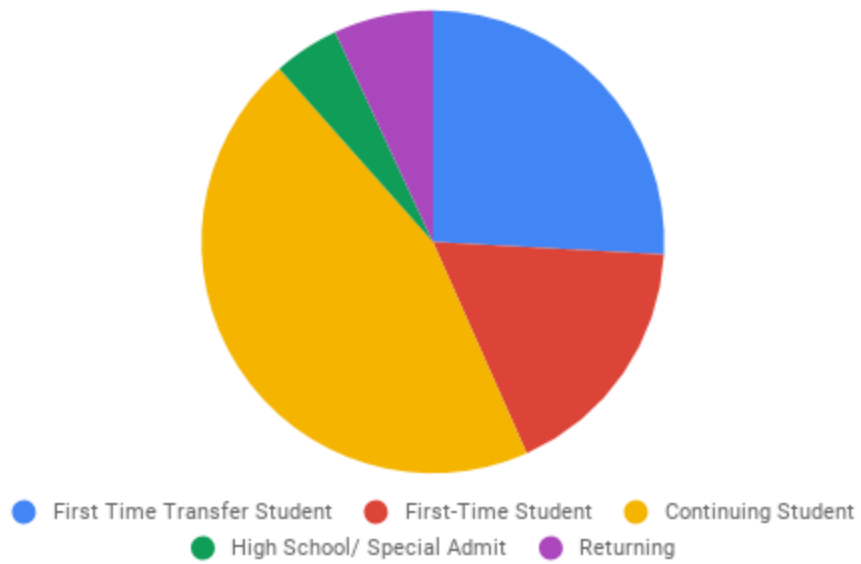
Age

Source: GavData



Student Status - 2017-2018

Source: GavData



The Service Area

The State of California and the Bay Area experienced the extremely severe recession starting in December 2007. In the years since the start of the Great Recession job growth in California has grown 5.4%, well ahead of the nation at 3.7%. Although some parts of the state economy have not fully rebounded to the pre-recession levels, gross domestic product (GDP) is growing and the Silicon Valley regional economy has been leading the state recovery with a job growth of 14.7% between 2007 and 2016.

The Bay Area economy is rooted in a diverse, competitive set of industries. Technology is transforming industries such as finance, accommodations, and transportation. If the Bay Area were a country, it would be the 21st largest or equivalent to a mid-sized European nation. Twenty-eight of the global Fortune 500 and 29 of the US Fortune 500 companies are headquartered in the Bay Area and none have left the area since 2011. Beyond technology the Bay Area economy has a robust tourism sector. The Central Coast Regional (San Benito to Ventura counties) economy is largely driven by tourism, food manufacturing, and agriculture. The region experienced economic downturn before the state slid into the Great Recession. Within the Monterey Bay area employment opportunities were significantly curtailed when the housing market crash began in 2007-08.

San Benito County has not fared as well as the Silicon Valley with respect to rebounding from the Great Recession. The unemployment rate has been higher than the statewide and national averages. Although foreclosures were common between 2007 and 2012, they have since declined. The housing market appears to have rebounded, particularly around Hollister. The largest industry in San Benito County is agriculture. It has contributed slow, but steady growth in employment opportunities. While tourism has been a major factor in the economy, the transportation demands on the infrastructure are projected to outstrip capacity. With housing costs at an all time high in the Bay Area, San Benito County has witnessed a sharp increase in urbanization with the largest number of farmland acres lost among the Bay Area counties (Santa Cruz, San Benito, and Monterey).

Figure XXX: San Francisco Bay vs. Coastal Region Projected Job Growth by Industry, 2012-2022

