



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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July 3, 2013

Dr. Steven Kinsella
Superintendent/President
Gavilan College
5055 Santa Teresa Boulevard
Gilroy, CA 95020

Dear President Kinsella:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 5-7, 2013, considered the Institutional Self Evaluation Report and the Report of the External Evaluation Team that visited Gavilan College March 4-7, 2013.

The Commission took action to **reaffirm accreditation**, with a requirement that the College complete a **Follow-Up Report by March 15, 2014**. The Report will be followed by a visit of Commission representatives. Reaffirmation is granted when an institution is found to substantially meet or exceed the Eligibility Requirements, Accreditation Standards, and Commission policies, but recommendations on a number of issues should be addressed. The Report should demonstrate that the institution has addressed the recommendations noted below, resolved the deficiencies, and now meets Eligibility Requirements and Accreditation Standards.¹

Recommendation 1

In order to meet Standards, the team recommends that the College develop and substantially implement an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts and resource allocations. (II.A.1.c, II.A.2.a, II.A.2.b, II.B.4, II.C.2) Specifically, that strategy should include:

- A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous, and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices to promote and enhance student learning. (II.A.1.c)
- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. (II.A.2.a)
- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education, and degrees. (II.A.2.b)

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GAVILAN COLLEGE
PRESIDENT'S OFFICE

Dr. Steven Kinsella
Gavilan College
July 3, 2013

- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies. (I.B.4)
- Engagement in the assessment of general education student learning outcomes. (II.A.3)

The College should incorporate changes in the student learning outcomes assessment as part of the institutional student learning outcomes cycle that currently includes an integrated planning process, and be expanded so that assessment data is used as a component of program planning processes already in place. As a major part of this strategy, a continuous, broad-based evaluative and improvement cycle must be prominent. All services, including instructional, student services, fiscal, technological, physical, and human resources, should be considered and integrated.

Recommendation 2

In order to ensure the quality of its distance education program and to meet Accreditation Standards, the team recommends that the College conduct research and analysis to ensure learning support services for distance education are of comparable quality to those intended for students who attend the physical campus. (II.A.1.b, II.A.2.d, II.A.6, II.B.1, II.B.3.a)

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Gavilan College must correct the deficiencies noted in the recommendations above no later than March 15, 2015, or the Commission will be required to take adverse action.

The External Evaluation Report provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings. The recommendations contained in the External Evaluation Team Report represent the best advice of the peer evaluation team at the time of the visit, but may not describe all that is necessary to come into compliance.

Institutions are expected to take all actions necessary to comply with Eligibility Requirements, Accreditation Standards, and Commission policies. The Commission wishes to remind you that while an institution may concur or disagree with any part of the Report, the College is expected to use the External Evaluation Report to improve educational programs and services and to resolve issues identified by the Commission.

The College conducted an educational quality and institutional effectiveness review as part of its self evaluation. The Commission suggests that the plans for improvement of the institution included in its Self Evaluation Report be used to support the continuing improvement of Gavilan College.

Dr. Steven Kinsella
Gavilan College
July 3, 2013

A **final copy** of the External Evaluation Report is enclosed. Additional copies may now be duplicated. The Commission requires that the College give the Institutional Self Evaluation Report, the External Evaluation Team Report, and this letter appropriate dissemination to

College staff and to those who were signatories of the College Self Evaluation Report. This group should include the campus leadership and the Board of Trustees.

The Commission also requires that the College's Institutional Self Evaluation Report, the External Evaluation Team Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the External Evaluation Team Report, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and educational quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Kathleen Rose, Accreditation Liaison Officer
President, Board of Trustees, Gavilan Community College District
Dr. Francisco Rodriguez, Superintendent/President, MiraCosta College, Team Chair

Enclosure

¹Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).

Evaluation Report

**Gavilan College
5055 Santa Teresa Boulevard
Gilroy, CA 95020**

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Gavilan College from March 4–7, 2013

Francisco C. Rodriguez, Ph.D.
Chair

Gavilan College
External Evaluation Visit Team Members
Monday, March 4, to Thursday, March 7, 2013

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Gavilan College
External Evaluation Visit Team Members
Monday, March 4, to Thursday, March 7, 2013
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Summary of the Evaluation Report

Institution: Gavilan College

Dates of Visit: March 4 to March 7, 2013

Team Chair: Dr. Francisco C. Rodriguez
Superintendent/President, MiraCosta Community College District

A ten-member accreditation team visited Gavilan College from March 4–7, 2013, to assess the degree to which the College meets Accrediting Commission for Community and Junior College (ACCJC) Institutional Standards. The collective goal of the team was to assess the quality of the institution through the focused lens of meeting the standards, to recognize and affirm areas of the College where outstanding educational practice is taking place, and to provide recommendations for institutional improvement.

In preparation for the visit, team members attended an all-day training session on February 4, 2013, conducted by the ACCJC, and studied Commission materials prepared for visiting teams. Team members read the 2013 Gavilan College Institutional Self Study Report, the 2007 Follow-Up Report and Visit, the 2010 Midterm Report, and reviewed and studied a multitude of materials via the website and College portal.

In general, the Institutional Self Study Report was thorough, well organized, and the required topics were addressed through narrative responses. An historical overview of the College was presented and the new College mission statement was included. The process for institutional review of the mission statement was clear. Student demographics and student achievement data were included and reviewed. A thorough discussion of educational programs and delivery modalities was presented, along with appropriate supporting documentation. The team reviewed distance education program courses. Together, they yielded a clear picture of college academic courses and academic support services.

Based on interviews with Gavilan College Board members, administrators, faculty members, staff members, and students, and after extensive analysis of the Institutional Self Study and supporting documentation, the team believes that Gavilan College is a quality institution. There are, however, some areas that the team will comment on for continuous improvement.

During this visit, the team participated in sixty-three (63) interviews with faculty, staff, and Board members, and twenty-five (25) interviews with students. Several brief classroom observations and visits to campus shared-governance meetings also took place. The team also attended two open-forum meetings to allow comments from faculty, staff, students, and the community, both well attended, and two off-site visits.

Gavilan College is fiscally stable in a time of considerable statewide community college funding uncertainty. Measure E bond funds have been put to good use and appropriate citizen oversight is in place.

The team also used the power of observation to get a sense of the campus climate and the culture that is uniquely Gavilan College. To the credit of the institution, there is a palpable sense of institutional pride, and there appears to be a pervasive determination to look to the future and to continually improve programs, services, and facilities to serve students and the District's service area. The team hopes that its efforts will affirm the areas in which the College excels and that the team's observations and recommendations lead to the continued success of Gavilan College.

The team is grateful to the Board, administration, faculty, staff, and students of Gavilan College for the cooperation, professional courtesy, and support extended to the team in the conduct of this visit. The College's coordination of the team visit was simply outstanding.

Major Findings, Commendations, and Recommendations from the 2013 Visiting Evaluation Team

As a result of the March 2013 visit, the team made five (5) commendations and two (2) specific recommendations, both related to Standard II.

STANDARD I: Institutional Mission and Effectiveness

Commendation

1. The College is commended for the collaboration between the math and English faculty, the institutional research office, and others in the creation and use of cohort-tracking systems that identify gaps in success and improve student learning.

STANDARD II: Student Learning Programs and Services

Commendation

2. The College is commended for its commitment to student support and to addressing emerging student needs. In particular, the level of efficiency and willingness to face the fiscal and staffing challenges, while delivering meaningful services to students, is noteworthy. Evidence for this commendation includes the recent adoption of a college hour, a mandatory student-orientation course, the efficacy of the RAMbassador Program, the establishment of the Welcome Center, support services for student veterans, and commitment to student leadership development.

Recommendation 1

In order to meet Standards, the team recommends that the College develop and substantially implement an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts and resource allocations. (II.A.1.c, II.A.2.a, II.A.2.b, II.B.4, II.C.2.) Specifically, that strategy should include:

- A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous, and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices to promote and enhance student learning. (II.A.1.c)
- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. (II.A.2.a)
- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education, and degrees. (II.A.2.b)
- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies. (I.B.4)
- Engagement in the assessment of general-education student learning outcomes. (II.A.3)

The College should incorporate changes in the student learning outcomes assessment part of the institutional student learning outcomes cycle that currently includes an integrated planning process, and be expanded so that assessment data is used as a component of program planning processes already in place. As a major part of this strategy, a continuous, broad-based evaluative and improvement cycle must be prominent. All services, including instructional, student services, fiscal, technological, physical, and human resources should be considered and integrated.

Recommendation 2

In order to ensure the quality of its distance education program and to meet Accreditation Standards, the team recommends that the College conduct research and analysis to ensure learning support services for distance education are of comparable quality to those intended for students who attend the physical campus. (II.A.1.b, II.A.2.d, II.A.6, II.B.1, II.B.3.a)

STANDARD III: Resources

Commendation

3. The College is to be commended for taking strong steps toward financial stability by ensuring that its liability for current retirees is fully funded and continues to contribute 1.5 percent of current salaries to its irrevocable trust for the cost of future retirees.

STANDARD IV: Leadership and Governance

Commendations

4. The College is to be commended for a collegial and collaborative college culture that is inclusive and values the perspectives of all constituencies. Of note is the new Learning Council that promotes institution-wide dialogue, innovation, and problem solving for the campus.
5. The College is to be commended for its dedicated, enthusiastic, and highly effective Board of Trustees, who are actively informed, engaged, and involved in institutional policies and District-wide leadership.

Accreditation Evaluation Report

Gavilan College

March 4–7, 2013

Introduction

Gavilan College was originally established in 1919 as San Benito County Junior College. 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. Successful passage of a local bond in 1966 provided the needed funds to construct the present campus at Santa Teresa Boulevard in Gilroy.

The Gavilan Joint Community College District serves residents of the Gilroy Unified, Morgan Hill Unified, Aromas-San Juan Unified, and San Benito high school districts. The District is comprised of 2,700 square miles, encompassing southern Santa Clara and most of San Benito County. In the spring of 1997, instructional sites were added in Hollister and Morgan Hill to augment offerings at the Gilroy campus. With the passage of the Measure E facilities bond in 2004, Gavilan College upgraded the existing campus and is preparing for students of the future with permanent locations in Coyote Valley and San Benito County. The two sites are integral to providing access and education to students from all parts of the District.

The District's mission statement reads:

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.

Gavilan College is part of the California public community college system of 112 campuses in 72 districts across the state, and offers a wide range of services, including programs of community education, study in the liberal arts and sciences, and study in the pre-professional, business, vocational, and technical fields. To support student success, the College offers services that strengthen and augment the learning environment. Courses and programs of study are offered days, evenings, weekends, and online. All offerings are designed to assist students in meeting their educational and life goals.

Gavilan College is committed to educational excellence. The College aspires to be an exemplary, student-centered community college through leadership, planning, and a commitment to ongoing improvement. Its services and programs are designed to instill the values of critical thinking, lifelong learning, cultural understanding, and community service. Gavilan's quality of service to students is closely bound to the quality of the College staff.

Gavilan College strives to accomplish its mission with creativity and innovation and with a proactive, accessible, and sensitive presence in the diverse communities it serves. The College is dedicated to fulfill its mission with compassion, caring, and understanding and holds in high regard the respect and worth of all individuals.

