



***INSTITUTIONAL SELF-STUDY
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION***

Submitted:
December 2012

By:
Gavilan College
5055 Santa Teresa Boulevard
Gilroy, CA 95020
www.gavilan.edu

To:
Accrediting Commission for
Community and Junior Colleges
of the Western Association of
Schools and Colleges

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Dr. Steven M. Kinsella, Superintendent/President

BOARD OF TRUSTEES

Laura Perry, President
Kent Child, Vice-President
Jonathan Brusco, Clerk
Tom Breen
Mark Dover
Walt Glines
Tony Ruiz
AJ Rodriguez, Student Trustee

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CERTIFICATION OF SELF EVALUATION REPORT

Date: December 2012

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

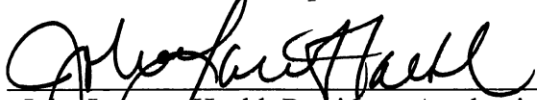
I certify there was a broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.



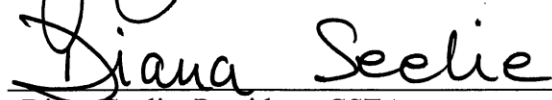
Laura Perry, President, Board of Trustees



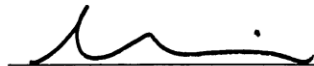
Steven M. Kinsella, Superintendent/President



John Lawton Haehl, President, Academic Senate



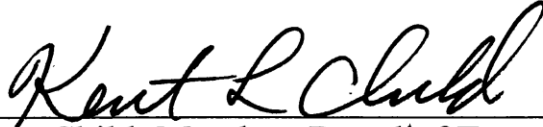
Diana Seelie, President, CSEA



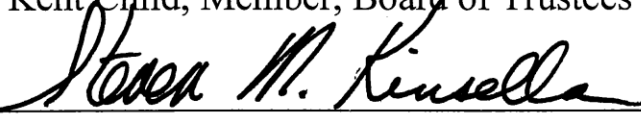
Mario Escudero, President, Associated Student Body

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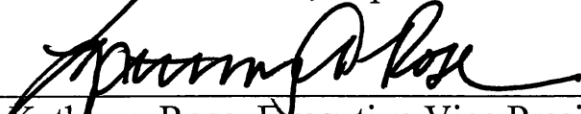
SELF STUDY ACCREDITATION TASK FORCE



Kent Child, Member, Board of Trustees



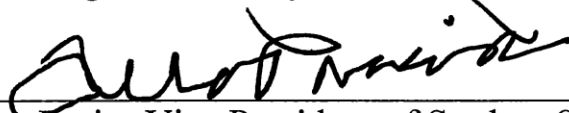
Steven M. Kinsella, Superintendent/President



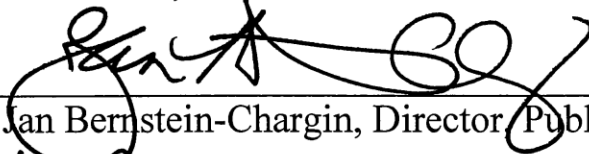
Kathleen Rose, Executive Vice President and Chief Instruction Officer



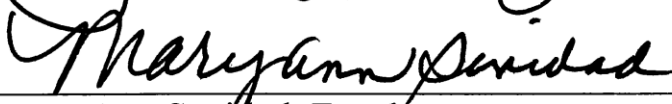
Ken Wagman, Faculty Accreditation Coordinator



John Pruitt, Vice President of Student Services



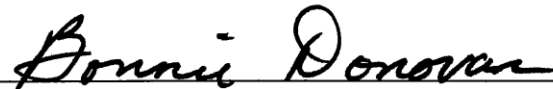
Jan Bernstein-Chargin, Director Public Information



Mary Ann Sanidad, Faculty



Dana Young, Faculty



Bonnie Donovan, Professional Support Staff



Lucy Olivares, Professional Support Staff



AJ Rodriguez, Student Trustee

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INTRODUCTION

History of the College

Gavilan College was established in 1919 as San Benito 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 a campus at Santa Teresa Boulevard and Castro Valley Road in Gilroy, California. Voters approved a second facilities improvement bond in March 2004, to renovate the existing facilities, and acquire property for future sites in Coyote Valley and San Benito County.

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. It comprises approximately 2,700 square miles in southern Santa Clara County and most of San Benito County.

The main campus in Gilroy rests against the foothills that form the western boundary of the Santa Clara Valley. Master-planned to accommodate an enrollment of 5,000 students, the campus rests on a 150-acre site that has been carefully planned to take advantage of the beautiful, natural and tranquil setting. In the spring of 1997, the Gavilan District Board of Trustees approved the creation of instructional sites in Hollister and Morgan Hill to augment curricular offerings at the main (Gilroy) campus. These two sites are integral to providing students from all parts of District access to a college education. Future development of full-service campuses at the northern and southern ends of District will expand this access.

Gavilan College offers a lower division college program that prepares students for transfer to a four-year college or university. The College also offers a variety of technical, occupational and pre-professional courses of study that lead to employment. As of December 2012, students can choose among 66 associate degree programs and 59 certificate and career programs, with four new degrees pending Chancellor's Office approval. Gavilan College currently enrolls approximately 5,000 students each semester.

Gavilan College Internal and External Student Characteristics

External

- The service area continues to have difficulties as the result of the economic downturn.
- The service area is growing at a much slower rate than it had during the previous decade.
- The service area has a decreasing population proportion of individuals who identify as “white non-Hispanic.”
- Leakage to other area community colleges has been beneath the average for the past five years.

Internal

- Student enrollment increased dramatically over the past eight years but has recently declined due to budget restrictions on the schedule.
- The proportion of students who are non-identify as “white non-Hispanic” has decreased.
- The student completion rate within three years has been dropping, while six-year completion has been increasing.
- The College offers a wide range of support programs, many of which are provided by grant funding.

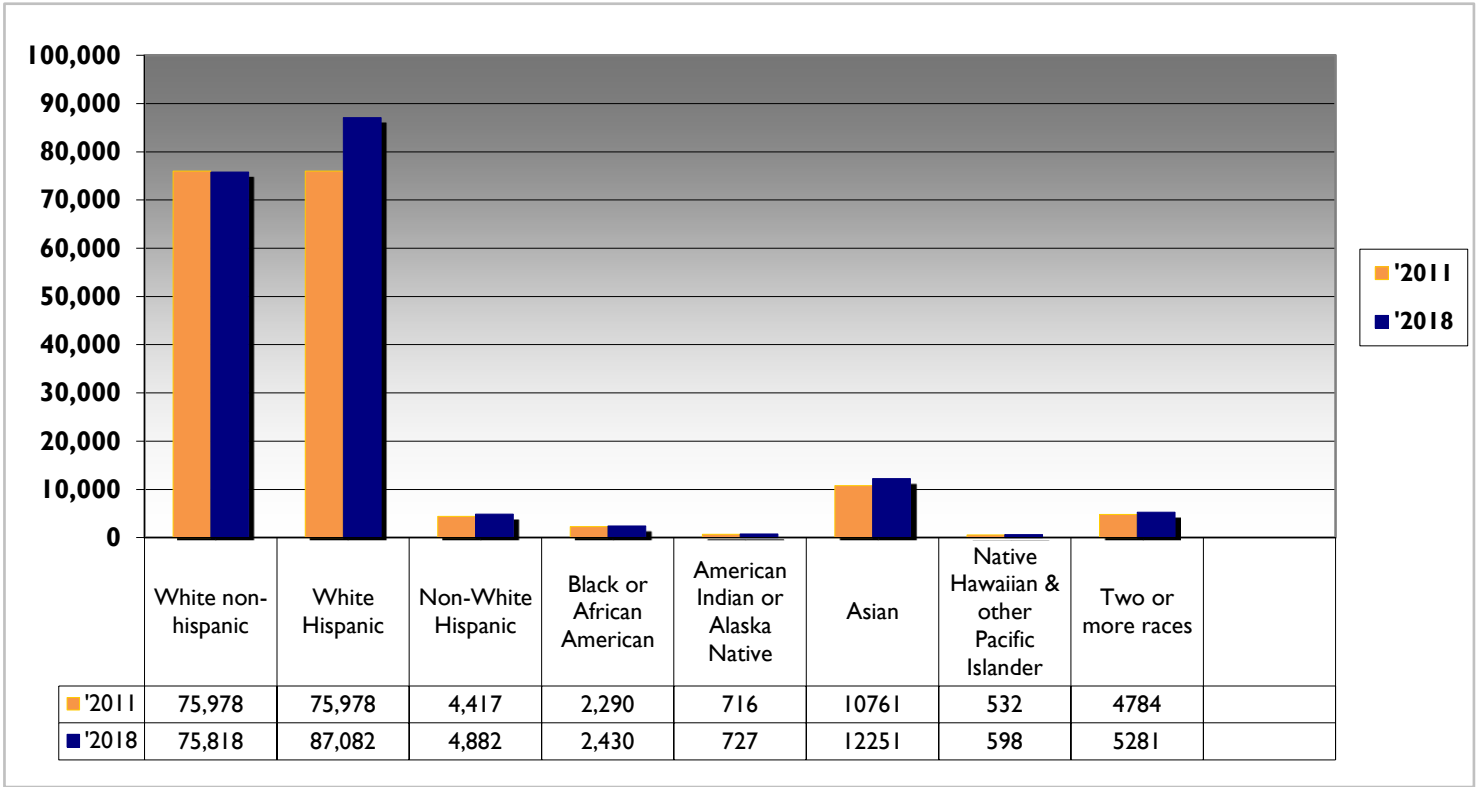
Service Area Population and Projections

**Table 1: Area population, ethnic distribution, and projected growth
Gavilan College Service Area Population and Projected change**