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC

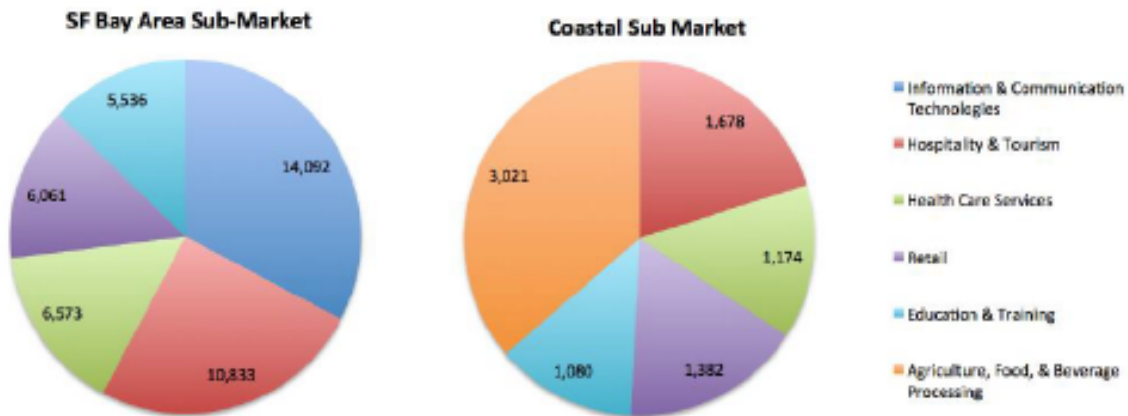
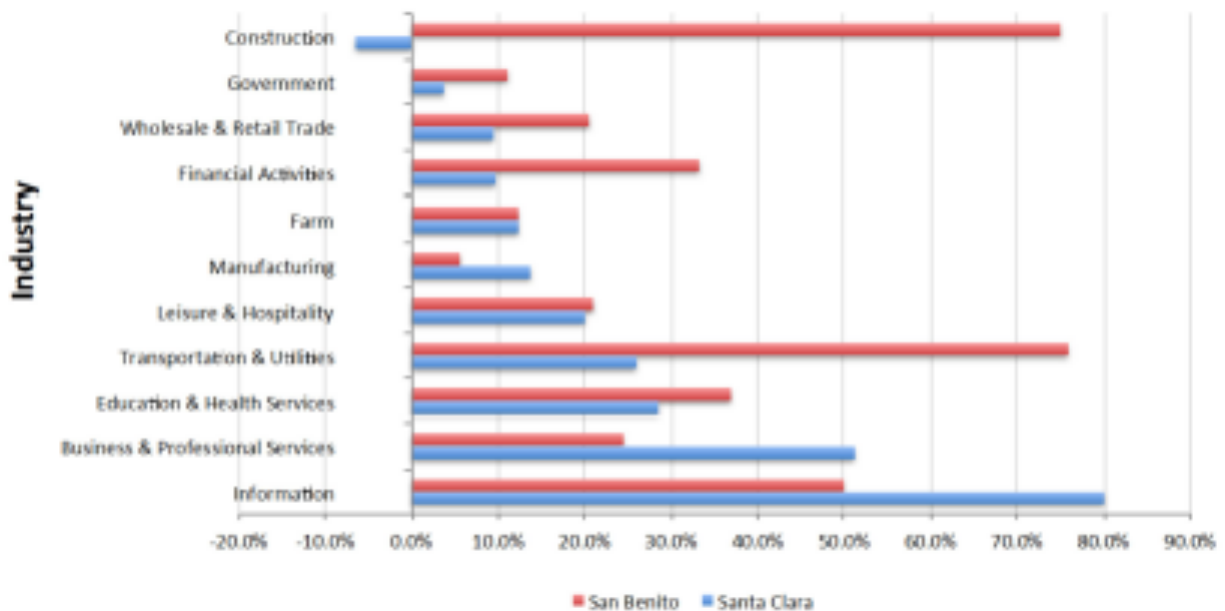


FIGURE XXX: San Benito-Santa Clara County Projected Job Growth by Industry, 2012-2022

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC



Employment in white-collar occupations dominates the economy in the effective service area and in the three census places (Morgan Hill, Gilroy, and Hollister). Blue-collar occupations provide the second largest group of jobs in Hollister and Gilroy. The population in Gilroy, the largest city in the Gavilan College District service area, has grown faster than all cities in Santa

Clara County. Job growth is expected to be modest over the next decade and will likely occur in retail, transportation, construction, hospitality, information, and health care industries. The proximity to Silicon Valley makes Gilroy an attractive location for businesses seeking lower-cost locations for expansion.

In the broader regional San Francisco Bay Area the dominant growth industry is in information and communications technologies followed by hospitality and tourism. Conversely in the greater regional area of the coastal counties the dominant growth is in agriculture, retail, and construction materials and services industries.

Future job opportunities and economic growth in construction, trade, and education/health care/social assistance industries, plus a much improved real estate market with affordable housing characterize the future of San Benito County. Business and professional services and information industries, but a costly real estate market, characterize the future of Santa Clara County.