Evaluation of Institutional Responses to Previous Recommendations

Recommendation 1 (2007): Planning Evaluation and Program Review

In order for the College to ensure an ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation, and re-evaluation, the team recommended the following evaluation and improvement steps:

- The college formally structure and document all aspects of the planning process by which budget requests connect to program reviews and their accompanying unit plans and ensure the consistent application of the planning procedures throughout the college.
- The college regularly evaluates and documents the college's progress on the achievement of goals outlined in the strategic plan and individual unit plans and use the results of this evaluation to improve student learning and institutional effectiveness.
- The college will develop mechanisms to regularly evaluate all of the college's planning and resource allocation processes.

The College was required by the Commission to report on Recommendation 1 in a follow-up report by October 2007, which it did. The October 2007 follow-up team reported that through both documentation and interviews, it appeared that Gavilan had fully addressed this recommendation.

The College has continued making progress on this issue, further strengthening its program review process and the links between program review and planning, budgeting, and resource allocation. Further, the College has established a regular pattern of evaluating processes and procedures and making changes for improvement.

The links between program review and budgeting have been substantially strengthened, with budget and staffing requests going through several iterations of a ranking process, one of which includes a specific rubric that addresses the degree to which requests are linked with mission, strategic goals, and other metrics.

Goals in the Strategic Plan are tracked in an annual "budget guidelines" report. This report is updated as new goals are developed and old ones are completed or revised. Goals in program plans (previously called "unit plans") are tracked through a well-developed, web-based system on the College's intranet portal. While program review is on a five-year cycle, program plans are updated annually and the institutional effectiveness committee conducts a thorough review of these documents.

The College is evaluating each of its planning processes on an ongoing basis and has made a number of changes to improve them. The most significant issue in recent years has been how well understood the process is among the larger campus community. The College has engaged in an extensive effort to address this issue through a series of “road shows” and other presentations.

The College has fully addressed this recommendation.

Recommendation 2 (2007): Student Learning Outcomes

The team recommends that the college identify assessment methods and establish dates for completing student learning outcomes for all its courses, programs and services. This process should also include the development of performance measures to assess and improve institutional effectiveness of all programs and services. The college should disseminate the outcomes widely and use these results in the strategic planning and resource allocation process.

The College responded to this recommendation in its midterm report in the spring of 2010. The Commission accepted the report, but also included the “Commission Concern” listed below:

Commission Concern: The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality by fall 2012. The Commission therefore requires that the College demonstrate in its next comprehensive report that the College has met these standards. (Standards I.B.1, II.A.2.e, II.A.2.f, II.B.4 and II.C.2)

The College did not provide a separate response to the Commission Concern from 2010.

The College has established student learning outcomes for all courses; however, it has not established outcomes for all programs. The College has established an SLO web page on their intranet site where information is maintained on the course and program-level assessment information. The College now has an SLO coordinator who also serves as the one-person research office. At this writing, 68 percent of courses had been assessed. Of those that had not been assessed, about 30 percent were work experience, independent study, or courses that had not recently been offered. The College has also assessed all of its noninstructional programs, mostly through the use of surveys. Of instructional programs, 45 percent had been assessed at the time of the self evaluation, though that may have increased somewhat since. It does not appear at this time that the institutional or general education outcomes have been assessed in a systematic way.

The College does widely disseminate its outcomes and assessment results through the campus community. All are available on the intranet site devoted to student learning outcomes. Outcomes are also being used in the College planning and resource allocation process for some programs, particularly in the noninstructional areas. However, student

learning and the improvement of that learning is not yet a major focus of the College's planning process.

Although there are a number of rich and detailed discussions of student learning taking place on campus, the College is not as a whole using assessment data to plan and implement improvements to educational quality.

The team concludes that the College has partially met Recommendation 2 and the Commission Concern.

Recommendation 3 (2007): Part-Time Faculty Evaluation

The team recommends that the College Human Resources Office regularly evaluate part-time faculty and that a schedule and record of completed part-time faculty evaluations be kept.

In the 2007/08 academic year, the College began addressing this recommendation by entering into negotiations with its faculty union regarding the full-time faculty role. While those negotiations were ongoing, the College began conducting part-time evaluations by contracting with outside evaluators to conduct classroom visits.

In 2008, the College imposed a process that combined outside evaluators and dean evaluations to ensure that part-time faculty were evaluated at least once every three years. In spring 2012, the College completed negotiations with full-time faculty, ensuring their involvement in part-time evaluations. The Human Resources Department supports the executive vice president and chief instructional officer in scheduling and keeping track of evaluations according to the timelines in the GCFA contract.

As described in the District's response to Recommendation 3 in the December 2012 Self Study, the District has used the new negotiated policy for comprehensive and regular evaluation of part-time faculty members in spring 2012, fall 2012, and this semester of spring 2013.

The team examined documents and evidence verifying that the College now has both the policy and practice of evaluating its part-time faculty on an ongoing basis.

The College has fully addressed this recommendation.

Eligibility Requirements for Accreditation

1. Authority

The evaluation team confirmed that Gavilan College is authorized to operate as an educational institution and to award degrees and certificates by continuous accreditation through the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, which is listed by the United States Commissioner of Education as a nationally recognized accrediting agency. This affirmation is stated in the current, as well as previous, editions of the Gavilan College catalog.

2. Mission

Gavilan College most recently adopted a revised mission statement on December 11, 2012. The revision resulted from an ongoing review of the College's Strategic Plan and was prompted by the reduction of funding from the California Community Colleges Chancellor's Office for noncredit, lifelong-learning courses and programs. The revised mission statement eliminates a reference to lifelong learning in favor of a broader statement emphasizing personal learning and growth. The new mission has been disseminated throughout campus, in College publications, and on the College website, and plays a central role in guiding the strategic planning efforts of the College.

3. Governing Board

The Governing Board consists of seven members that are representatives of the District's service area. Terms are four years and staggered to ensure continuity. The Board includes a student trustee who serves a one-year term. The team confirmed that the College meets this eligibility requirement.

4. Chief Executive Officer

The president/CEO has served since appointment in January 2003, marking ten years in the role. The president operates with the full-time responsibility to administer Board policies and contribute to community activities that promote the College.

5. Administrative Capacity

The College identifies ten administrative positions that comprise its management team. In addition to the superintendent/president, there exists one executive vice president/chief instructional officer who assumes the duties of primary administrator in the absence of the superintendent/president, a vice president (VP) of student services, three academic division deans, and three associate deans in student services and development and grants management. In 2011, the College created the executive vice president position and eliminated the VP of instructional services position to give a greater span of control to the new position. In December 2012, the vice president of administrative services/chief financial officer retired, creating a vacancy in the chief financial officer position. The College has

decided at the current time to reorganize the administrative structure, eliminating the vacant VP position and dividing the CFO duties among the president and the director of business services.

6. Operational Status

The College enrolls over 5,000 students at the main campus in Gilroy, as well as at sites in Hollister and Morgan Hill. The College plans to establish educational centers in the satellite locations, eventually developing each site into independent, fully accredited colleges as demand for services and funding from the state permit. The recent economic downturn has caused the College and the Board to revise the timeframe for pursuing the buildout of the remote locations into complete campuses.

7. Degrees

The College offers a wide variety of associate degree programs and certificate programs in disciplines and specialties that meet community demand. The College has also submitted substantive-change-proposal applications to ACCJC that introduce new certificates and degrees for drywall/lather apprentice and carpenter apprentice programs, and most recently, added courses toward creating a water/wastewater technology management program.

8. Educational Programs

Gavilan College offers numerous associate degrees, certificate, and transfer programs that are of appropriate length and rigor. The College has identified program and general education learning outcomes that reflect the learning expectations for students who complete these programs.

9. Academic Credit

The College awards credit for coursework completed in accordance with Title 5 provisions and based on the Carnegie Unit, the standard generally accepted in degree-granting institutions of higher education.

10. Student Learning and Achievement

The College provides descriptions of learning objectives for each program it offers. The College has made progress on the assessment of learning outcomes that lead to degrees and certificates, and has established a process of mapping courses to the learning outcomes for general education. At present, the College has not satisfied the Commission's expectation for attaining the level of proficiency on Part III of the ACCJC Rubric for Evaluating Institutional Effectiveness.

11. General Education

The College lists in detail the five subject areas that comprise its breadth requirements for general education, organized around five subject areas. These are combined with requirements in writing and computational skills, providing the students the required depth to promote intellectual inquiry.

12. Academic Freedom

Faculty have the full freedom to teach, research, and pursue knowledge, and students are free to examine and test knowledge appropriate to the academic discipline or major area of study, as confirmed by Board Policy 4030 and Title 5 regulations.

13. Faculty

The College has 74 full-time faculty and 214 part-time faculty, which all meet the minimum qualifications of the respective disciplines. The economic recession and resulting funding cuts have forced the College to alter its faculty-hiring plan to ensure the current faculty fulfills the Educational Master Plan and the Strategic Plan of the College. The recent voter passage of Proposition 30 has led to the resumption of hiring priorities to address faculty needs/vacancies.

14. Student Services

The College provides a variety of services to ensure the students' learning and development within the context of the educational mission. The College has taken steps to address the needs of students enrolled in classes at the satellite locations in Morgan Hill and Hollister in order to ensure their success.

15. Admissions

Admission policies and practices adhere to state law and support the mission of the College.

16. Information and Learning Resources

The College has implemented a Technology Master Plan that allows the College to provide the resources sufficient to meet the needs of its operations and instructional program in fulfillment of its mission.

17. Financial Resources

The majority of the College funding is provided by apportionment from the state. The College has also aggressively pursued additional funding sources through grants. While the great recession has necessitated cuts to operational budgets and the postponement of expenditures, such as the hiring of faculty/staff positions, the College has maintained adequate financial resources to fulfill the College mission.

18. Financial Accountability

The College contracts an outside firm to conduct its annual financial audit, in accordance with the law.

19. Institutional Planning and Evaluation

The College has an Educational Master Plan in place, which was most recently revised in December 2012. The plan drives institutional activity that carries out the mission of the College. The College also has an institutional effectiveness committee that oversees the program review process where units undergo review every three to five years.

20. Public Information

The College catalog is published bi-annually and the information is kept accurate and up to date. Similarly, current information about the College, its programs, activities, and events are made available to the public via the College website.

21. Relations with the Accrediting Commission

The College has maintained ongoing relations with the Commission pursuant to adhering to all eligibility requirements, Accreditation Standards, and Commission policies. The history of communication with the Commission reflects the College's commitment to maintaining effective relations and fulfilling the responsibility of maintaining Accreditation Standards.

Standard I Institutional Mission and Effectiveness

Standard I.A. Mission

General Observations

The College recently adopted a revised mission statement that includes a mission, principles of community, philosophy, purpose, and a set of educational values and goals, along with a brief history of the College that shows a clear understanding of the students served and the institution's educational purpose.

Findings and Evidence

The College has a mission statement that is promulgated throughout the campus, drives planning, and demonstrates commitment to educational excellence. The mission is further clarified by the visionary educational values and goals.

The College has reviewed its mission at least twice since the previous comprehensive visit. The College most recently revised its mission statement in December 2012 after a College-wide discussion that involved a broad and diverse set of constituency groups, including College governance committees and students. The statement was approved and published by the Board at its December 2012 meeting. (I.B.2) There have been a number of discussions on campus about the mission since the previous team visit in 2007 and a broad dialogue leading to the most recent revision. (I.B.3)

The strategic planning committee has the responsibility for ongoing mission review. It is not entirely clear how formal the process is for review of the mission, but that committee is planning to take the issue up at least once per year as part of its annual planning processes.