Area	2011 Population	2018 Population	Change	% Change
Gavilan Area	178,399	189,070	10,671	6%
California	37,801,004	39,054,116	1,253,112	3%
United States	312,816,057	322,778,331	9,962,274	3%

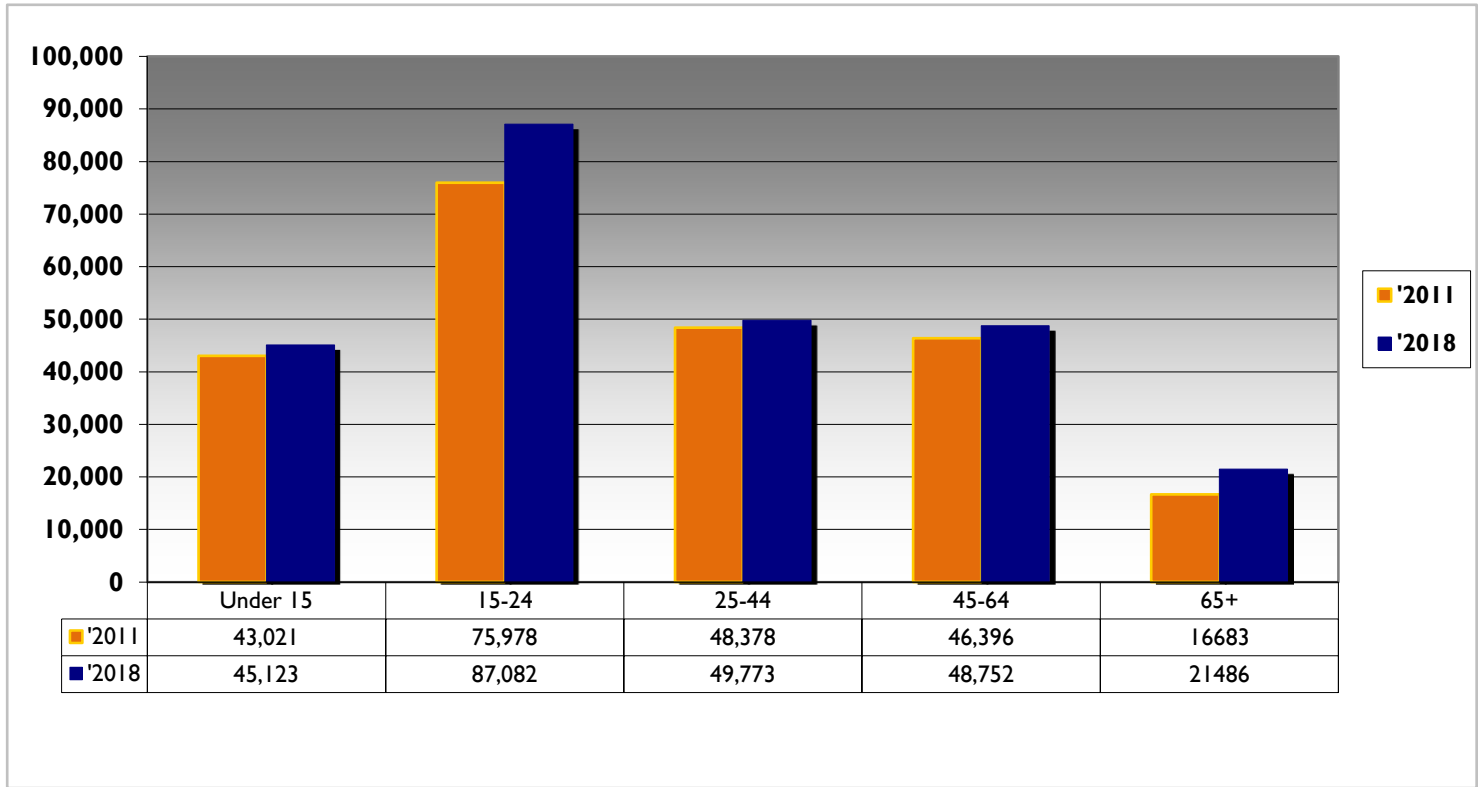
(Data obtained by report generated by the Centers of Excellence, 2011)

Diagram 1: Service Area Ethnic Distribution and Projection



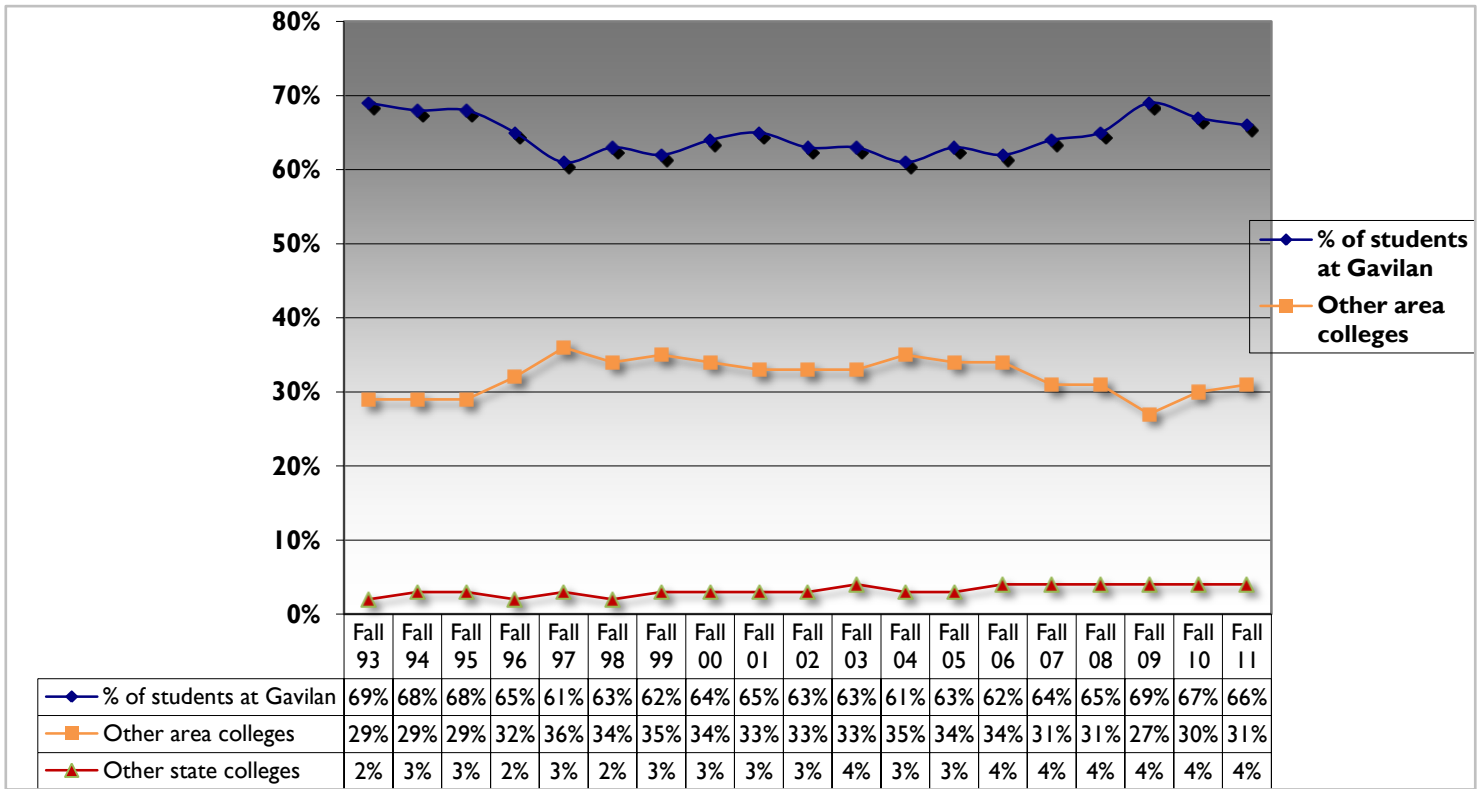
Note: *White-Hispanic* is a definition used by the United States Census Bureau. *Hispanic or Latino* people are those who report origins in Spain or Hispanic Latin America, and they may be of any race. Thus, each race, including White American, comprises individuals who are Hispanic or Latino and individuals who are not Hispanic or Latino (Data obtained by report generated by the Centers of Excellence, 2011)

Diagram 2: Area Population, Age Distribution, and Projected Growth



(Data obtained by report generated by the Centers of Excellence, 2011)