➤ **Population Growth**

The three primary individual locations within the District official service area have different rates of growth with Gilroy growing most rapidly, but Morgan Hill is close behind. In fall 2016 residents in both Gilroy and Morgan Hill approved ballot measures designed to limit or slow down growth and to promote a strategy of “in fill” as opposed to sprawl at the edges of each city.

Within the effective service area 46% of the residents have either less than a high school diploma or only a high school diploma. Another 21% completed some college but did not complete an Associate Degree. Both of these groups of residents are prime candidates for the instruction offered by the College.

FIGUREXXX: Effective Service Area, Educational Attainment in 2016 for Adults Age 25 or Older

Source: Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

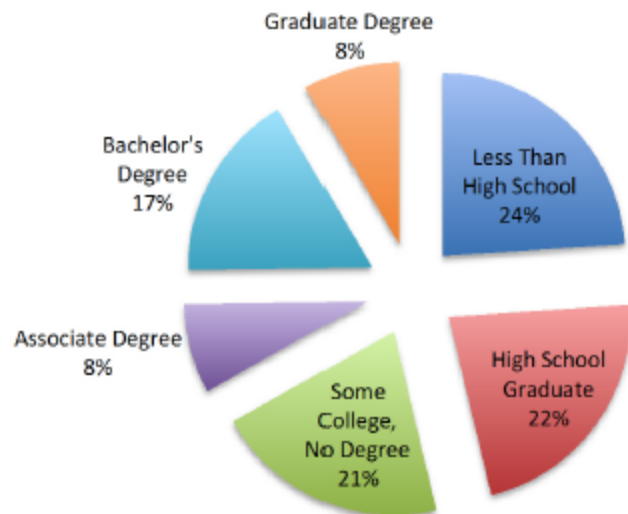


FIGURE XXX: Effective Service Area, Racial and Ethnic Composition

Source Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

2010, 2016 and 2021

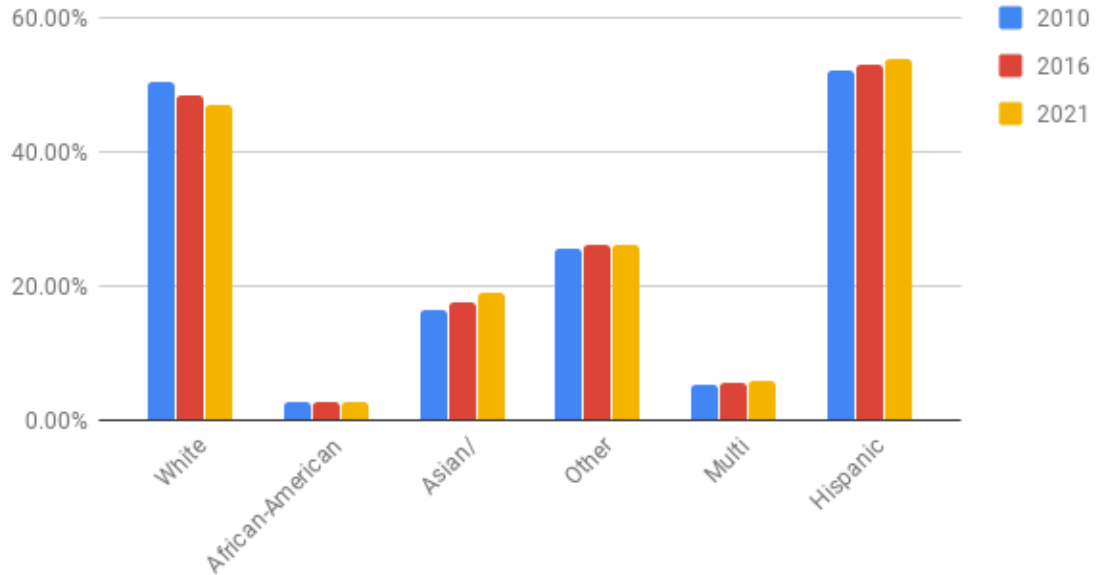
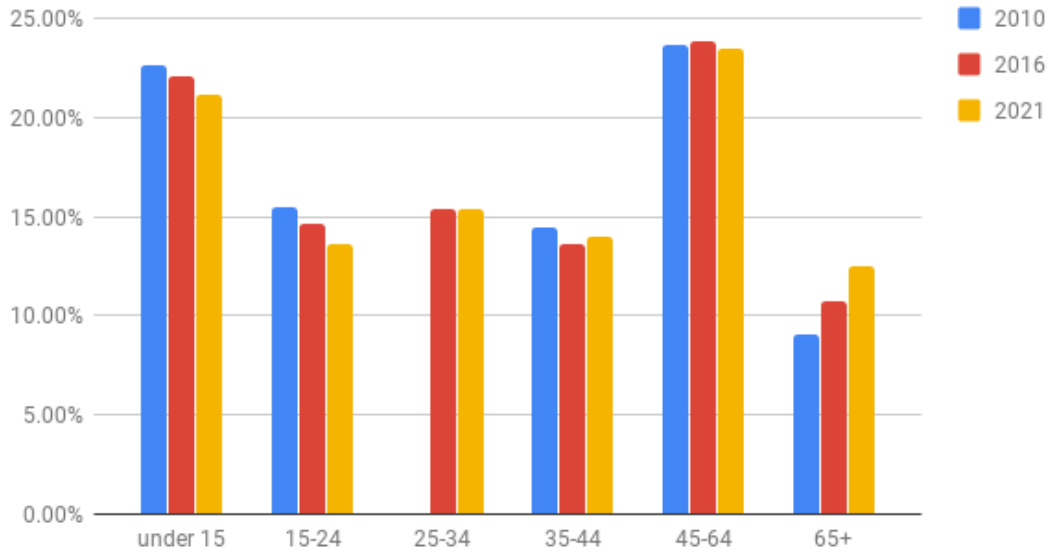