One problem encountered by the team was that the College did not include a response in its self evaluation for Standard I.A.4. This appears to have been simply an oversight or perhaps an editing error during the self-evaluation process. Upon being notified of this error during the visit, the College provided the team with their response, which they indicate had been part of earlier drafts, but was left out of the final published version of the self evaluation. The College also indicated that it would provide a correction to the Commission. That omitted Standard reads:

“The institution's mission is central to institutional planning and decision making.”

Upon conducting interviews, the team found that the mission does appear to be central to the College's ongoing planning and decision-making processes. Despite the relative newness of the current mission, it has already been widely distributed via the College's website, flyers, the schedule of courses, and various planning documents. The catalog will be revised to include the more recent mission statement at its next publication. (I.B.2)

Additionally, the College planning documents make the mission a top priority, linking the College's planning efforts to that mission. As the mission was changed recently, changes were also made in the College's program and course offerings, corresponding closely with the new mission statement.

Conclusions

The College meets Standard I.A.

Standard I.B. Institutional Effectiveness

General Comments

Since the 2007 visit, the College has improved and expanded its planning efforts, particularly in the area of program review and linking those reviews to other planning efforts, and to budgeting and resource allocation. Further, the College has evaluated those processes on multiple occasions since 2007 and made substantive revisions as appropriate. Links between the planning and budgeting processes have been strengthened, and the College has improved its efforts both to conduct research and to disseminate data findings and research results to broader constituencies across the College community. The College is limited only by how well planning matters are communicated and how well they are linked to student learning processes.

Findings and Evidence

The College has engaged in an extensive and integrated planning process. Master planning includes an Educational Master Plan, Facilities Master Plan, and Technology Master Plan. The College also has a Five Year Strategic Plan, which is updated annually. The program review process appears to be well integrated with the rest of the planning processes, particularly the Strategic Plan, and it drives the College's budgeting and resource allocation processes. (I.B.2, I.B.3)

This planning process appears to be broad-based with input from various appropriate constituencies, including all employee groups and students. It involves a substantial dialogue among campus groups and is communicated broadly through several governance structures. The team did note that a recent strategic planning shared governance survey showed a low rate of knowledge of planning and governance processes. However, the College is addressing this through a number of outreach efforts, most notably the use of a shared governance and integrated planning "road show." (I.B.1, I.B.4, I.B.5) This "road-show" presentation has reached a large proportion of the campus population and the effects have been positive. Those working with the program review process report a better understanding of the process, as well as improved connections between the planning processes. However, the team notes that understanding of governance, program review, and planning processes is lower than is optimal. The "road-show" efforts should be continued and expanded to reach as many constituents as possible. (I.B.5)

Integral to the planning structure is a robust program review process that is well integrated with the strategic planning process. Program reviews must link to goals established in the Strategic Plan, and budget decisions are made based on these linkages. Budget decisions are linked to the Strategic Plan through these program review documents. Programs that fully connect program reviews to strategic planning and the student success efforts are given higher priority in the budget process. (I.B.3, I.B.4)

One point of confusion was the length of the program review cycle. Some College documentation, including flowcharts provided to describe the integrated planning model, described the program review timeline as a three-to-five-year cycle. Some at the College also seemed to have this understanding; however, members of the institutional effectiveness committee were clear that the cycle is five years with annual program plans. The website documentation, particularly the review calendar, clearly shows a five-year program review cycle. This underscores the need for additional College-wide communication of the process. (I.B.5)

Goals established in the strategic planning process are evaluated and reported on each year in a “budget guidelines” report. This feeds back into the strategic planning process and goals are either continued, shown to have been completed, or revised as necessary. (I.B.2, I.B.3)

There is some confusion among various members of the College community about the communication regarding budget decisions. Funding decisions are made through a rigorous process that involves the Institutional Effectiveness Committee, Budget Committee, and the President’s Council, the College’s key participatory governance committee. However, once decisions have been made, it is not always clear how they are communicated back to groups that may have made initial budget requests. A key step toward improving communication has been to post budget rankings on the College’s intranet site. Nonetheless, the College should continue to improve efforts to ensure that budget decisions are widely disseminated and understood, including specific individual communication back to those groups that have made budget and/or staffing requests. (I.B.1, I.B.2, I.B.4, I.B.5)

The College has been extraordinarily successful in procuring grant funding in recent years. One concern of the team was how the grant-planning process is integrated into the overall strategic planning process. There was some concern on campus regarding whether grant priorities might supplant or delay staffing and budgeting priorities determined through the official process; however, the College is addressing this issue through the establishment of a goal in the new Educational Master Plan, which directly speaks to the institutionalization of grant projects.

The College is evaluating its planning processes and updating them on a regular basis through its Institutional Effectiveness Committee and an Integrated Planning Committee, among others. Several modifications have been made to program review and planning processes in the past five years as a result of these reviews. There have been problems with lack of timely participation in program review and planning processes, but the College is addressing this by working to make the process clearer and better connected to budgeting. (I.B.6, I.B.7)

The College has a strong institutional research presence, recently upgraded through the introduction of a data warehouse system making access to data more easily available. A number of surveys, reports, and research studies have been conducted that could guide the College's planning processes and improvement in instructional and student services programs. These include things such as student profile and student success reports, climate and other planning surveys, accountability reporting, and others. However, it was not clear from the self evaluation how much these reports were being utilized across the campus. Discussions with College staff indicated that some of these reports are clearly being used, among other evidence, to further improve College decision-making processes. As an example, both English and mathematics faculty have used data from the student success report to make curricular and programmatic changes in their course offerings. Similarly, a climate and connection survey has provided student engagement data that has aided the College in improvement of specific student engagement efforts, which have been shown to be effective in learning improvement. The College needs to continue to improve its efforts at making sure data are widely disseminated and used to improve student learning and program effectiveness. (I.B.7)

While program review and planning are strong processes overall in their focus on mission and connection to strategic goals and resource allocation, there is limited focus on the area of student learning. Outcomes assessment is reported largely separate from the program review process and is not a large focus of the program review or strategic planning cycles. Many discussions regarding student learning are happening throughout the College, but it remains a small part of the College planning and program improvement processes. (I.B.1, I.B.5)

Conclusions

The College meets Standard I.B.

It is engaged in a broad-based, collegial, ongoing dialogue on improving its planning processes and clearly has improved them in multiple steps since the 2007 visit. The College could further improve effectiveness by broadening the constituency groups that are involved with the use of data and College-wide-planning processes. These processes could be strengthened through increased efforts at communication and stronger links to student learning.

Commendation

The College is commended for the collaboration between math and English faculty, the institutional research office, and others in the creation and use of cohort-tracking systems that identify gaps in success and improve student learning.

Standard II Student Learning Programs and Services

Standard II.A Instructional Programs

General Observations

In general, this portion of the self study provides a succinct description of the College's continued efforts to comply with Standard II. Gavilan College has demonstrated a commitment to offering high-quality, instructional learning and student support programs that align with the College's mission, values, and goals.

Data on student demographics, included in the 2012 Self Evaluation Report, reflects the College's efforts to recruit and admit students from diverse socioeconomic backgrounds, consistent with its open-admissions policy. The College catalog, updated biannually, and the class schedule provide accurate, precise, and current information about Gavilan's course offerings, educational programs, support services, and delivery modalities, including information about course offerings and services available at the Hollister and Morgan Hill sites. (II.A.6c, II.A.6a, II.A.3, II.B.2) Gavilan College is committed to identifying student needs through an array of support services that address those needs.

The team found that at Gavilan College articulation and alignment between program planning and resource allocation occurs by ensuring that integrated planning activities demonstrate how each program unit connects to and furthers the mission of the College. Through the program review process, instructional and student support service programs are required to demonstrate alignment with the College mission, and requests for resource allocations are required to link to student learning outcomes and the College Strategic Plan. (II.A.2f) For example, a rubric was developed in fall 2012 that includes an emphasis on SLO and PLO assessment and program review outcomes. (II.A.2f)

Findings and Evidence

Evidence indicates that Gavilan College demonstrates a commitment to offering high-quality instructional programs that align with the College's mission, values, and goals. The College articulates this alignment in the Educational Master Plan and reinforces the mission by ensuring all of its integrated planning activities demonstrate how each program unit connects to and furthers the mission of the College. The team found that during the program review process instructional programs are required to demonstrate alignment with the College mission. Evidence also reveals that resource-allocation requests must include a rationale that links requests to the College Strategic Plan and thus promotes the mission of the College. The Curriculum Committee also ensures that courses and program offerings align with and promote the College mission while maintaining appropriate rigor. (II.A.1) The team found that the College collects data regarding student needs from the macro level (environmental scans regarding the College service area, climate surveys) to the micro level (assessment of incoming students' placement in basic skills and college-level courses), and uses this data for

planning and allocating resources to promote student success. Instructional programs articulate and affirm commitment to meeting student needs through the program review and integrated planning efforts, as well as participating in curriculum development and review. (II.A.1a)

The team found that Gavilan's Educational Master Plan provides for the capacity to develop and support delivery modes to meet student needs, that the quality of courses and programs are maintained through the curriculum process, and that effectiveness of delivery modes are regularly assessed through program review and dialogue. The team found that the College utilizes delivery systems and modes of instruction to meet a variety of student needs and has processes in place to assure the quality of those programs. (II.A.1b) The College uses the curriculum process to identify student learning outcomes for each course and requires that outcomes be listed on all course outlines. The team also found that the College has developed processes through which SLO results drive the modification of course outlines, as well as suggest changes to improve student learning. (II.A.2a)

Since the 2007 Self Evaluation Report and site visit and the 2010 Midterm Report, Gavilan has undertaken campus-wide efforts to develop a framework to identify student learning outcomes for courses, programs, certificates, and degrees, and to assess student achievement of those outcomes and use the assessment results to make improvements. The team found that an assessment expert was hired to guide these efforts and a framework was introduced, which is now utilized across campus; however, the team found that the quality of SLO and PLO assessments varies by departments. (II.A.1.c, II.A.2.a, II.A.2b)

The team found that while the College recognizes that assessment of student learning is expected and required, and compliance with Accreditation Standards is the driving force. While the team found that assessment of student learning has occurred at the course level, evaluation of the evidence revealed the following trends. (II.A.1.a, II.A.1.c, II.A.2.a, b, e, f)

- Student learning outcomes are derived from objectives in course outlines of record.
- Assessment benchmarks are poorly established; 70 percent appears to be a default value.
- There is an over reliance on using end-of-course grades as a primary indicator of student achievement of course outcomes.
- The team observed that there is limited institutional dialogue among faculty to indicate that thoughtful consideration is given to SLO assessment results and that the results are used to make improvements in student learning.
- The team found that instructional deans are not actively engaged in fostering the dialogue about student learning outcomes and the alignment with planning activities.
- The team also found that there is a perception that assessment is an occasional event driven by compliance to external accountability expectations, rather than a continuous, self-reflective, and cyclical effort to ensure student learning and success.

- Alignment of course outcomes to program and institutional outcomes occurs during the curriculum process and is widely seen as a procedural “check-the-box” measure, rather than a means to ensure coherence with overall program goals.
- There is limited understanding among many faculty and staff about how assessment of student learning drives College-improvement efforts, and how learning outcomes provide a mechanism to ensure learning drives planning, resource allocation, and budget priorities vis-a-vis the program review process.