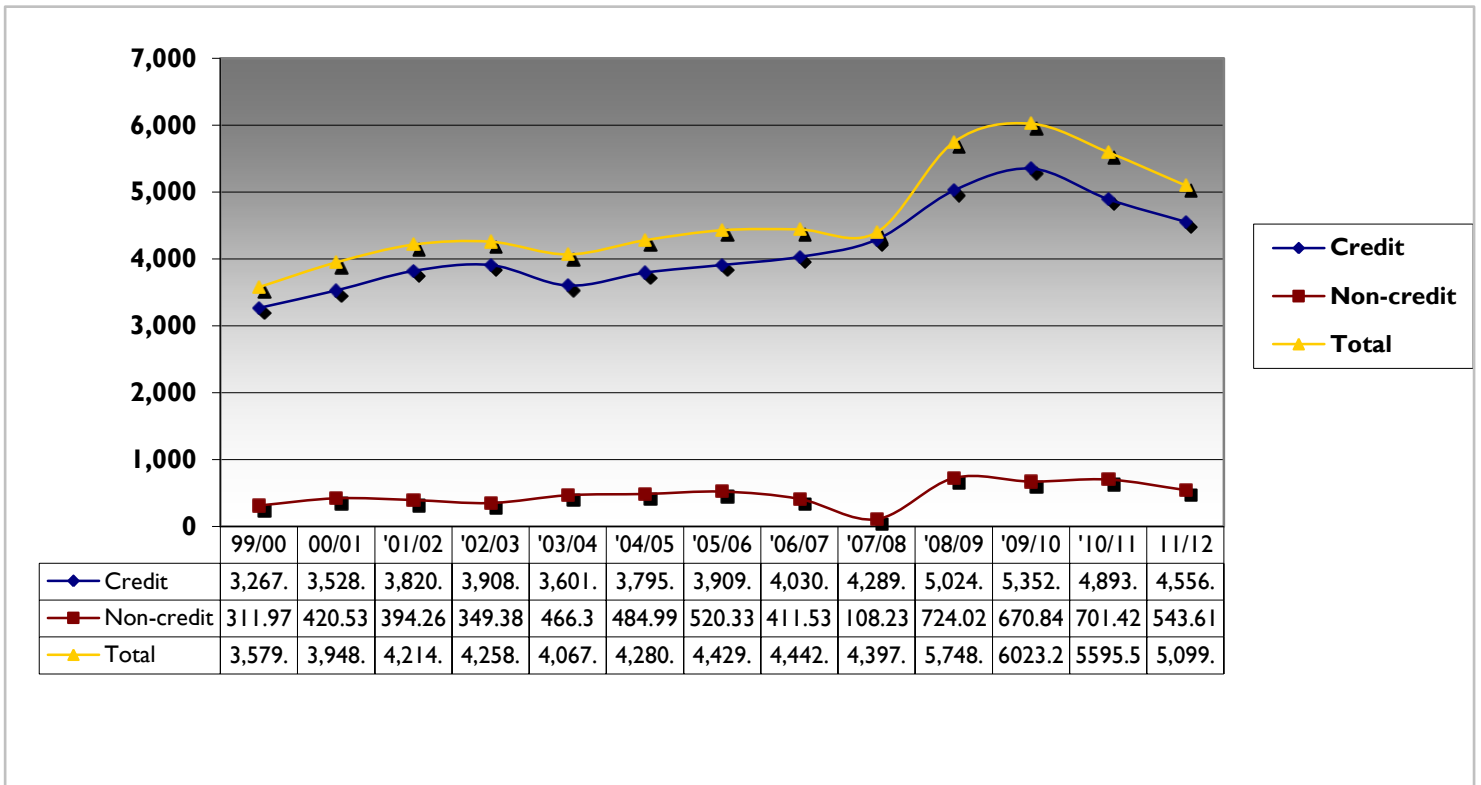
Diagram 5: Service Area Leakage



Note: The following graph displays the proportion of students from the Gavilan College service area who attend Gavilan and other community colleges.

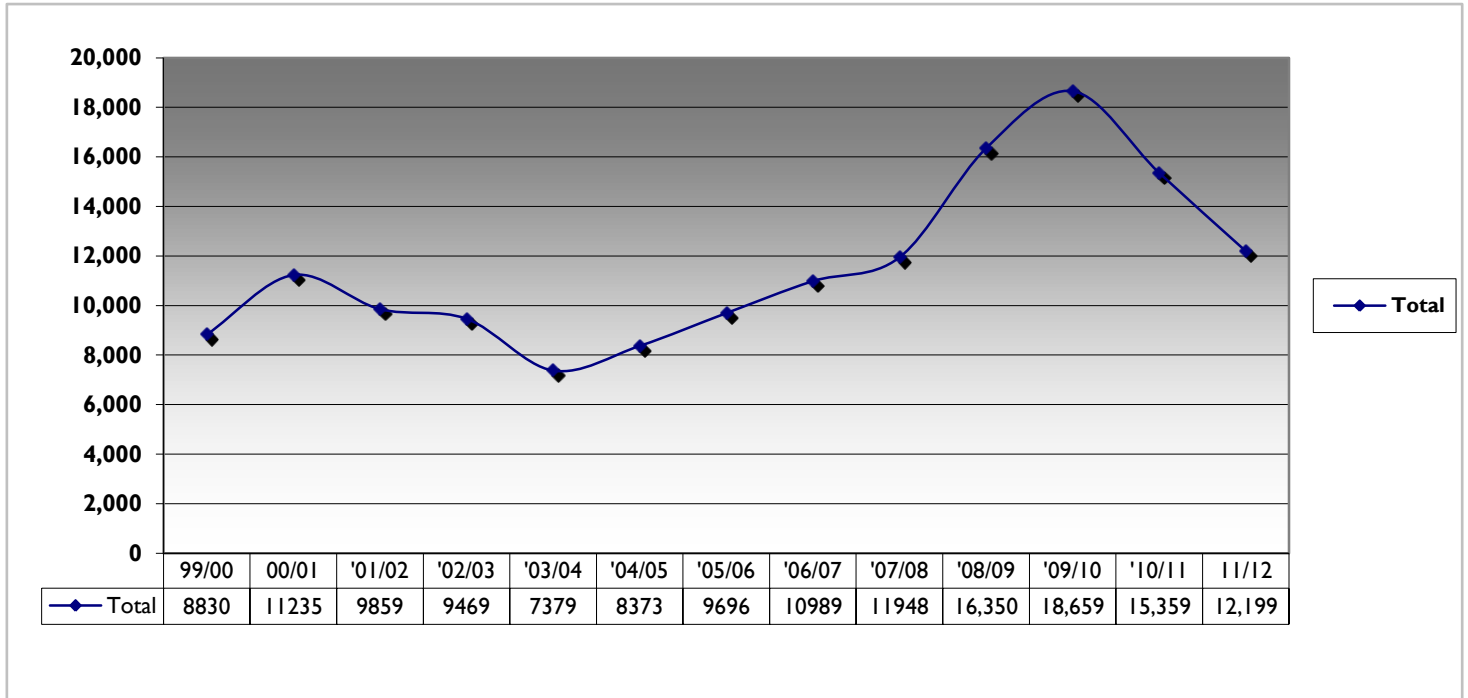
Enrollment Trends

Diagram 6: Full Time Equivalent Students (FTES) Over Time



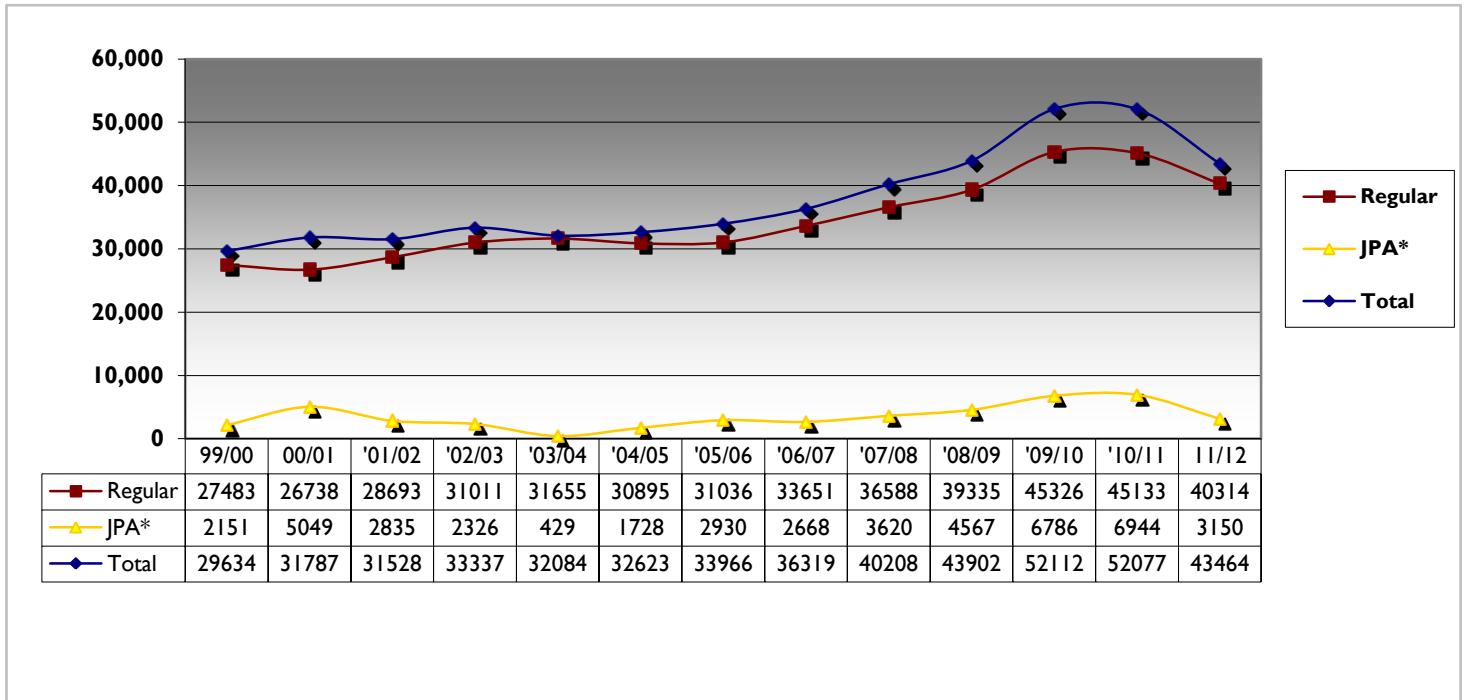
Note: FTES is calculated by summing the "Total Hours" in all the enrollment records during the time period, then dividing by 525.