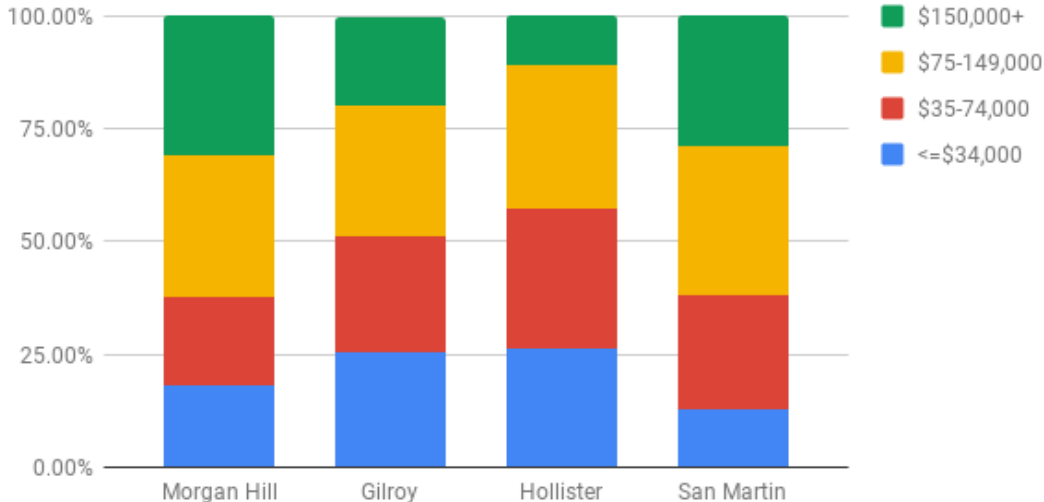
FIGURE: Effective Service Area Age Range Projections
Source: Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