After a thorough review of the evidence, interviews with College faculty, staff, and administrators, the team determined that the College does not satisfy the criteria for proficiency as described in the ACCJC Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes. (ER10) Moreover, the team found that the Action Plan for Standard II.A.1.c, identified by the College, does not provide a clear description of actions necessary to bring the College to the expected level of proficiency, nor bring the College to Sustainable Continuous Quality Improvement by 2014. (II.A.1.a, c, II A.2 a, b, e, f)

However, the team did find that the College demonstrates the capacity to engage in self-reflective dialogue toward institutional improvement through the work of the College’s recently established Learning Council. The team finds that results stemming from the Council’s campus-wide efforts are impressive. The team suggests that the College explore ways to capture this collaborative energy and productive dialogue and infuse the campus-wide assessment process with this commitment to excellence. (II.A.1, II.A.2.a, b) The team further suggests the cultivation of leadership among the ranks of faculty to guide and support the efforts to improve student learning through the ongoing assessment of outcomes and collaborative dialogue. (II.A.1c, ER10)

The team observed that the course evaluation process could contribute to improvement in student learning, as well as strengthen program, general education, and institutional outcomes. The team found that course outlines include SLOs, as do course syllabi. (II.A.6) However, while the team found that an infrastructure exists to support the use of assessment results of student learning outcomes, the results are not used widely or consistently. (II.A.1a, II.A.1c, II.A.2a) While the team finds that the College partially meets this Standard, evidence also suggests that faculty need to develop a more consistent approach to assessing learning outcomes and engage in frequent reflective dialogue about the results to facilitate improvement of student learning. (II.A.2.a, b, f)

The team found that faculty is involved in developing and maintaining high-quality instructional programs that meet rigorous academic standards. (II.A.2c) Additionally, faculty are involved in the identification of learning outcomes at the course and program levels, and these outcomes are included in course documents, such as course outlines and syllabi. The mechanisms for assessing outcomes at all levels are in place, and results have been collected and documented. The team found that faculty understands assessment should occur on a regular basis; however, as mentioned previously, efforts to use the results are inconsistent and there is an absence of frequent, reflective dialogue about assessment results in many areas of campus. (II.A.2.a, b, and e) The team observed, during interviews with College

faculty, staff, and administrators, a limited understanding of the importance of continuous assessment that takes into account the need for re-assessing to determine the efficacy of changes driven by the use of previous assessment results. (II.A.1.c) The team found that existing documents appear to reinforce a perception that completing the planning process, including SLO and PLO assessments on a three-to-five-year cycle, is sufficient to comply with Accreditation Standards, rather than a belief in the use of assessment for continuous improvement of student learning. (II.A.1.c, II.A.2.b)

The team found that the Institutional Effectiveness Committee (IEC) provides an evaluation of courses and programs for relevance, appropriateness, SLOs, currency, and current/future needs. This work is also supported by the curriculum committee and the Office of Institutional Research and informs the budget/resource allocation model. (II.A.2.e) The College has developed a systemic, integrated planning process in which all programs participate annually. This is a shared governance process that enables the College to carry out and assess institutional priorities that have been articulated in the Educational Master Plan and related plans. The team also found that all units participate in the planning process, and that recent efforts to implement the new planning model, such as the “road show”, have been effective in promoting understanding of the integrated planning process. (II.A.2.f)

The team found evidence that the College reports departmental/program examinations in some departments, such as English and career/technical programs. These programs have been validated either internally or through professional boards, such as in the case of nursing, aviation, and cosmetology. (II.A.2.g) The team also found that the College awards credits for courses based on the Carnegie Unit and the satisfactory completion of the outcomes for each course. (II.A.2.h) Finally, the team found evidence that the College states program learning outcomes (PLOs) for every degree and certificate it offers. These outcomes are found in the College’s catalog for each program, and outcomes are linked to all required courses for each particular degree/certificate. (II.A.2.i)

Conclusions

While Gavilan College has integrated planning structures in place to conduct program review and assess student learning outcomes at the course, degree, certificate, and program level, assessment of the outcomes is not being used in decisions to improve student learning. Campus-wide engagement that includes the active participation of faculty, staff, and students is not evident; again, despite the structures in place to foster this engagement. The College must use the collective energy of the Learning Council to refine and implement current initiatives to integrate SLO and PLO assessment results into all planning activities in order to bring the College to the expected level of continuous quality improvement by 2014. Clarifying the use of assessment results to make improvements in all learning programs and support services will assure the quality of all instructional courses and programs offered in the name of the College, no matter the mode of delivery or location.

The College partially meets Standard II.A.

Recommendation 1

In order to meet Standards, the team recommends that the College develop and substantially implement an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts, and resource allocations. (II.A.1.c, II.A.2.a, II.A.2.b, II.B.4, II.C.2.) Specifically, that strategy should include:

- A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous, and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices to promote and enhance student learning. (II.A.1.c)
- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. (II.A.2.a)
- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education, and degrees. (II.A.2.b)
- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies. (I.B.4)
- Engagement in the assessment of general education student learning outcomes. (II.A.3)

The College should incorporate changes in the student learning outcomes assessment part of the institutional student learning outcomes cycle that currently includes an integrated planning process, and be expanded so that assessment data is used as a component of program planning processes already in place. As a major part of this strategy, a continuous, broad-based evaluative and improvement cycle must be prominent. All services, including instructional, student services, fiscal, technological, physical, and human resources, should be considered and integrated.

Recommendation 2

In order to ensure the quality of its distance education program and to fully meet Standards, the team recommends that the College conduct research and analysis to ensure learning support services for distance education are of comparable quality to those intended for students who attend the physical campus. (II.A.1.b, II.A.2.d, II.A.6, II.B.1, II.B.3.a)

Standard II.B Student Support Services

General Observations

Gavilan provides a full range of student services at its main site in Gilroy. Despite severe understaffing in some departments, it is clear that student services faculty and staff remain committed to providing quality services to students, and they contribute to the overall College through participation on shared governance committees. (II.A.2, II.B.1) Nevertheless, student access to quality services may be compromised at the Hollister and Morgan Hill locations because of insufficient staffing. (II.A.2, II.B.1)

In a college with many strong departments, the Gavilan College Disability Resource Center (DRC) stands out as a particularly exemplary program. The DRC currently serves over 800 students and offers a range of courses and works closely with academic disciplines to ensure curriculum is aligned with its mainstream counterparts. (IIB.3, IIB.4) The College has a vibrant Adaptive Physical Education Program with a dedicated facility.

Findings and Evidence

The team observed that Gavilan College provides a comprehensive range of student support services. Although many services are stretched, the quality of and access to student services remains high on the Gilroy campus. The team found that in the area of student support services, the College has been highly effective in leveraging community resources and proactive in seeking grant funding to support student needs during challenging economic times. (II.B.1) As a result, most full-time counselors assist in supporting special programs, such as TRIO and Puente. The team also observed that Student Services faculty and staff are innovative in the use of institutional resources to meet student needs. (II.B.1) Programs such as the Welcome Center, which uses trained students to assist peers in matriculation, and the RAMbassadors Program, which trains students to serve as College guides, are examples of stretching resources to meet student needs. (II.B.1)

While the team found that quality and access to student support services on the Gilroy campus is adequate, services at the Hollister and Morgan Hill locations are limited. There is no on-site access to financial aid technical support or disabled student services. (II.B.3.a) Tutorial services consist of one tutor available on each campus for three hours per week. Counseling and a library technician are available one day a week. No health services are available at either off-campus site. (II.B.3.a) Many student support service departments respond to student inquiries via email. Counseling assigns a counselor to respond to email each week. The Counseling and Financial Aid departments have a 48-hour response time for student email. (II.B.3.a)

The team found evidence of ongoing dialogue among Student Support Services faculty, staff, and students, as well as their efforts to strengthen their collaboration with instructional faculty to discuss and plan program improvement. (I.B.1) The Student Support Services Division meets every two weeks and begins each year with an update from the Office of Institutional Research. Counseling meets for one hour every Friday for a professional-

development presentation and an academic or vocational department participates in counseling meetings monthly. (I.B.1) The team also found that Student Support Services faculty and staff attend professional conferences and workshops. Student Support Services utilizes technology effectively to enhance student access. The assessment instruments the College uses for student placement in basic skills classes have been validated recently, and the College is poised to adopt the use of ACCUPLACER for assessment and CCCApply for admitting students to the College. (II.B.3.e) The College currently uses Banner as the data-management system, and Ellucian Degree Works for student educational planning. (II.B.1) The team found that counselors are available to address student needs and these services are evaluated through program review. These same services, although limited, are available to students enrolled in distance-education courses, as well as through email and by telephone. (II.B.3.c) Activities that promote diversity, including the maintenance of six units of cultural studies for the associate in arts degree, are delineated in the College's Self Evaluation Report and reported by staff. (II.B.3.d) Services may be more limited than in prior years, but are still minimally available. Interviews with staff at the two sites indicate that no complaints have been received from students attending classes at the two off site locations. Online services are not evaluated. (II.B.3.a)

While the team found that program reviews of student support services programs are conducted every five years, evidence that results of program learning outcomes assessments are used to improve student participation in services varies from program to program. Student success data is not routinely used to improve programs. The team learned during interviews that although the research may have been completed, there is not widespread dialogue and understanding about its applicability. (II.B.4)

The team found that as of summer 2012, 94 percent of Student Support Services departments had identified and assessed student learning outcomes. (II.B.4) However, the team also found that despite access to institutional research data, Student Support Services departments rely heavily on data from student surveys. The team found evidence of some linkages between data collection and planning. For example, the proposal to pursue the California Community College Student Mental Health Program grant was based on data derived from participation in a national health study. However, the team also found that there is little to no analysis of student achievement data collected by the Institutional Research Department in determining student needs. The use of basic demographic data to develop services or promote diversity is also not apparent. Based on data from the College's shared governance survey, the team found that there is a need to improve faculty and staff understanding of and engagement with the institutional planning and resource allocation process. (II.B.1) With this in mind, the team suggests that the College use quantitative and qualitative methods during the assessment of student learning outcomes to determine student success.

During interviews, the team found that the vice president of Student Support Services prepares, monitors, and updates the College catalog and schedule of classes. The College maintains records securely in a vault and follows legal standards for the release of student records. (II.B.3.f) The College produces a biannual catalog for students that contains precise, accurate, and current general information about the College. The catalog describes requirements for admission, student fees, and degrees, certificates, and transfer. (II.B.2.a,

II.B.2.b) Major policies affecting students are clearly presented and the information directing the public to original document sources are cited when appropriate. Updates to the College catalog are posted on the College website, and there is a notation in the catalog directing prospective students to the appropriate place to obtain additional information. (II.B.2.a,b,c,d) The team found that the College maintains records of student complaints and grievances in the office of the vice president of Student Services. (II.B.2.c)

The team found that the College uses research findings to determine student needs in the area of support services. The Office of Institutional Research provides substantial data on matters such as student demographics, enrollment patterns, and measures of success. (II.B.3) All Student Support Services departments gather and assess data as a component of the SLO assessment process. The team identified clear alignment between program planning and use of data in two cases, the Mental Health Initiative and Early Alert. However, in the case of other initiatives, while the projects seem appropriate, the connections between data and decisions are less apparent. (II.B.3) The College encourages civic and personal awareness through campus activities that focus on issues such as student health and wellness and ethnicity and gender (II.B.3.b). Student Support Services departments are evaluated through the College program review process. As with instructional program review, support services program reviews are conducted every five years and updates are conducted annually. Evaluation of student support services is primarily done through student surveys (II.B.4).