Diagram 7: Total Students Over Time (headcount)



Note: Headcount is the number of students enrolled. Each student who comes in the door counts as one, regardless of the number of units in which that student is enrolled.

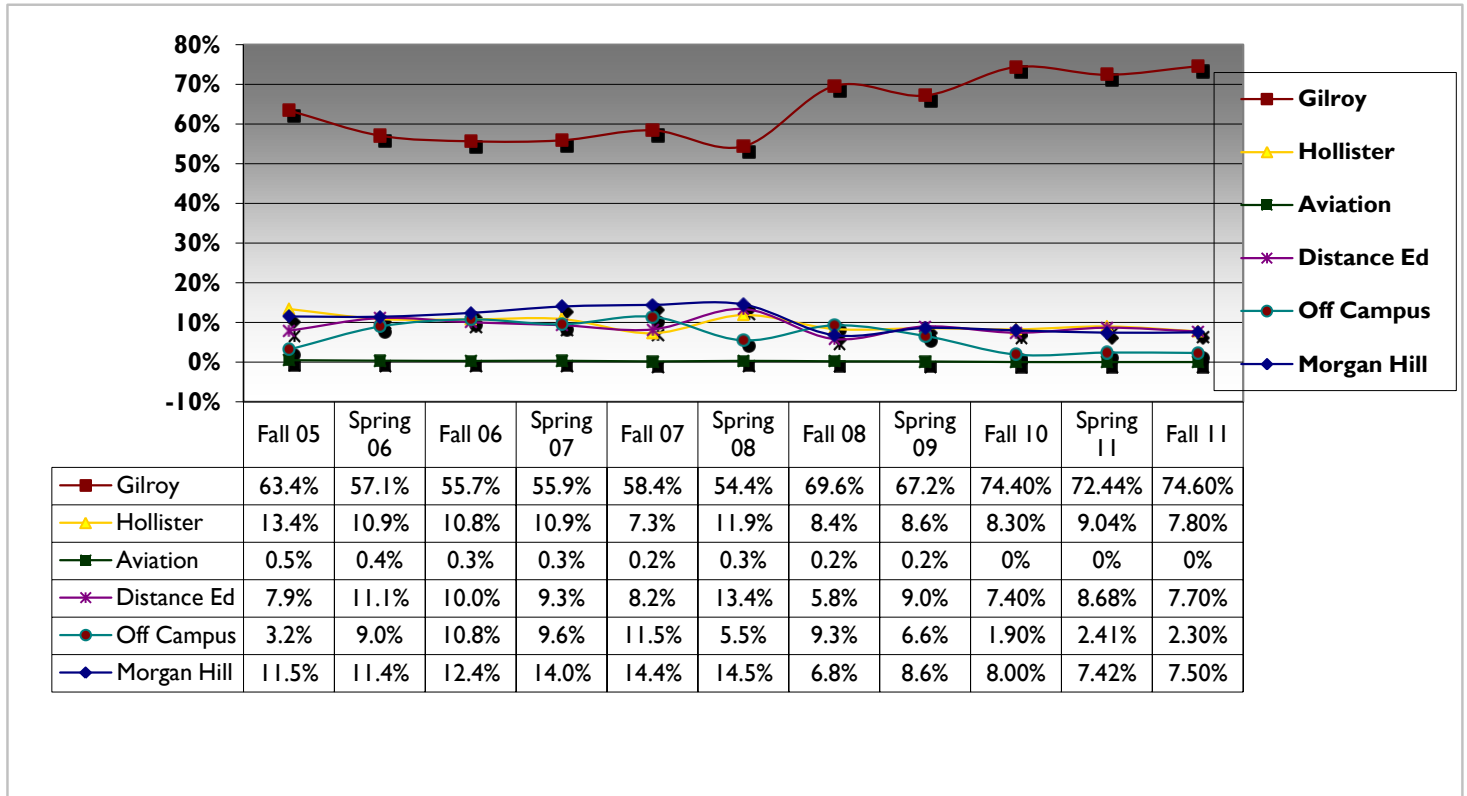
Diagram 8: Student Enrollment Over Time



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

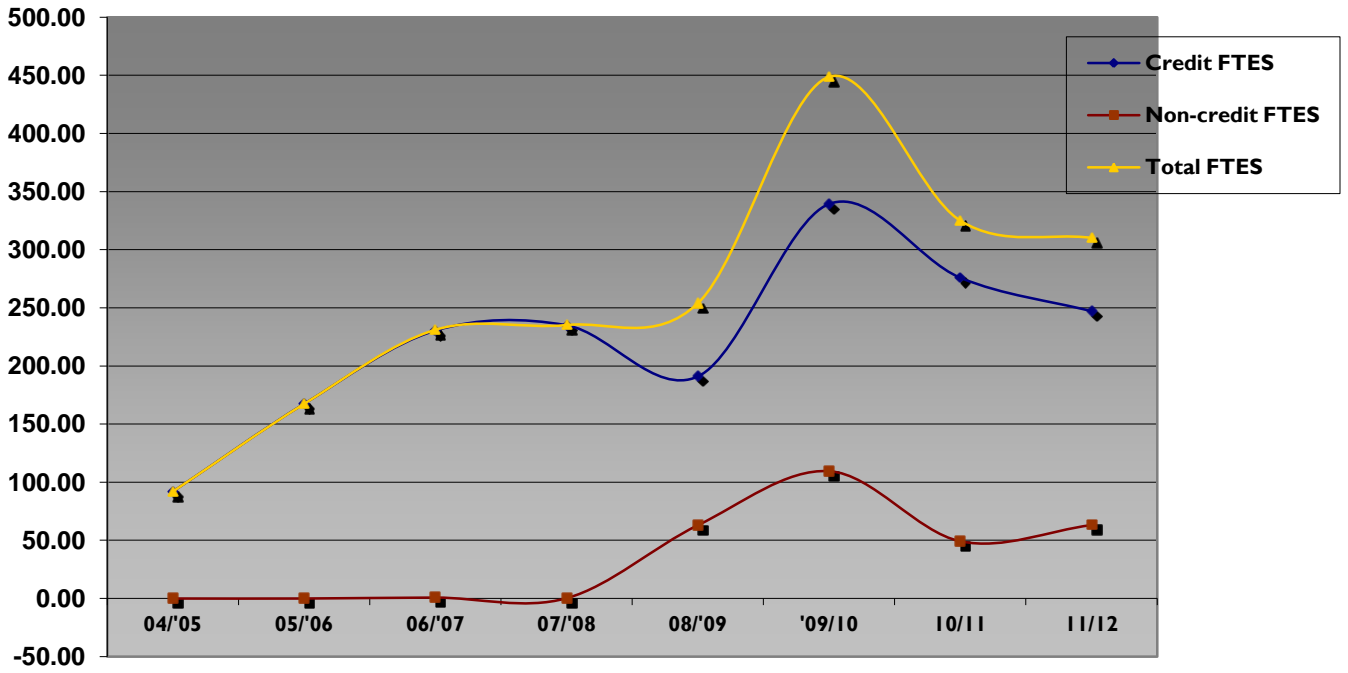
* JPA are Police and Fire Academy students.