2010, 2016 and 2021



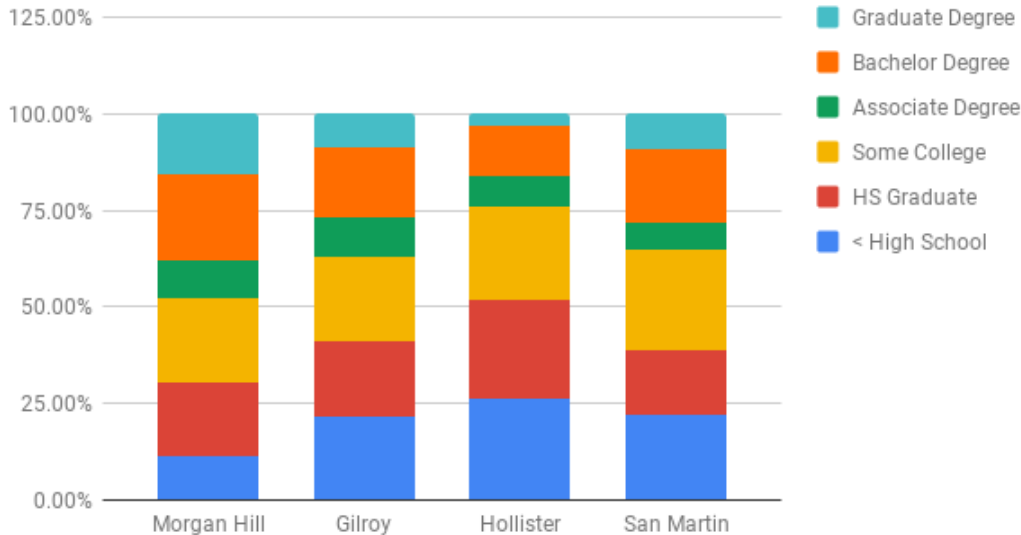
Income Distributions: Source: Environmental Systems Research Institute, Demographic and Income Profile; analysis by Cambridge West Partnership, LLC

Morgan Hill, Gilroy, Hollister and San Martin, 2016 Income Distribution



Adult Educational Attainment, 2016 : Source: Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

Morgan Hill, Gilroy, Hollister and San Martin





B. Presentation of Student Achievement Data and Institution-set Standards

Gavilan College regularly gathers and analyzes data on student achievement. This is achieved through a five-fold approach: First is the regular state-mandated evaluation of outcomes, including the California Community Colleges Chancellor's Office Scorecard and equity outcomes analysis (EVIDENCE: 11-2017 board meeting minutes, 9-2017 equity committee minutes / disproportionate impact statement, also presented at leadership council but before we started taking minutes).

The second method is the annual evaluation of institution-set standards using the goals and metrics identified through the CCCCO's Institutional Effectiveness Partnership Initiative (IEPI).. After collaboratively setting these short term and stretch goals, they are presented and discussed at the Board of Trustees (EVIDENCE: 6-2017 board minutes; institution set standards report excel file).

Third, the institution makes equity data widely available on demand by empowering all stakeholders on campus to analyze these data using a non-technical web-based software platform, GavDATA (GavDATA splash page, GavDATA Factbook Outcomes Shot, GavDATA Equity Report Shot).

Fourth is the continuous dissemination of student metric performance via the public RPIE website (RPIE downloadable reports splash page). At most committee meetings, including among leadership, student outcomes remain a common topic of conversation using these widely available and accessible resources.

Approach five includes comprehensive program evaluation reports, with student success as the primary indicator of interest (EOPS comprehensive evaluation, SI comprehensive evaluation). Focused on the component of the intervention that is most efficacious, these analyses are conducted by RPIE upon request and typically provide the most scientifically-rigorous evaluation of student outcomes available on campus.

When the institution began regularly setting institution-set standards, the former Vice President of Instruction went to various committees and constituency groups to collaboratively discuss, disseminate, and seek comment and recommendation on setting of goals (Kathleen R. would have an idea of when this was done via Senate, among others – I just don't know the answer). This developed framework informed future goal-setting for short term and stretch performance goals. Most recently, these goals were set and then presented/discussed with the Board of Trustees in June, 2017 (6-2017 board minutes).

The institution-set standards and goals contained herein clearly support the college's mission by encouraging the rigorous use and annual evaluation of growth in key areas such as basic skills completion, completion of transfer-level English and math, completion of awards, and successful transfer, among other metrics, by encouraging and facilitating various strategies for improvement. We also utilize a number of wholistic survey instruments to ensure that we are meeting the needs of the whole student (ongoing basic needs survey, CCSSE). Implemented interventions undertaken as a result of the ongoing analysis of student achievement outcomes include our acceleration project, multiple-measures benchmarks and implementation, the Animo program, the English 1A unit change, hiring of STEM, basic skills, and veterans center counselors, the STEM academy program, NOTE: ENTER MORE HERE – FRAN?
REFERENCE APPENDIX H IN ISER MANUAL IF NEEDED