While the team observed that Gavilan College offers an array of student support services, interviewees reported and evidence suggests that budget cuts have severely curtailed the availability of services. Nevertheless, the team found that staff and faculty are committed to doing the best that can be done for the students and the services are of high quality. Faculty and staff attempt to maximize the use of online resources in admissions, financial aid, and counseling. However, the team found that assessment of the quality and use of the results in improving student support services is uneven, and there is limited engagement in the assessment process campus wide. While the Student Support Services programs are actively engaged in the program review process, engagement in the resource allocation process is not widespread. The team found that most Student Support Services faculty and staff believe they must offer their programs with the categorical funds provided by the state, many of which were cut 40 percent four years ago, and they do not request additional resources, as needed. Because of this mindset, programs have suffered from a reduction in services greater than that of the College as a whole.

The team also found that support services for students enrolled in distance education classes are not evaluated for comparability to face-to-face course/program student support services. The team suggests that in order to improve effectiveness in the delivery of student support services and to ensure quality and equity of student access to support services in the distance education delivery mode, the Student Support Services Department should evaluate current procedures for providing systematic and reliable access to services for students engaged in distance education learning. (II.B.1, II.B.3.a)

The College determines the support services needs of its students primarily through student surveys that are then used in program reviews. Extensive research on student success and

student learning needs is provided by the College researcher, but the decision-making process critical to data-based decision making is not apparent. During interviews with Student Support Services administrators, the team learned that response to grant proposals and implementing initiatives were major activities at the College. Several programs have been funded and implemented through awards from grants. However, it was not evident to the team what needs were identified during the program review process and prior to the submittal of grant proposals. (II.B.3)

The team also found that the College has hired a part-time student activities director to assist the many student clubs and active student government in an effort to contribute to the personal growth of students. The team found that the College encourages the personal growth of its students; however, use of program review data indicating the needs of students in this area was not apparent. (II.B.3.b)

Conclusions

In order to improve effectiveness, the team encourages the College to expand student access to the full array of student support services with specific attention to improving student access to health services and support services at the off-site locations. Although the team found that Gavilan College evaluates student support services, the results of these evaluations should be used as the basis for improvement.

The College partially meets Standard II.B.

Recommendation 2

In order to ensure the quality of its distance education program and to fully meet Standards, the team recommends that the College conduct research and analysis to ensure that learning support services for distance education are of comparable quality to those intended for students who attend the physical campus. (II.A.1.b, II.A.2.d, II.A.6, II.B.1, II.B.3.a)

Commendation

The College is commended for its commitment to student support and to addressing emerging student needs. In particular, the level of efficiency and willingness to face the fiscal and staffing challenges while delivering meaningful services to students is noteworthy. Evidence for this commendation includes the recent adoption of a college hour, a mandatory student orientation course, the efficacy of the RAMbassador Program, the establishment of the Welcome Center, support services for student veterans, and commitment to student leadership development.

Standard II.C Library and Learning Support Services

General Observations

The team found that the College engages in the evaluation of Learning Support and Student Services programs as part of the program review process, which is on a five-year cycle. (II.A.2.f, II.B.4) Evaluation of the learning support and student services programs also occurs as part of program review annual planning, which also includes assessment processes that measure program learning outcomes. (II.C.2) The team found that dialogue occurs among faculty and staff within the learning support programs. Discussions focus on the submission of plans developed for institutional effectiveness processes. The team also found evidence of dialogue about distance education initiatives, tutoring, and technology needs between some units. (II.C.2) In addition, the team found that several learning support staff is active on institutional effectiveness committees, distance education committees, College-wide planning groups, and the Learning Council. (II.C.1.a) In general, students who attend Gavilan College benefit from services provided by a staff that is experienced, dedicated to student success, and highly resourceful. (II.B.3.a, b, II.C.1) The campus climate is very positive and the team observed a culture in which students feel genuinely cared for and faculty and staff feel proud of the work they do.

Findings and Evidence

The team found that two full-time librarians, four part-time librarians, and two library technicians staff the library. The library has a collection of 97,000 items that includes e-books and databases with 2,500 periodical titles, including full-text subscriptions. The collection is evaluated for quality and depth with collection analyses that involve circulation, reference, and student assignment records. Student achievement is measured in surveys and student usage data. The team found evidence to suggest that a 40-percent increase occurred in the use of database searches during 2011/12. The survey results also indicate that students used the lab primarily for coursework and that their computer skills had improved. The library's current program review documents include four objectives that are supported by SLOs, including the need for laptops for student checkout, more library support staff, funding for electronic databases, and support to provide additional services to assist students with improving their skills in information competency. The PLOs for the library are listed on the College's Student Learning Outcomes web page and the outcomes are measured using a survey, pre- and post-tests of library instruction courses, and usage data. (II.C.1a, II.C.2)

The library has several methods of providing instruction, which include online courses, face-to-face instruction and orientation, online tutorials, reference desk assistance, chat, electronic mail, and telephone. The library also has online credit courses such as LIB3/CSIS3 Research Skills, Lib 140/AH140 Online Health Research, and Lib 6/CSIS6/DM6 Web Page Authoring I. There are also noncredit courses that cover topic development, plagiarism, and information competency for nursing assistants, life cycle, and nutrition. Faculty and library staff has collaborated to create library research guides for specific courses. The library staff is active on the Distance Education Committee to ensure information competency is part of the

Distance Education Master Plan and to ensure that the information resource tools are included in the curriculum and on the online course sites. (II.C.1.b, II.C.1.c)

The team observed that the library is committed to “anytime-anywhere” student support. Access is provided to students via the library website and through face-to-face services at all sites, including Hollister and Morgan Hill. Of note is the effort of the librarian at the Hollister site to begin a lending library for students at this site. The library hours at the Gilroy campus are from 8 a.m. to 8 p.m. Monday through Thursday and Fridays from 8 a.m. to 3 p.m. The team found that library hours at the Morgan Hill and Hollister sites are limited to four hours per week. However, students at the offsite locations have access to chat reference and e-mail reference. Distance education students have access to a free online course, Online Learning at Gavilan College. (II.C.1a, b, c)

Although the library website provides access to the online collection 24 hours per day, seven days per week, there is still a lack of print resources and limited reference services for the Hollister and Morgan Hill sites. (II.C.1.a, b, c) Nevertheless, the team found that through the library’s website students at these sites can access books, magazines, newspapers, and other research materials. Librarians maintain subject guides online and handouts that provide instruction on the use of online materials. (II.C.1.c) The team found that learning support services for distance education are uneven and sometimes nonexistent. The library provides online distance education orientation courses and research courses, e-books, and online databases to support students; however, most tutoring and writing center services are not available remotely. The DRC is available via email or phone, and the Distance Education Center supports technical issues surrounding delivery. Student Support Services provides financial aid and access via phone, and counseling services are available via electronic mail. (III.C.1)

The library is situated in a building with a shared foyer that provides access to other services. The team observed that this situation might pose a problem for security of equipment and books when the library is closed. In addition, other computer labs lack standard practices for securing the labs while not in use. (II.C.1d)

The library participates in a number of consortia to provide online catalogs, journals, and newspapers to support student programs. The Teaching and Learning Center has a memorandum of understanding (MOU) with EduStream, a service that hosts videos, audio recordings, and PowerPoint slides of lectures and makes them available online for classroom support. A successful MOU has existed for five years between the Gilroy Unified School District Adult Education Program and the Gavilan College noncredit program to provide classes to prepare adults for college and the workforce. (II.C.1e)

The team found that the College has several learning support labs to support particular programs, such as the Math Lab, the Business Skills Center Lab, the English as Second Language Lab, the Adult Education Computer Lab, the Health Occupations Lab, and the Digital Media Lab. The number of computer workstations in these labs ranges from 17 to 36. Some of these labs also function as smart classrooms, some have faculty workstations, and all have printing capability and specialized software used by the disciplines. The Adult

Education Computer Lab is located off-campus at South Valley Junior High School, where the Adult Education Program and Gavilan College's Noncredit Program share it. (II.C.1.a, C.2)

Five smaller labs support student services and instructional programs, including the Disability Resource Center Learning Skills Lab, the Extended Opportunity Programs and Services and CalWORKs Lab, the TRIO Lounge, the MESA program, and the Gavilan College Television studio. Typically, these labs have less than seven workstations. The team learned through interviews with library staff that student focus groups were conducted to gain students' insights about campus technology. Some findings indicated the need for more training and more hours. Student surveys were used to determine the needs in the Computer Center. Findings from this survey indicated the need for evening hours. The District Technology Committee also used surveys for the 2012/13 annual review and for the Technology Master Plan. Many other programs and committees on campus charged with planning and program review also use student surveys as the primary method of needs assessment. (II.C.1.a, II.C.2)

The Student Success Center is open Monday through Friday from 8 a.m. to 5 p.m. The Writing Center is generally open from 8 a.m. to 5 p.m. However, the Center provides further access online and by telephone and the website provides resources for students to use, including a weblog for discussions. The Tutoring Center is open for 20 hours per week (10 a.m. to 3 p.m. and closed on Fridays). The team learned during interviews that hours have been reduced due to budget cuts. The Morgan Hill and Hollister centers each have three hours of tutoring per week from 3 p.m. to 6 p.m. (II.C.1.c)

The team found that computer lab access is available at The Computer Place, which is open during the week from 8 a.m. and closes at 4:45 p.m., except for Fridays when it closes at 2:45 p.m. Most of the computer labs are open primarily on weekdays from 8:30 a.m. to 4 p.m. The Business Skills Lab, EOPS/CalWORKS, and the Math Lab offer some evening and weekend hours. The ESL lab closes earlier to accommodate class use. The Computer Technology Center, located at South Valley Junior High, provides access from 8:30 a.m. to 12 p.m. and again from 5 to 9 p.m. on most weekdays. The team found this is adequate to meet the needs of both the Adult Education and the noncredit programs. The Health Occupations Lab is open during the mornings and on Wednesday afternoon. The Teaching and Learning Center (TLC) is open for faculty use during the library's hours. Unfortunately, faculty teaching at the Morgan Hill and Hollister site does not have access to the TLC services, but there is some email support. The Morgan Hill site has open lab hours from 4 p.m. to 7 p.m. on Sunday evenings. At the Hollister site, drop-in hours are available every day from 8 a.m. to 5 p.m. In general, evening and weekend computer lab support is very limited. (II.C.1c)

The team found that faculty and staff in the library and Learning Support Services Division have some understanding of integrated planning, program review, and the resource allocation process, and they participate in the process. However, discussion of assessment data, other than what are collected using student surveys, is relatively rare. The team did not find widespread use of achievement data to improve program services. A majority of the

departments have conducted surveys and can discuss changes that have or could be implemented as a result of what is learned, but the linking with program learning outcomes is weak. (II.C.2)

Conclusions

Faculty and staff participate in the program review and assessment processes, dialogue occurs both within departments and, to some extent, beyond. Surveys are widely used to measure program learning outcomes and are integrated into the program review process. However, use of PLOs and student achievement data are not yet integrated with decision making. The existing resource allocation process should be used to address longstanding issues of security and maintenance, as mentioned in Standard II.C.1d.

The College partially meets Standard II.C.

Recommendation 1

In order to meet Standards, the team recommends that the College develop and substantially implement an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts and resource allocations. (II.A.1.c, II.A.2.a, II.A.2.b, II.B.4, II.C.2.) Specifically, that strategy should include:

- A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous, and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices that promote and enhance student learning. (II.A.1.c)
- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. (II.A.2.a)
- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. (II.A.2.b)
- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies. (I.B.4)
- Engagement in the assessment of general education student learning outcomes. (II.A.3)

The College should incorporate changes in the student learning outcomes assessment part of the institutional student learning outcomes cycle that currently includes an integrated planning process and be expanded so that assessment data is used as a component of program planning processes already in place. As a major part of this strategy, a continuous, broad-

based evaluative and improvement cycle must be prominent. All services, including instructional, student services, fiscal, technological, physical, and human resources, should be considered and integrated.