Diagram 9: Student Enrollment by Location Over Time (seatcount)



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

Distance Education FTES Over Time



Student Profile

Table 9: Gender Distribution by Academic Year

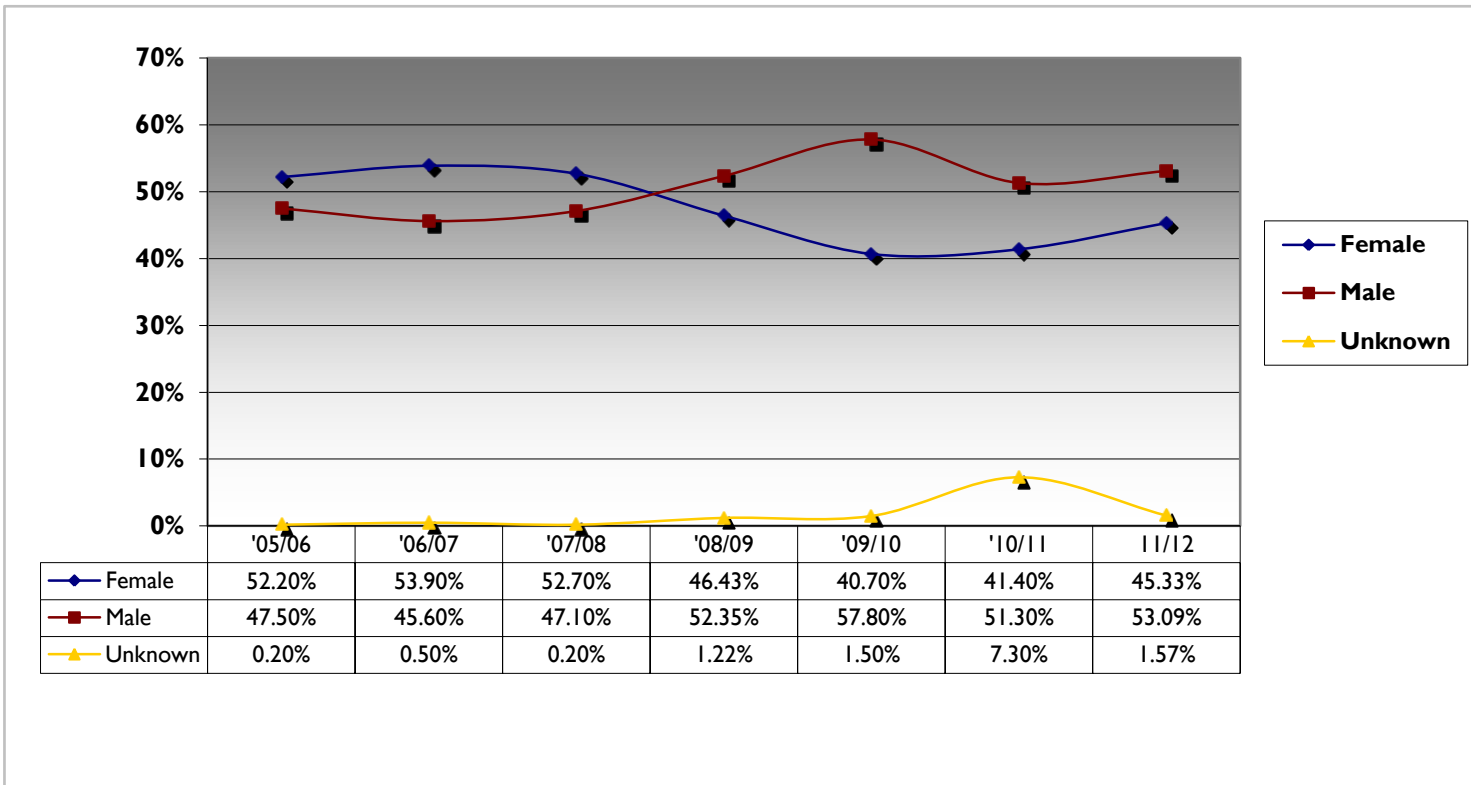
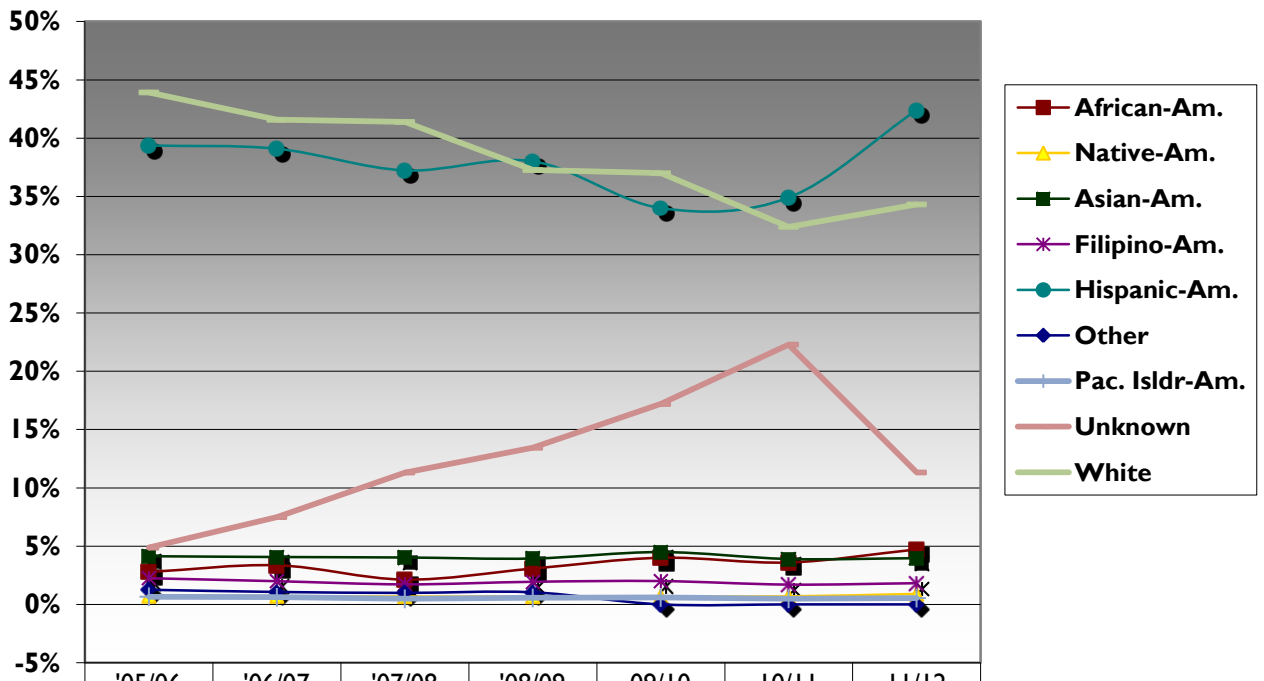
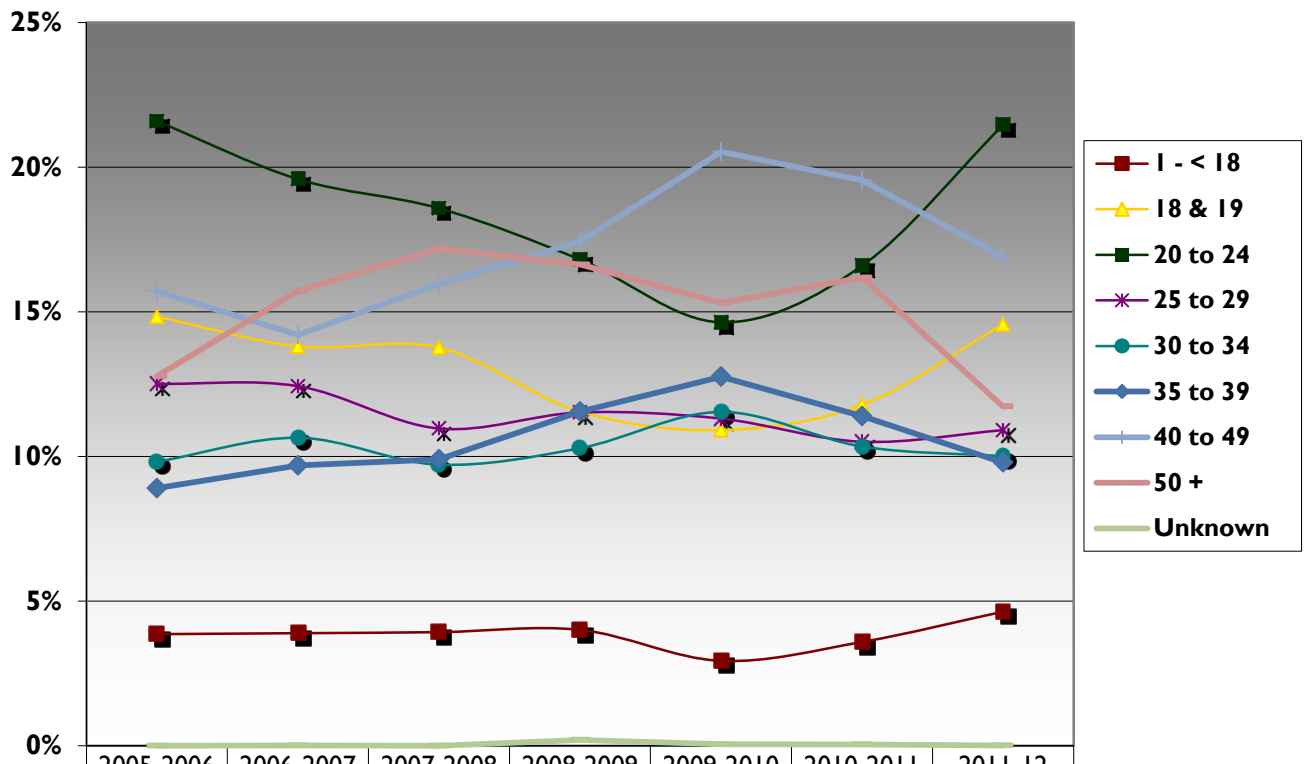