Institution Set-Standards

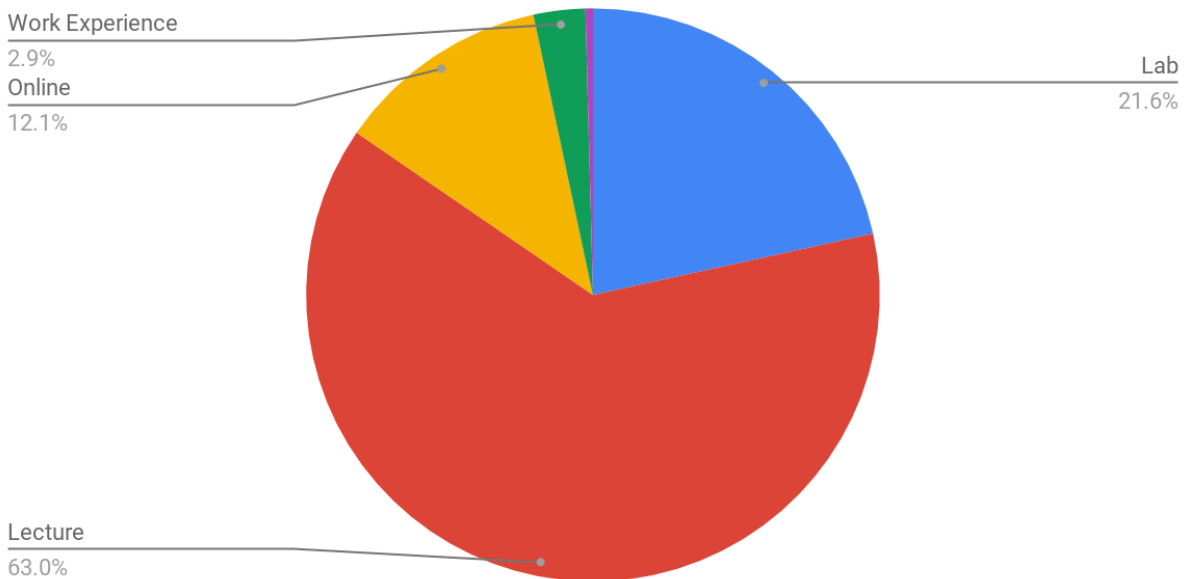
Chart of set-standards

Academic Pursuit

The College meets its commitment to academic excellence by offering a broad range of degrees, certificates, and career programs which directly impact student achievement. Gavilan offers 83 Associate Degrees (AA, AAT, AS, and AST); 51 Certificate of Achievements; and 16 Career Programs. (Degrees, Certificates and Career Programs, 1A-1-5; http://www.gavilan.edu/catalog/cat_pdf_17-19/degreesCertificatesAndCareerPrograms.pdf)

Instructional Methods - Fall 2017, number of sections offered

Source: GavData



The Mission Statement ties Gavilan's commitment to academic excellence through its Educational Master Plan (EMP), most recently revised in FY 2016-2017. The purpose of the EMP is to explore the ways in which the College's curriculum options might be optimized to match labor market needs, increase transfer opportunities, and align with community educational needs/interests. A second purpose of the EMP is to provide a projection of future

attendance that must be supported by the Facilities Master Plan to determine the amount and type of space that will be needed to accommodate the future academic program of instruction and support services. The Facilities Master Plan (FMP) casts the projected space needs or needed into a sequenced building and facility program that addresses the primary elements of site development and facilities planning through the year 2030. (EMP, 1A-1-6; <http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php> ; FMP, 1A-1-7, <http://www.gavilan.edu/about/facilities/index.php>)

In addition to the EMP and FMP, the College emphasizes continued academic support for its students by maintaining a technological edge that will benefit its students for today and tomorrow. Through its Technology Master Plan (TMP), the College is provided with a prioritization list that can be utilized when making strategic technology and resource allocation decisions. This list is comprised of the highest priority initiatives, as approved by the various committees formed to develop technology priorities. It identifies the requirements necessary to support Gavilan's Planning Process which encompasses the Strategic Plan, EMP, FMP, and TMP. (TMP, 1A-1-8 http://www.gavilan.edu/tech_plan/Tech_Master_Plan.pdf; Strategic Plan, 1A-1-9 http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf)