Standard III: Resources

A. Human Resources

General Observations

The College employs qualified administrators, faculty, and staff to carry out its mission and goals. Hiring and recruitment processes are set in Board policies. Contractual language prescribes committee representation and assures equal opportunity representation. Positions are Board-approved and announced in higher-education publications, local media, and organizational entities. Qualifications are clearly defined for administrative, management, academic, and classified positions. As of fall 2011, the District employed 25 administrative staff members, 74 full-time faculty members, 214 adjuncts, and 116.4 classified employees. Classifieds resources are being aligned to support services and programs during the fiscal downturn. (III.A)

Gavilan College employs qualified and capable staff, faculty, and administrators through sound equitable recruitment and hiring processes. Board policies and contractual agreements outline processes for evaluation, professional improvement, and grievances. Evaluations are conducted for managers and classified on an annual basis with criteria clearly noted for standards of performance. Tenure processes are clearly defined and orientation opportunities are provided to assure retention. The team found evidence that adjunct faculty are now evaluated on a negotiated systematic and regular cycle. (2007 Recommendation 3 and Standard III.A.1.b)

Campus diversity is celebrated and efforts to reflect community demographics within the faculty and adjunct faculty are actively pursued by Human Resources. The team verified that recruitment demographic data is not tracked at this time. (III.A.4.a)

Findings and Evidence

The District assures the integrity and quality of its programs and services by employing personnel who are qualified. (III.A.1)

The institution maintains evaluation processes for management, faculty, and classified staff, which are negotiated in contracts and stipulated by Board policies. Management and classified evaluations are conducted annually. The institution places a priority on the annual evaluation process with completion rates in excess of 90 percent for management, academic full-time and tenure track, and classified evaluations. (III.A.1.b)

The District has written policies established by the Board that provide codes of conduct applicable to all employees and students. These items are published in Board policies and procedures on the District's website, in the course schedule, in the faculty handbook, and included in hiring packets. Board Policy 2715 is the Code of Ethics/Standards of Practice for the Board, and Board Policy 2710 is the conflict of interest policy for the District. Other Board policies and procedures that encompass professional behavior expectations include:

Principles of Community, Oath of Office, Drug-Free Policy, Gift Acceptance, Computer Use, Political Activity, and Personal Use of Resources. (III.A.1.d)

There are minimal staff members to support current program offerings. Staffing levels are determined through program review, action planning, and available resources. Personnel policies are documented to ensure fairness in employment processes in Board policy and contractual agreements. The District has not had to implement any layoffs, retirement incentives, or any salary cuts during the economic downturn. Reduction in staff has been accomplished through attrition. Therefore, in order to maximize the deployment of classified employees, reassignments have been utilized with the cooperation of the classified union (CSEA). There is concern about the consequences resulting from the “conditional hiring freeze” for the District’s ability to provide services necessary to support the institution’s mission and purposes. (III.A.2)

A review of the personnel entries in the catalog indicates that faculty and administrators have met or exceeded the minimum qualifications for their appointments. (III.A.2)

The District is developing a Resource Allocation Committee with the purpose of reviewing vacant classified and faculty positions and recommending staffing allocations based on the District’s budget. The implementation of the Resource Allocation Committee has been put on hold, as the District is currently under a conditional hiring freeze.

Gavilan College encourages diversity, fairness, and professional enrichment. The director of Human Resources is the equal employment opportunity officer on all permanent hiring committees. At this time, it appears there is no current Equal Employment Opportunity Plan. The self study claims that the District does not meet Standard III.A.4.b in that it “tracks employment equity diversity data and has procedures in place to consider sensitivity to diversity in hiring, but has not formally linked results to the College mission through the review or planning process.” (III.A.4)

At this time, no data is tracked for employment applicant pools. (III.A.4.b)

According to the self study, the most recent data show that the demographic characteristics of the staff and faculty differ from the community that the District serves. Gavilan employee demographics, dated fall 2011, reflect a tenure-track faculty that is 53.0 percent white, 20.00 percent Hispanic, 1.33 percent black, 4.00 percent Asian, and 21.33 percent unknown; 40.00 percent are male and 60.00 percent are female.

Adjunct faculty is 45.65 percent white, 13.04 percent Hispanic, 4.35 percent Asian, 3.48 percent black, 1.30 percent Filipino, 0.43 percent Pacific Islander, and 31.74 percent unknown. Classified staff includes 54.3 percent Hispanic, 31.6 percent white, 2.3 percent black, 1.55 percent Filipino, 1.55 percent Asian, and 7.8 percent unknown; 29.5 percent are male and 7.5 percent are female.

The management consists of 68 percent white, 20 percent Hispanic, 4 percent Filipino, and 8 percent unknown; 48 percent are male and 52 percent are female.

Professional development and staff development opportunities are available and funding is provided. Faculty, staff, and managers are provided various personal and group opportunities for campus and community-based professional development. Classified staff members have opportunities for professional development, including educational incentives, skills training, and participating in professional development days. Professional development activities are evaluated by attendees for quality and improvement. (III.A.5.a, b)

Gavilan offers opportunities for professional growth and development in classified and faculty contracts. Numerous opportunities to grow professionally are offered via training in technology, flex workshops, and sabbaticals for academic employees by contractual agreement. (III.A.5)

Human resource planning is integrated with institutional planning in that the College Strategic Plan identifies the long-term direction and goals of the District. When the goals of the District identify the need for additional human resources, decisions are made based on the actual need of the new program and funding available. If permanent staff is identified for a long-term project, the budget process is used to determine priority. (III.A.6)

Conclusion

The College meets Standard III.A–Human Resources in that it employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. There is concern about the consequences resulting from the conditional hiring freeze for the District’s ability to provide services necessary to support the institution’s mission and purposes. (III.A.2)

Though the District tracks employee equity and diversity data and has procedures in place to consider sensitivity to diversity in hiring, it has not formally linked results to the College mission through review or the planning process. (III.A.4.b)

B. Physical Resources

General Observations

Gavilan College serves San Benito and southern Santa Clara counties. In addition to the main campus in Gilroy, classes are offered off-site in Morgan Hill and Hollister. The College has the long-range goal of opening two additional colleges in these locations and is working to establish educational centers. It is clear that the District is committed to improving facilities and expanding to meet the needs of students throughout the District. A bond measure approved by the voters in 2004 has allowed the District to purchase property for future educational sites in Coyote Valley and Hollister, in addition to modernizing the infrastructure and 11 buildings on the Gilroy campus.

Findings and Evidence

Gavilan College provides programs and services at a variety of locations to meet the needs of students throughout the service area. The College utilizes an integrated planning process to address the needs of the programs offered, which incorporates a program planning process that includes program reviews, annual plans, an Educational Master Plan, Facilities Master Plan, Technology Master Plan, and Strategic Plan in the decision-making process, as plans are reviewed by the Institutional Effectiveness Committee. The plans appear to be operational and have been updated over the years.

The College strives to provide a safe environment for its students and staff at all locations. There are several programs in place to promote safe conditions, such as an injury-illness prevention plan, hazardous materials business plan, and a College emergency operation plan. The District belongs to a joint powers authority to assist the District in managing its property liability, loss control, and Workers' Compensation. There are annual inspections of all its facilities, including off-site locations to identify potential hazardous conditions so they can be rectified before becoming a problem. (III.B.1)

Gavilan College's security department is responsible for campus security at the Gilroy location. Security at Morgan Hill and Hollister is shared by the District and the owners of the sites. In addition to a private security guard in the parking garage at Hollister, the Hollister and Morgan Hill police departments regularly patrol the areas. The facilities are welcoming to students and are at the center of the communities. Crime statistics for all locations are reviewed by the Health, Safety, Facilities, and Grounds committees, and the report is made available to all students and employees. In addition to the Gavilan College Emergency Operations Plan, which was adopted in 2010 to help the College respond to emergencies, the District implemented an emergency alert system that allows the District to communicate with students through email, text messaging, or phone calls. Staff has been trained and annual exercises are conducted to simulate emergencies. A "Student Guide to Emergencies" is posted throughout the campuses, including the Morgan Hill and Hollister sites.

Facility and equipment needs for programs are identified through the planning process. The program reviews are evaluated by the Institutional Effectiveness Committee, and recommendations supported by the committee are prioritized for funding through the program plan process supporting the Five Year Strategic Plan. Measure E funds allowed the District to renovate aging buildings and equipment, but also added to the overall maintenance agenda. (III.B. 1.a, III.B. 2)

Gavilan College is conscious of the need to provide secure and accessible facilities. The College developed an ADA Transition Plan that helped the College address barriers during the modernization of the facilities. Finding adequate space for the Morgan Hill and Hollister sites has been a challenge for the College due to the need for spaces that comply with state seismic requirements. This has impacted the District's ability to expand offerings at both sites. Recent assessments of service outcomes show a decrease in satisfaction with security, despite improved lighting, rekeying of buildings, and addition of alarms. Limited personnel and increased responsibilities have impacted timely responses. Even though the crime rate is

lower at the off-site locations, the lack of visible security is evident in the responses to the survey. Additional security was approved, but fiscal uncertainty placed it on hold. (III.B.1.b)

The College uses a variety of documents to guide facility planning and encourages widespread participation. Facility planning is incorporated throughout the shared governance process as evidenced by the involvement of the Institutional Effectiveness Committee; the Strategic Planning Committee; the Health, Safety, Facilities, and Grounds Committee; and the Budget Committee in making recommendations to the President's Council regarding the District's facility and equipment needs. Annual updates of the Five Year Capital Outlay Report and Five Year Scheduled Maintenance Plan allow the College to address the needs of programs. Preventative maintenance programs have been instituted on many of the mechanical systems. (III.B.2.b)

The Facilities and Safety programs conducted program reviews in 2007/08 and are currently under review this year. Both programs are scheduled to present to the Institutional Effectiveness Committee this spring. Based on previous program reviews, recommendations were incorporated in their annual plans and the resource allocation process. An additional custodian and maintenance worker were supported for funding to address the increase in assignable square footage. Survey results are used to assess areas service outcomes. The initial survey in 2010 commented negatively on the cleanliness of restrooms. The District undertook a critical review of the restrooms and noted while they were clean, they looked dingy. Facilities proceeded to address this by refreshing restrooms by replacing floor tiles where necessary, painting walls, and upgrading fixtures, as needed. Subsequent surveys noted an improvement of conditions. (III.B.2.a)

Conclusion

The College meets Standard III.B.

C. Technology Resources

General Observations

Technology planning involves additional processes to ensure currency and distribution throughout the campus. A Technology Master Plan is used to aid the campus in this effort. Faculty and staff are aware of the technology processes and, in most cases, are involved with the committees related to campus technology. The technology departments participate regularly in the integrated planning processes that involve program plans and program review.

Findings and Evidence

The College uses the Technology Master Plan (TMP) as a tool to identify, prioritize, and develop technology-related initiatives that support the educational goals and visions identified in the Mission Statement, Strategic Plan, Educational Master Plan, and Facilities Master Plan (all of these documents are located on Gavilan's Integrated Planning website).