Table 10: Ethnic Distribution by Academic Year (headcount)



	'05/06	'06/07	'07/08	'08/09	09/10	10/11	11/12
■ African-Am.	2.79%	3.36%	2.14%	3.08%	4.00%	3.60%	4.71%
▲ Native-Am.	0.73%	0.72%	0.69%	0.69%	0.70%	0.70%	0.89%
■ Asian-Am.	4.14%	4.07%	4.03%	3.94%	4.50%	3.90%	3.97%
* Filipino-Am.	2.24%	1.99%	1.72%	1.94%	2.00%	1.70%	1.82%
● Hispanic-Am.	39.37%	39.09%	37.23%	38.01%	34.00%	34.90%	42.41%
◆ Other	1.26%	1.07%	0.99%	1.04%	0.00%	0.00%	0.00%
+ Pac. Isl dr-Am.	0.67%	0.62%	0.49%	0.57%	0.60%	0.50%	0.56%
— Unknown	4.88%	7.50%	11.32%	13.45%	17.20%	22.30%	11.33%
— White	43.93%	41.58%	41.40%	37.27%	37.00%	32.40%	34.32%

Table 11: Age Distribution by Academic Year (headcount)



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
1 - < 18	3.86%	3.89%	3.93%	4.01%	2.94%	3.59%	4.63%
18 & 19	14.83%	13.80%	13.76%	11.55%	10.91%	11.78%	14.56%
20 to 24	21.60%	19.59%	18.58%	16.81%	14.64%	16.60%	21.46%
25 to 29	12.51%	12.43%	10.97%	11.52%	11.31%	10.51%	10.91%
30 to 34	9.82%	10.65%	9.72%	10.29%	11.54%	10.35%	10.01%
35 to 39	8.90%	9.69%	9.90%	11.55%	12.76%	11.39%	9.80%
40 to 49	15.71%	14.21%	15.96%	17.43%	20.54%	19.55%	16.89%
50 +	12.78%	15.73%	17.18%	16.64%	15.31%	16.19%	11.73%
Unknown	0.00%	0.01%	0.00%	0.20%	0.05%	0.05%	0.01%

Table 12: Student Status Over Time

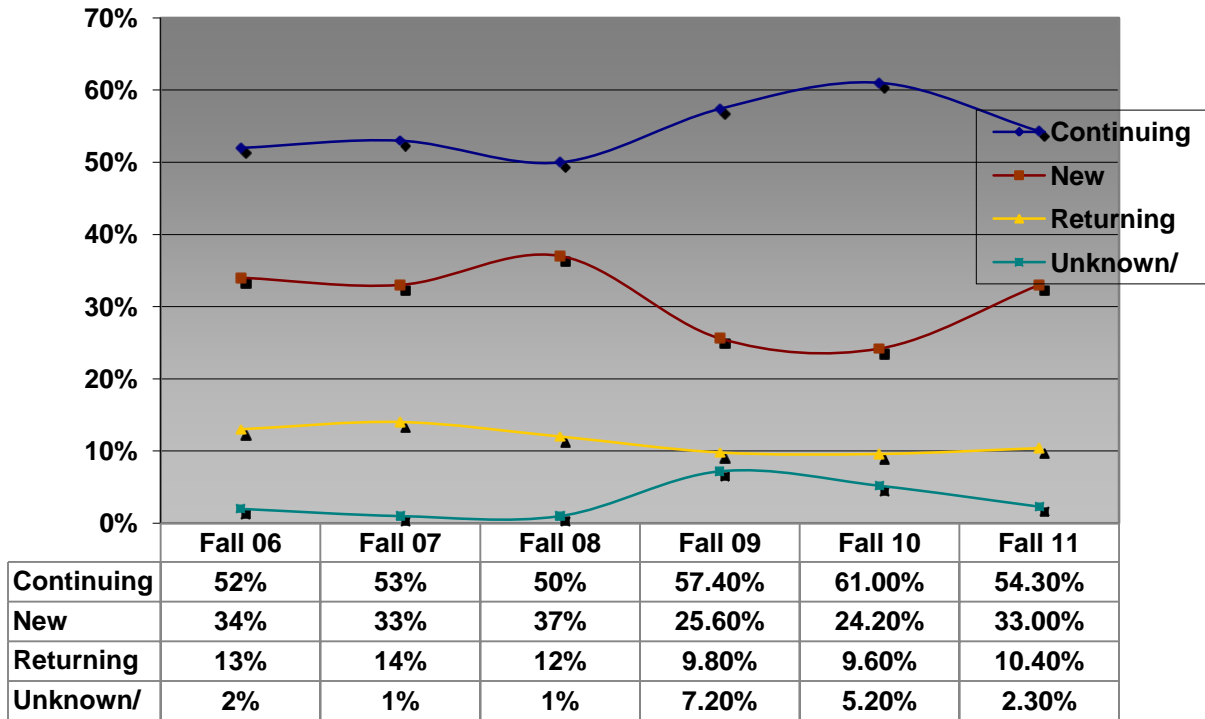


Table 2: Fall 11 Student Profile Snapshot

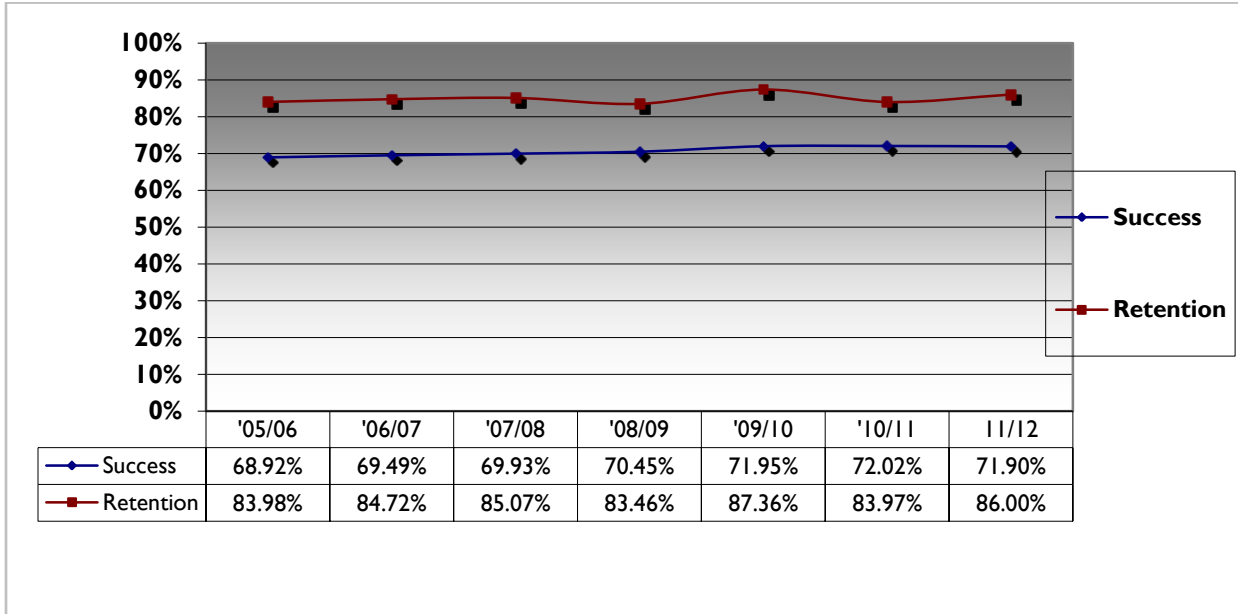
Fall 11	%
% Educational goal of degree and/or transfer	73.1%
Need for academic support ¹	93.1%
Low Income ²	47.9%
Mean age of students	27.5
% of new students	33.0%
% of Full-time students	36.7%
Total Number of students	6,401

¹ Proportion of new students who tested and were below transfer level in at least one subject.

² Students who received an award which as one of the screening criteria was identified as “low income”.