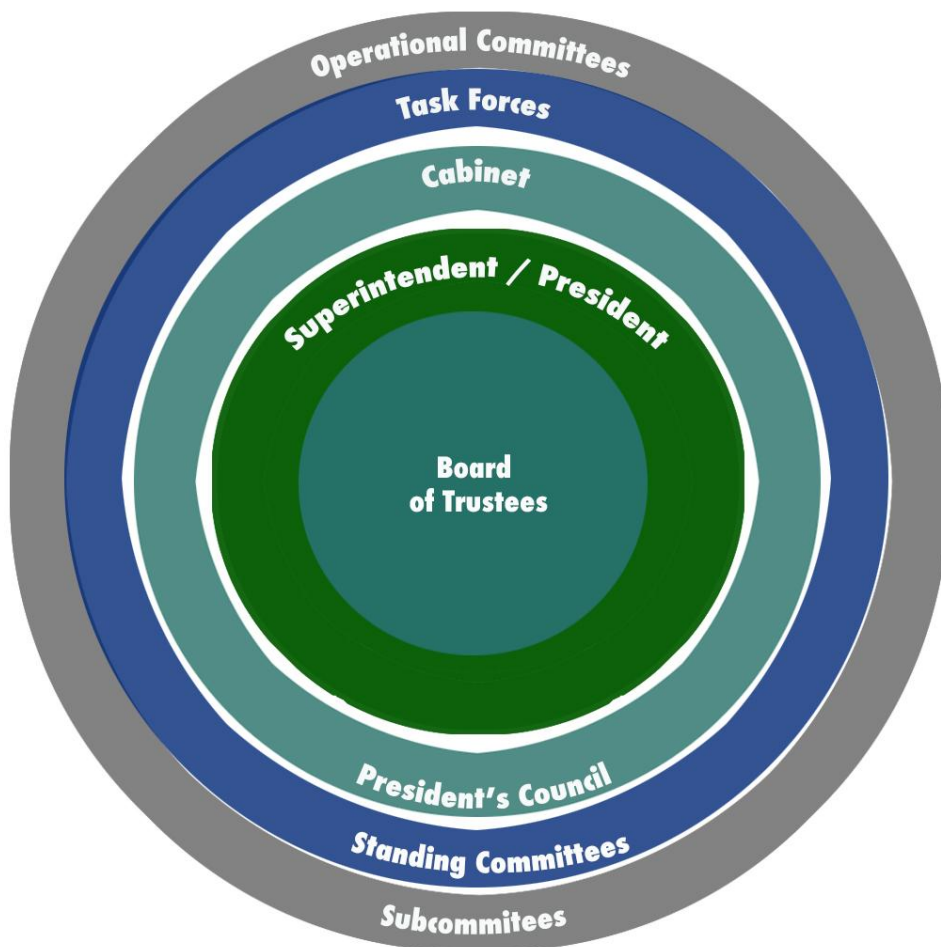
Support Services

Gavilan College provides a variety of student support services which assist our students in meeting their academic goals. Whether support is through general counseling, financial aid, and admissions and records, or through more specialized assistance such as Accessible Education Center, EOPS, MESA, STEM, or others, the college is committed to student learning and student achievement. (Student Services webpage link, 1A-1-10; <http://www.gavilan.edu/student/index.php>).

Planning and Governance

Gavilan College assesses its Mission and Principles of Community on a regular basis (evidence citation II.A.1.1) and develops and supports institutional policy, procedures and processes to achieve its Mission. This iterative process has its foundation in the College's Strategic Plan which is informed by three Master Plans: Educational (citation link II.A.1.2), Facilities (citation link II.A.1.3) and Technology (citation link II.A.1.4). In Academic Year 2016-17, with strong support from the Board of Trustees (board minutes allocating funding, see section III.1: Action items [II.A.1.5](#)), administration and the Academic Senate (citation: Senate agenda/minutes II.A.1.7), Gavilan College focused on updating its Educational Master Plan which had not been updated for several years. The resulting document, in addition to the ongoing process (AY 2017-18) of updating the Facilities Master Plan (citation [Facilities planning minutes/agendas](#) II.A.1.8) with similar rigor and effort, has resulted in identifying areas for improvement for the College's instructional programs and degrees (citation: ongoing Guided Pathways efforts II.A.1.9 , mapping SLO/PLOs II.A.1.10) as well as how such are made available via enrollment management (citation: Enrollment Management Plan II.A.1.11 , agenda II.A.1.12 , minutes II.A.1.13) and optimizing scheduling opportunities (citation: Scheduling Summit agenda

II.A.1.14, minutes II.A.1.15; distance education di



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II.A.1.16).