The TMP is reviewed annually by a task force of the District Technology Committee. Technology needs are identified by program review, annual program plans, departmental and individual requests, and through student and faculty surveys. Programs use their own student learning outcomes, which are linked to the program review process, to move their technology needs toward funding. Evidence was found on the Integrated Planning intranet site, which has program plans, program review documents, budget rankings, and timelines. (III.C.1, III.C.1.c, d, III.C.2)

Technology needs are assessed through periodic surveys of students and staff. A 2008 survey indicated that students were more likely to access the Internet through a wireless system. The Measure E facilities bond provided the funding needed to implement such a system. Other surveys have been administered, such as the website survey, computer center survey, distance education survey, the MIS office survey, and the administrative services survey. The Student Connection Survey (2012) was used to measure the registration and application process, the use of technology in the classroom, and access to the Internet. Survey results showed that 91.6 percent of the students agreed that the registration process was easy, 87.1 percent agreed that the assessment/placement testing process was easy, 80.4 percent agreed that the technology was used as a part of instruction, and finally 91.9 percent agreed that they had easy access to the Internet to do school work. (III.C.2)

The Management Information Systems (MIS) Department is responsible for the technological infrastructure and equipment for the campus. There is a staff of eight, including two directors, four technicians, a programmer/analyst, and a webmaster with contracted services who handle network administration and other projects. The MIS staff supports 250 faculty (workstations), 800 student workstations, 50 central servers, 30 enterprise applications, and wireless access for the campus, as well as the offsite locations. MIS provides each full-time instructor a computer and each staff member who requires a computer for work. Computers are made available to part-time instructors in designated areas, and laptops are available in the library for borrowing. Media Services provides audiovisual-equipment support to the campus and off-site locations. Media is staffed by two positions, one full-time and one part-time, who cover day, evening, and weekend events. (III.C.1, III.C.1.a)

The College uses Moodle (iLearn), which is available to all instructors for course management. Gavilan has entered a partnership with California State University, Monterey Bay for Moodle, which is hosted at that location. In addition, the College has site licenses for various software for website development and enhancements for distance education faculty, as well as other faculty and staff. A Distance Education Master Plan is the planning guide for distance education development on the campus, which is used in conjunction with the Technology Master Plan. (III.C.1.d)

The College is also a reception site for distance education courses from San Jose State University using videoconferencing webcasting and TV broadcasting equipment situated at Gavilan College. (III.C.1, C.1.a)

A number of larger applications have been implemented since the College's last accreditation. The Banner student registration system was implemented in spring 2008, along with a number of Banner modules. The Student Appointment Request System, Accuplacer, the Gavilan Early Alert Referral System, the online student parking permit module, CCCApply, and student email are examples of applications used by student services. The Gavilan Integrative Data System is used for campus research and decision making for administrative services and an emergency alert system. (III.C.1)

The College delivers training for faculty and staff primarily through the Teaching and Learning Center (TLC). The TLC is attached to the Distance Education Center, which has been newly located in the library. This move was an improvement that was initiated by the Distance Education Center through the 2011/12 program review process and was granted. The TLC maintains a website that lists ongoing training sessions and drop-in clients are accommodated. Faculty surveys are very favorable about the technology and assistance that is received at the Center. Gavilan College also has a Professional Development Day of training that is evaluated and the results used for future planning. Most recently MS Office and MyGav portal workshops were added as a result of the evaluations. (III.C.1.b)

Technology training for students occurs in the library, HTC, Learning Skills Lab, Writing Lab, Math Lab, Digital Media Lab, and other campus labs. In addition, the Online Learning for Gavilan Orientations is available on the website. Students can enroll in online, noncredit orientation courses or attend workshops in the library. Other online courses assist students with basic academic skills, avoiding plagiarism, doing research, or with specific-information competency skill sets designed for disciplines. (III.C.1.b)

MIS hosts training modules for the larger applications that are implemented, such as Banner and the various modules that have been added. The help desk requests are used as a gauge for these training modules. More in-depth training is accomplished within the impacted units, such as the Business Office on the financial module. Surveys have revealed that staff received adequate support for the Banner implementation. Outlook software for email and calendaring is being deployed and accompanying training is available via the intranet and individualized appointment. (III.C.1.b)

The College has identified an offsite storage and disaster location and is working towards moving back-up data to that site, although additional funding is required to complete this project. Another project requiring funding is the computer-replacement project that resides in the Technology Master Plan. The MIS group submitted requests for both of these projects in the program plan, and they have been ranked 12 and 8, respectively, with 12 being the highest rank obtainable. (III.C.1.c)

Conclusions

The College meets Standard III.C.

Technology needs are supported and distributed evenly through the use of the Technology Master Plan. PLO assessments are largely surveys that point out strengths and weaknesses;

however, incorporating achievement data would be far more effective in the program improvement process.

D. Financial Resources

General Observations

Gavilan College relies on its mission, strategic goals, and Board goals to guide financial planning through the budget-development process. The District's mission and goals are the foundation for financial planning through the program review and planning processes. The combined efforts of the Budget Committee and Institutional Effectiveness Committee demonstrate a realistic financial approach to planning in the budget-development process. The tentative budget is prepared for adoption by the Board at its June meeting each year. (III.D.1)

All programs follow a five-year program review cycle with annual updates. Program reviews are considered by the Institutional Effectiveness Committee, which provides written feedback that can recommend funding of specific items. Budget requests from the program reviews are forwarded to the Budget Committee, which ranks the requests objectively with a rubric, as well as subjectively. The Budget Committee then forwards the budget request rankings to the President's Council, which then makes a recommendation to the Board. (III.D.1.a)

Financial planning is integrated with institutional planning. Funding priorities for institutional improvements are determined by the Board and the Five Year Strategic Plan. All funding requests are linked to specific Strategic Plan goals to ensure that the funds are being used to further the mission of the District. (III.D.1.a)

The Measure E facilities bond aligns with the Educational and Facilities Master Plans and identifies improvements. The bonds have been fully issued. Projects that are planned to be paid solely from bond funds are moving forward. The balance of the bond funds is on hold waiting for state matching funds.

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. In the budget-development process, the District projects ongoing operational expenditures, as well as selected new initiatives "that enhance achievement of the College mission." The District allocates resources for payment of its liabilities and long-term obligations. The two largest liabilities are general obligation bond payments (which are paid by property tax assessment) and post-retirement obligations (which are funded by set-aside contingency funds for current retirees and annual contributions for future retirees). (III.D.1.c)

The Expenditure Reduction Taskforce was resurrected in fall 2012, which recommended \$1.5 million in savings for spring 2012 and fiscal year 2012/13. The District is developing a Resource Allocation Committee with the purpose of reviewing vacant classified and faculty

positions and recommending staffing allocations based on the District's budget. The implementation of the Resource Allocation Committee has been put on hold as the District is currently under a "conditional hiring freeze." There is concern about the consequences resulting from the conditional hiring freeze for the District's ability to provide services necessary to support the institution's mission and purposes. (III.D.1.c)

There is a plan to establish a Grants Council to review grants for consistency with District goals, specific elements of the grants, and institutionalization of the grants. (III.D.1.b, III.D.2.d)

The 2012/13 general fund budget is \$28,991,611, which is deficit by \$1,493,581 and backfilled with reserves. Gavilan College effectively integrates resource planning and demonstrates through documentation that it is financially sound and supports student learning programs and services. The College has effectively created a planning and resource allocation process involving the shared-governance Institutional Effectiveness Committee and Budget Committee. The committees are composed of all constituent groups. The institution demonstrates financial integrity through its audit trail, facility planning, and resource allocation processes. (III.D.2 a, b)

The District plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The Board tries to keep a reserve of ten percent or \$1,500,000. In the past three years, the average ending balance of unrestricted funds is \$3,404,034, which is well above the Board's commitment. The District also utilizes tax revenue anticipation notes (TRANS) when cash flow needs arise. In anticipation of risk-management needs, the District is self-funded through two joint powers agreements covering Workers' Compensation, liability, and property insurance. (III.D, III.D.2.c)

Overall, this accreditation standard is well addressed. The College has sufficient budget and reserves and a resource allocation method to set priorities. The institution has sufficient cash flow and reserves to maintain stability. The District was able to give all staff a two-percent (2%) salary increase in 2011/12. The condition of state finances and community college funding are unknown factors; however, mechanisms are in place to provide institutional effectiveness and support to student learning programs and services. (III.D)

Findings and Evidence

Effective resource planning is integrated with institutional planning and undergoes accountability review processes. The District has made major adjustment to its budget as a consequence of a reduction in categorical funds. Each division reports to the Institutional Effectiveness Committee the program reviews for that year. The Institutional Effectiveness Committee provides written feedback, as well as endorsement of the funding of any elements of the program review that were deemed a priority of the District based on the mission, strategic goals, and Board goals. Program reviews are considered annually and are used as the basis of this planning process. (III.D.1.d)

The Board of Trustees approves contracts over \$2,000 and budget transfers. District budget development processes leading to the tentative and final budgets include constituent involvement and meet the required timelines. Audit requirements are met and all required reporting to the Chancellor's Office is timely. (III.D)

The chief financial officer prepares a monthly written report for the Board regarding actual revenue and expenditures versus the adopted budget. A comprehensive, mid-year report is presented to the Board in February. The current, minimum, five-percent restricted budget reserve is prescribed by Board policy. (III.D.1.b, III.D.2.b)

The College mission is reviewed periodically and the strategic goals and Board goals are reviewed annually. The Budget Committee has primary responsibility for determining resources available to the District based on the College mission and annual strategic goals. (III.D.1)

Short-range financial plans take into consideration the long-term obligations and fiscal stability by assessing decreasing revenues through reduction in workload by the Chancellor's Office and supporting future facilities and sites. There is consideration of implementing a practice of developing five-year financial projections for long-term fiscal planning. (III.D.1.c)

Financial integrity is assured through appropriate control mechanisms and provides accurate financial information for sound decision making. The financial records are audited annually. With the current reorganization of administrative services, internal controls are being reviewed and updated where required. (III.D.2.a)

Long-term obligations include a \$108 million Measure E facilities bond, which is being repaid with property-owner assessments. The District has the prescribed Oversight Committee for this bond, with the exception of a representative from a taxpayers' group. (III.D.1.c)

The District demonstrates effective oversight of finances through the Business Services Office, department managers, and trustees. The Business Services Office maintains effective oversight over the District budget and all fiduciary funds. Monthly and quarterly financial reports, along with bond reports and annual audit reports, are presented to the Board. The District has been given unqualified opinions by auditors in the past three audits. All audit recommendations have been addressed in a sufficient and timely manner. (III.D.2.a)

The District monitors its cash flow effectively. The cash-flow chart compares normal year versus community college deferral; however, expenses are controlled to maintain sufficient funding while awaiting pending apportionment disbursement. The College reserves are at a minimum of five percent in the unrestricted fund as mandated by Board policy. The District has utilized over the past few years the option of tax revenue anticipation notes (TRANS) when the need arose. Given the financial stability, the District currently has the highest possible credit rating of SP-1+. (III.D.2.c)

Risk management for property and liability is provided through a joint powers authority group. The District's long-term debt is secured through property assessment as a result of the Measure E passage. (III.D.2.c)

The student loan default rate has been as high as 24.4 percent and as low as 8.8 percent in the past five years. The most current default rate is 21.7 percent. (III.D.2.d)

Conclusion

The College meets Standard III.D.

Financial resources are sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. The District's Board has a commitment to keeping unrestricted reserves at a minimum of five percent, while in the past six years the average percent of fund balance has been 10.7 percent. The distribution of resources supports the development, maintenance, and enhancement of programs and services.