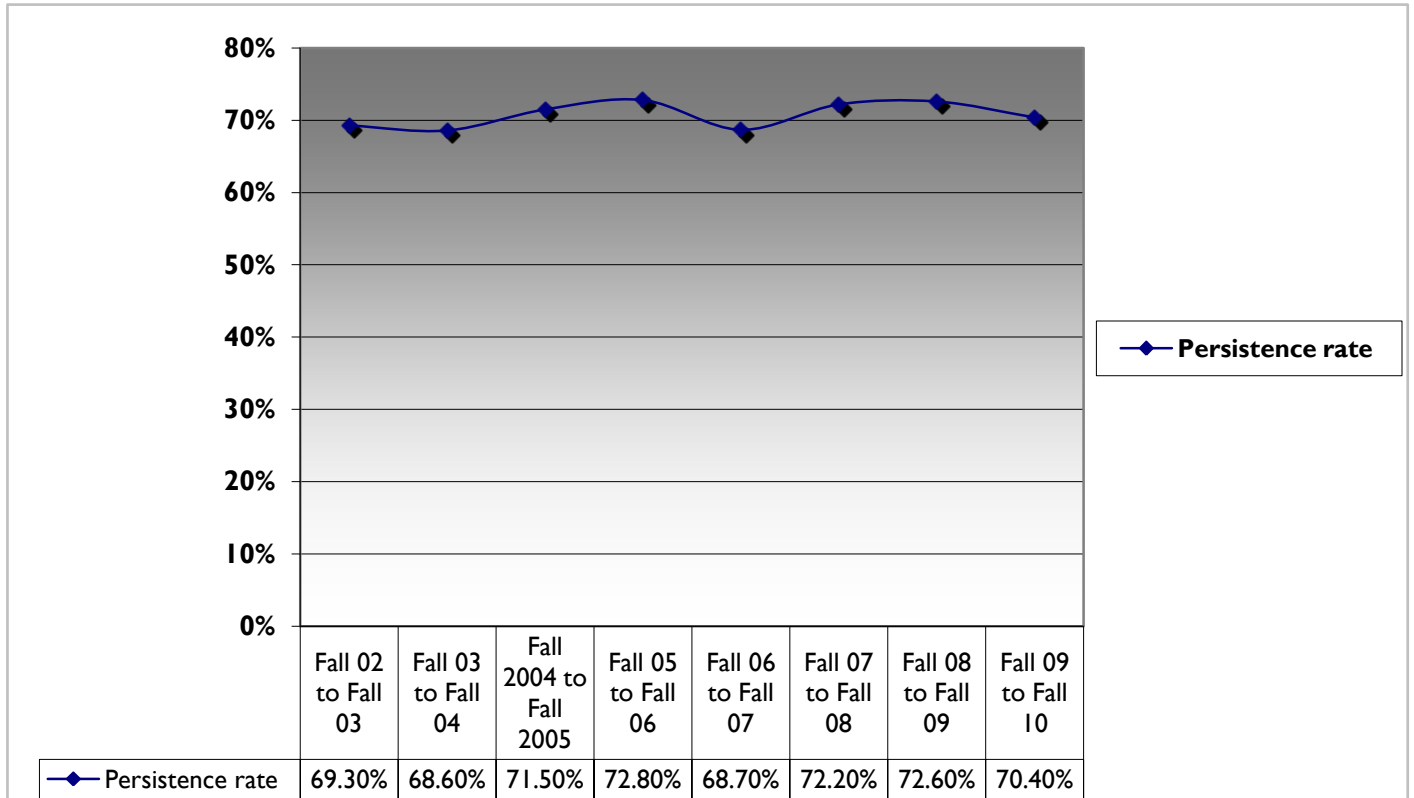
Student Outcomes

Diagram 13: Student Success and Retention Rate Over Time



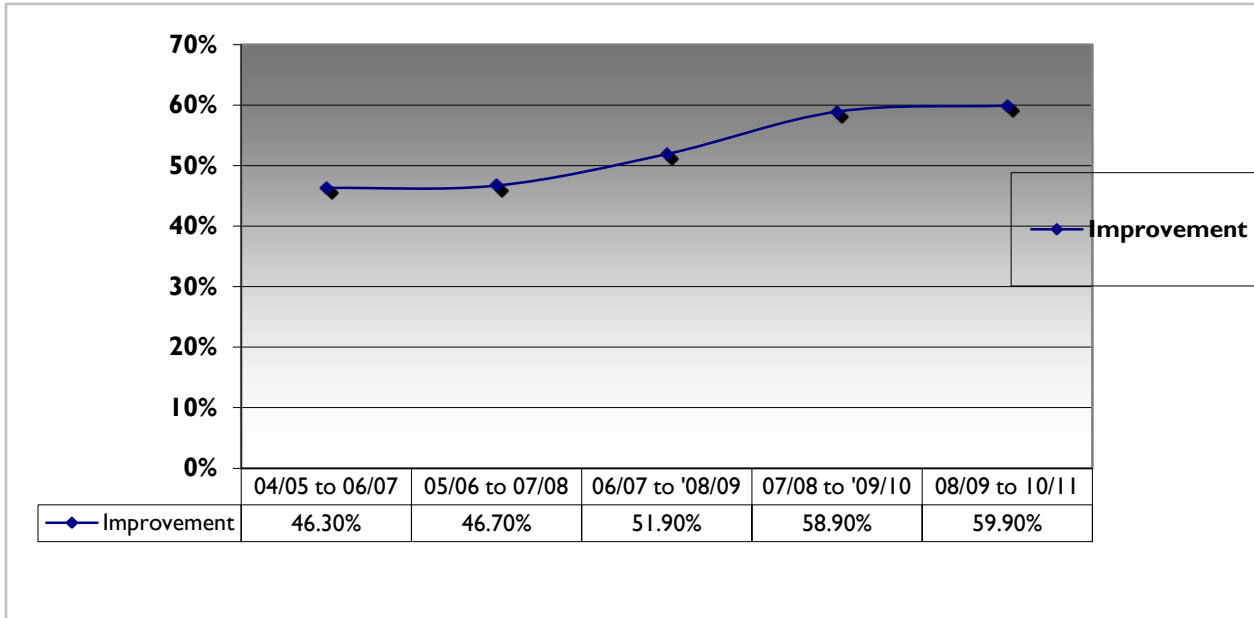
Success is defined as the proportion of students who either received a grade of C or above or credit.
Retention is defined as the proportion of students who receive a grade of any kind.

Diagram 14: Student Persistence Rates Over Time



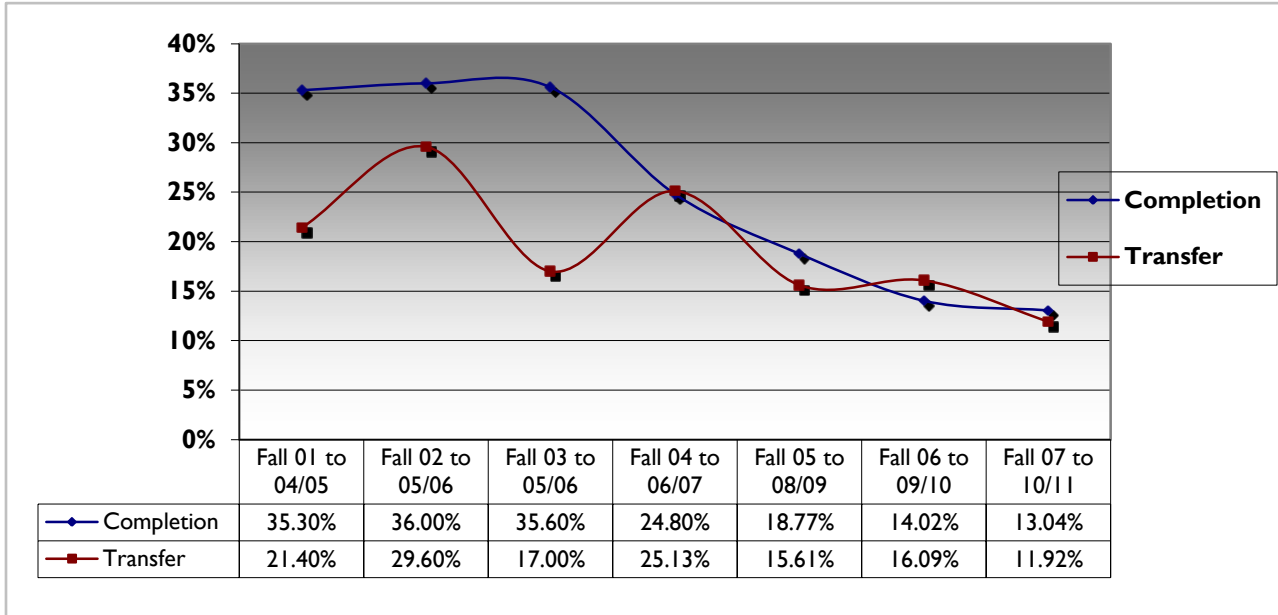
Note: Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

Diagram 15: Basic Skills Improvement Over Time



Improvement rate: The proportion of Basic Skills students who completed at least one course at a level above the starting course within 3 years.