Commendation

The College is to be commended for taking strong steps toward financial stability by ensuring that its liability for current retirees is fully funded and continues to contribute 1.5 percent of current salaries to its irrevocable trust for the cost of future retirees

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

General Observations

Gavilan College has a well-defined governance process. In an effort to ensure that all members of the community understand the decision-making process, the College produced a shared governance handbook that delineates the roles and responsibilities of the various shared governance committees and explains how they are related. Recommendations from the shared governance committees are forwarded to the President's Council.

Findings and Evidence

The College's mission is a guiding force behind everything the College does. When examining the College's principles of community and the Associated Student Body's statement on the website, the College is committed to creating an environment that embodies the values of inclusiveness and innovation and supports student learning in the decision-making process. The College's integrated planning process illustrates that the planning process revolves around students and invites widespread participation through the shared-governance committees. Surveys indicate there is not widespread understanding among the staff about the decision-making process despite a concerted effort to educate the various constituencies. Committees post agendas and minutes on the College's Intranet allowing staff to follow the committee's dialogue on key proposals. (IV.A.1)

The College annually updates the District's Five Year Strategic Plan ensuring the institutional goals are based on information and data from program reviews. This plan guides the long-range strategic directions for the College and is monitored by the committee throughout the year. (IV.A.1)

The College has a highly detailed shared-governance structure that is intended to put the principles of community into practice. Board Policy 2510 delineates the decision-making process for the College that revolves around the President's Council, which is composed of all the major constituencies. In an effort to educate the campus community on the process and their role in the decision-making process, the College prepared the shared governance handbook and conducted presentations on the integrated planning process and governance structure. Although the self-evaluation report stated there was evidence that faculty and staff are still uncertain about the process, interviews indicated that there was increased awareness in how the planning and budgeting process worked. (IV.A.2.a, IV.A.3)

The Academic Senate is responsible for the development of curriculum and professional matters related to the faculty. The Curriculum Committee is chaired by an Academic Senate representative and its membership is composed of department chairs, the vice president of instruction, and the instructional deans. (IV.A.2.b)

The College recognizes that effective communication is critical to the improvement of the institution. The Institutional Effectiveness Committee plays a key role in working with programs to produce program reviews that utilize data provided by the Office of Institutional Research and student learning outcomes to improve their programs and support the College Strategic Plan. The Learning Council was created as an additional forum for discussions on promoting student success. (IV.A.3)

As evidenced by the mission statement, educational values and goals, and the principles of community, the College continues to demonstrate honesty and integrity in relationships with the Accrediting Commission and granting agencies. This is illustrated by the College's ability to obtain external funds from a variety of granting agencies. The College has complied with the Commission's reporting requirements by posting Commission action letters and reports on the website. (IV.A.4)

Beginning in fall 2007, the President's Council, in conjunction with the Office of Institutional Research, developed a survey to assess knowledge and attitudes about the planning process and shared governance. Respondents are asked to provide suggestions on how to improve the processes. The President's Council has surveyed the staff and compared the results to evaluate the effectiveness of changes. (IV.A.5)

Conclusion

The College meets Standard IV.A.

Commendation

The College is to be commended for a collegial and collaborative college culture that is inclusive and values the perspectives of all constituencies. Of note is the new Learning Council that promotes institution-wide dialogue, innovation, and problem solving for the campus.

B. Board and Administrative Organization

General Observations

Gavilan College is a dynamic college district experiencing significant changes in educational programming, instructional delivery systems and locations, and governance structures and processes. Since its last comprehensive evaluation visit, the institution has planned and implemented significant changes in its shared governance bodies, their roles and responsibilities, and their organizational interaction and participation in decision making. Gavilan College, in these transformative efforts, demonstrates a high degree of reliance on and commitment to College-wide dialogue, inclusiveness of affected groups and individuals, and honest and frequent communication.

Findings and Evidence

The team observed that Gavilan College has a comprehensive Board policy manual that includes a wide range of policies, one of which is the Board's responsibility to assure the quality, integrity, and the effectiveness of student learning programs and services offered at the College. Gavilan College ensures the currency of Board policies through a contract with the Community College League of California (CCLC) Board Policy and Administrative Procedure Service. The Board of Trustees has a policy subcommittee that reviews proposed changes prior to approval by the full Board. (IV.B.2)

The College initiated a student success policy in 2011, which developed as a result of Gavilan College's involvement in the California Leadership Alliance for Student Success (CLASS) project. The policy established student success as a priority, and resulted in the creation of the Gavilan College Learning Council, the hiring of a student success coordinator, and implementation of a number of program improvements funded by a federal Title V Science, Technology, Engineering, and Mathematics (STEM) grant.

The team observed that the Learning Council ensures that high-quality instructional programs are developed and maintained for the benefit of students. The Learning Council is also charged with developing changes in student-support programs and services at the College. The broad nature of the charge of the Learning Council allows the council to affect student learning across the curriculum and across all programs of instruction. Gavilan College believes that this council is the single best resource available to the Board to ensure that the support services offered at Gavilan College meet the needs of its diverse student body.

As part of the strategic planning update and review process, Gavilan College annually reviews the effectiveness of the strategic planning process. The Strategic Plan establishes the funding priorities for the Board and the College each year and is helpful in determining which program requests should be funded and when.

Board Policy 2431 describes the Board's process for hiring a chief executive officer. The current superintendent/president began this role in January 2003 and had previously been employed as the College's chief business officer from 1996 to 1999. The hiring process described in Board Policy 2431 included a broad-based screening committee that included community members, students, faculty, professional support staff, and administrators. (IV.B.1.a)

The Board is an independent, policy-making body that reflects the public interest. There are seven members on the Gavilan College Board of Trustees, elected through an at-large election system, where two members must reside in Morgan Hill/Coyote Valley, two members in Gilroy, and three board members in San Benito County. The team observed that when the Board reaches a decision, it acts as a whole.

Each year, the Board evaluates the progress made on the goals established for the prior calendar year. The trustees individually complete a comprehensive self-evaluation

questionnaire and through analysis of the responses to the self evaluation, the Board members identify goals for the following year. Those goals, along with the College's internally developed Strategic Plan, are combined to define the priorities for the College for the upcoming year. (IV.B.1.b, g)

The team observed that the Board has broad bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures, and that it has a regular system for evaluation. (IV.B.1.d, e)

The team observed that the Board has a program for board development and new member orientation, and a mechanism for providing for continuity of board membership and staggered terms of office. However, the team recommends that the Board of Trustees include a board development plan as part of its formal yearly goals; many elements of said plan already exist, but codifying it would signal the Board's commitment to continuous improvement. (IV.B.1.f)

The team observed that the Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code. (IV.B.1.h)

The team observed that the Board is informed about and involved in the accreditation process. (IV.B.1i) Board member orientation includes a discussion of the Accreditation Standards, a review of the College's most recent accreditation self study, and expectations for Board member participation in the development of the College's Self Evaluation Report. The Board of Trustees is informed of the institutional reports that are submitted to the Commission.

Furthermore, the College has established an accreditation task force that includes a member of the Board of Trustees, plus an alternate. Board members are briefed about the College's recommendations and other actions important to the College's accreditation, including student learning outcomes. The team observed that the Board is very aware of the ACCJC Accreditation Standards and take an active role in learning about the accreditation process and the role of the Board of Trustees in matters related to the College's accreditation. (IV.B.1.i)

The team observed that the Board has the responsibility for selecting and evaluating the chief administrator or superintendent/president of Gavilan Joint Community College District. The Board delegates full responsibility and authority to the superintendent/president to implement and administer Board policies without Board interference and, in this case, holds him accountable for the operation of District policies. (IV.B.1.j)

The team observed that the superintendent/president has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The superintendent/president plans and evaluates an administrative structure to reflect the institution's mission and the delegation of authority to administrators and others. (IV.B.2, IV.B. 2.a)

The superintendent/president has established a long-standing collegial process that sets values, goals, and priorities of the District. As the chairperson of the strategic planning subcommittee of the President's Council, the superintendent/president ensures that the College's values, goals, and institutional priorities include those established as Board goals. (IV.B.2.b.)

The team observed that the College ensures that the evaluation and planning rely on high-quality research and analysis on both external and internal conditions. The Director of Institutional Research is both a member of the Strategic Planning Committee and a standing resource available to the College and the Institutional Effectiveness Committee. The institutional researcher ensures that items presented for inclusion in the College Strategic Plan are supported by data and are aligned with the College's mission. (IV.B.2.b)

Gavilan College has developed and refined its program planning and budget allocation process. Starting at the department level, departments identify how each resource request is going to contribute to the College's achievement of its Strategic Plan goals and objectives and student learning outcomes. Each program plan is linked to a specific goal or objective of the Five Year Strategic Plan, which supports the College mission. Program plans requiring additional resources have associated budget requests, which are then evaluated by administrators and the College Budget Committee. (IV.B.2.b)

The team observed that the College has established procedures to evaluate overall institutional planning and implementation efforts. (IV.B.2.b) At the beginning of each academic year, the College conducts an evaluation of its institutional planning activities that includes an evaluation of the shared governance process and an assessment of progress made on the prior year's goals. A campus-wide survey of faculty, staff, and administrators is conducted to determine the overall level of campus awareness of the planning process and what areas survey respondents indicate are weaknesses that need to be addressed.

Most recently, because of the concerns about the financial stability of the state and its inability or lack of desire to fund community colleges, there has been more time allocated to describing the College's financial condition to a new paradigm of serving fewer students and offering fewer services to those students.

The superintendent/president reads all research reports that comment on student performance, financial performance, and enrollment management as a way of keeping abreast of overall institutional performance. The superintendent/president also monitors finances and enrollment and student profile reports to assess whether any shifts in trends are occurring. On at least a quarterly basis, information gathered on a range of student success factors is compiled and presented to the Board as an informational item.

Gavilan College has refined its integrated planning process each of the last three years by making changes designed to correct the weaknesses noted during evaluations of either the shared governance process or the integrated planning process. The superintendent/president assures implementation of appropriate statutes, regulations, and Board policies through the use of a detailed Board agenda combined with detailed explanations and justifications

presented to the Board of Trustees for approval of all transactions. (IV.B.2.b.4)
Through Board policy and institutional practice, the superintendent/president has delegated authority and the responsibility to operate the College with the understanding that operations must comply with Board policies and existing laws and regulations. (IV.B.2.c)

The team observed that the superintendent/president effectively controls budget and expenditures at the College. The College's budget reports show the actual expenditures and the budget allocated to each department. Adjustments are made in at least the last six months of the year to align the budget with actual expenditures to date. Accounts are rebalanced monthly or less frequently depending on the variance between budget and actual results and the time remaining before the end of the fiscal year. In addition to monthly budget adjustments, a monthly financial statement is presented to the Board of Trustees for information, review, and critique as appropriate.

The superintendent/president takes an active role in evaluating the information before it goes to the Board of Trustees and then explains and summarizes the information at Board meetings. This information is provided to the Board as a way to regularly inform the Board and interested stakeholders about the financial position of the College on a monthly basis. (IV.B.2.d)

The team observed that the superintendent/president works and communicates effectively with the communities served by the institution. (IV.B.2.e) As examples, the superintendent/president is active in organizations in each of the College's primary service areas in Morgan Hill, as a member of the board of directors for the Morgan Hill Community Foundation, past member of the board of directors for Leadership Morgan Hill, and the Morgan Hill Chamber of Commerce, where he was recognized as the 2012 Educator of the Year. In Gilroy, the superintendent/president is a member of Gilroy Rotary Club and served as its president in 2010/11.

Conclusions

The College meets Standard IV.B.

Commendation

The College is to be commended for its dedicated, enthusiastic, and highly effective Board of Trustees, who are actively informed, engaged, and involved in institutional policies and District-wide leadership.