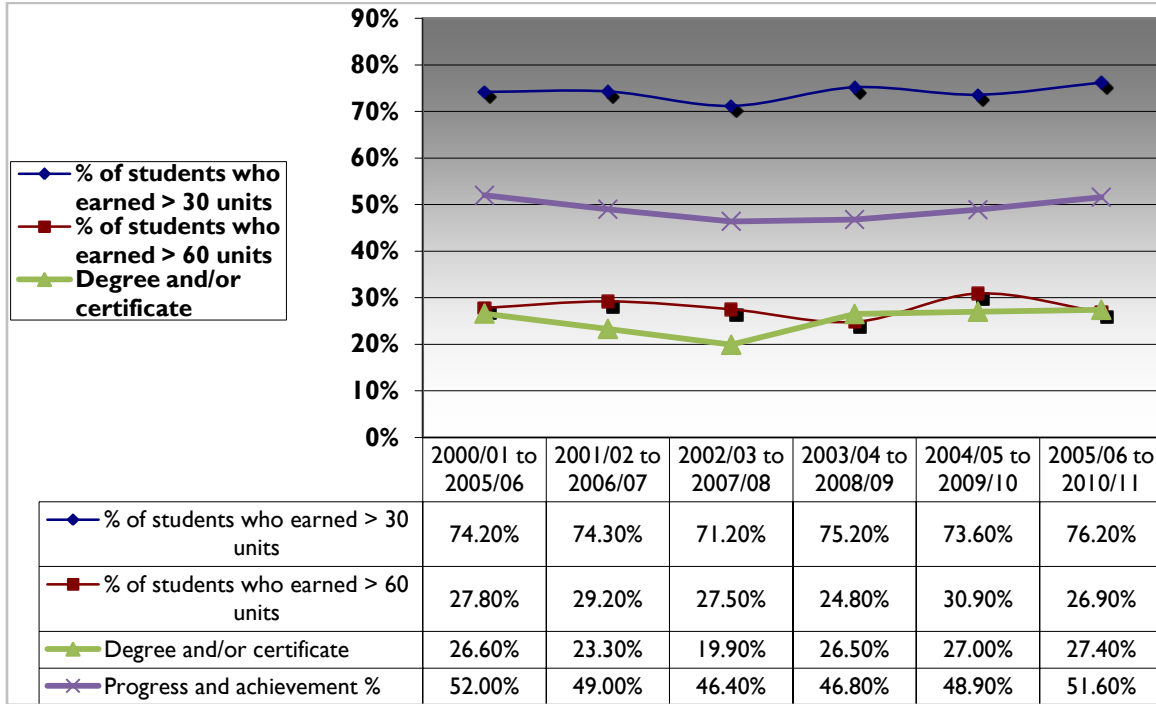
Diagram 16: Completion or Transfer Rate Within 3 Years



Completion is defined as the proportion of new full-time degree-seeking students who attained a certificate or degree, transferred or became 'transfer-prepared' during a three-year period. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer-prepared'.

Transfer is defined as the proportion of new full-time degree-seeking students who attended a College or University or became 'transfer-prepared' within 3 years.

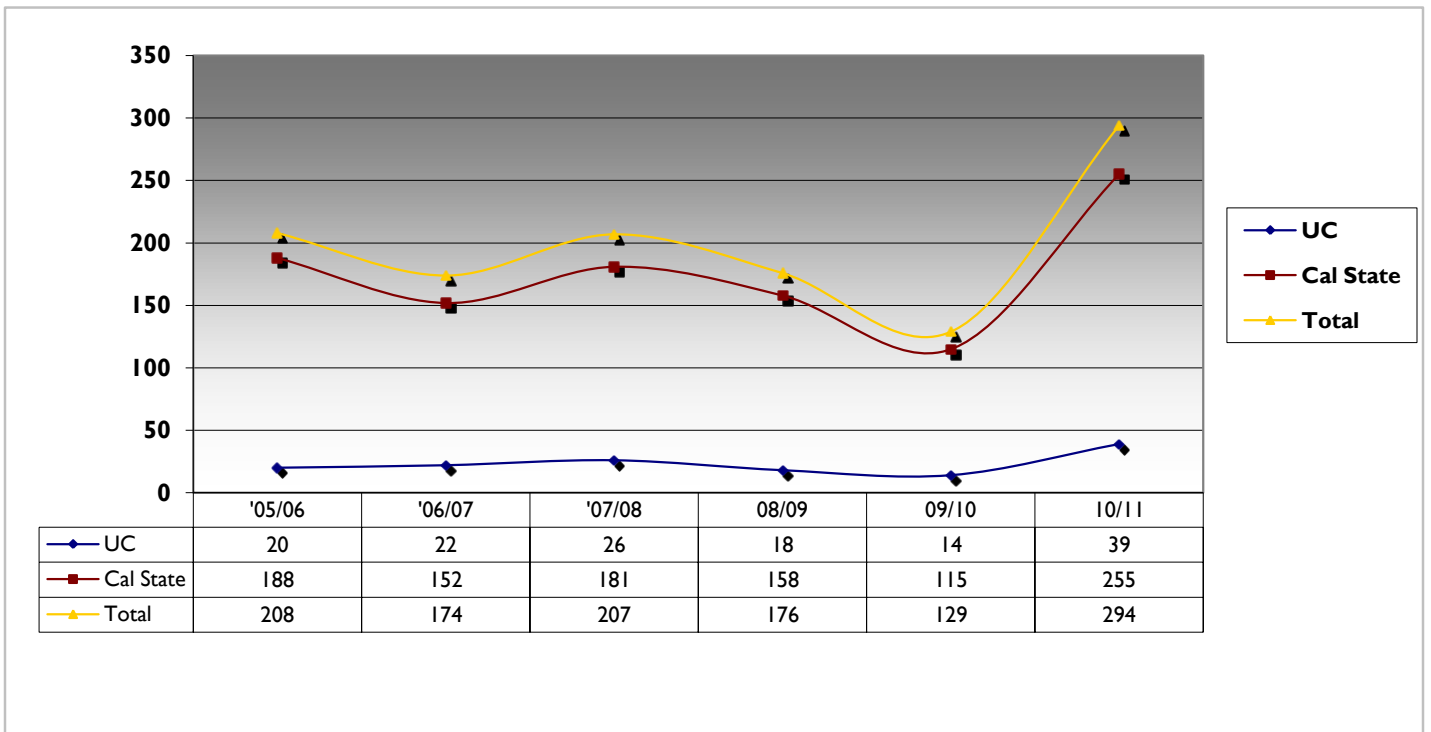
Diagram 17: Completion Rate Within 6 Years



Degree and/or certificate rate is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and obtained a degree or certificate within 6 years.

Progress and achievement rate is defined by the proportion of new students who took at least 12 units and attempted a degree/certificate/transfer course and received a degree, were transfer-ready, or showed as transferred within 6 years

Diagram 18: Transfers to University



Program Matrix

Program	Service Description	Service Discipline(s)	Student Target	Primary Funding	Student served/yr
EOPS	Case management, counseling, workshops, book voucher, and lending library	All areas	Low income students	Categorical	Approx. 400
CalWORKS	Case management, counseling, job placement experience	All areas	TANF students	Categorical	Approx. 300
Natural Science Supplemental Instructions	Student-led sessions aid students outside of class time	Natural Sciences	All students	STEM grant	Approx. 575
English Supplemental Instruction	In class tutoring, counseling, and workshops	English	All students	Title V	Approx. 550
First Year Experience	Students take reading and writing together and have access to tutoring and counseling services.	English	First time basic skills students	Basic Skills grant	Approx. 350
Puente	Combines writing, counseling and mentoring to support students to transfer	English	Hispanic, transfer students	Endowment/general fund	Approx. 50
Math boot camp	Summer program that prepares students for Math courses	Math	All students	STEM	Approx 250
Disability resource center	Academic and physical accommodations, academic career, personal and vocational counseling, learning skills assessment, specialized tutoring, academic support classes, vocational preparation and job placement, and accommodations	All areas	Students with disabilities, and veterans	Categorical	Approx. 900
Student success center	Referrals, counseling, workshops.	All areas	ESL, Basic skills, new students	Title V	Approx. 500
TRIO	Academic counseling, laptop lending, cultural and social activities, and university visits	All areas	First generation, low income, disabled	Categorical	160
MESA	Study center, Academic Excellence Workshops, tutoring, advising, academic support, career development	STEM	First generation, low income, STEM majors	MESA Grant	Approx. 250
Tutoring	Tutoring offered	All areas	All students	General fund	Approx. 500
Writing center	Support for students and their writing assignment, poetry, short stories, and business letters and resumes. Special events and workshops	English	All students	General fund	Approx. 500
Math lab	Provides Math tutoring	Math	All students	General fund	Approx. 500
Service Learning	Community placement paired with classroom instruction incorporating experiences	Social Science, English, Fine Arts	All students	Grant	Approx. 500
Acceleration	Combined reading and writing course that allow students to skip a Basic skills level	English	Basic skills students	Title V	Approx. 160
Early Alert	Provides notice and counseling to students who are at risk of failing	All subjects	Students at risk of failing	Title V	Approx. 280
Counseling	Provides academic counseling	All subjects	All students	General fund	Approx.1500

**2013 GAVILAN COLLEGE COMPREHENSIVE SELF STUDY
ACCREDITATION COMMITTEES**

Accreditation Task Force

- | | |
|---------------------------|--|
| 1. Steven Kinsella | Superintendent/President |
| 2. Kent Child | Board of Trustees |
| 3. Kathleen Rose | Executive Vice President and CIO,
Accreditation Liaison Officer |
| 4. Ken Wagman | Faculty Accreditation Coordinator |
| 5. John Pruitt | Vice President of Student Services |
| 6. Dana Young | Faculty |
| 7. Mary Ann Sanidad | Faculty |
| 8. Bonnie Donovan | Professional Support Staff |
| 9. Lucy Olivares | Professional Support Staff |
| 10. Jan Bernstein-Chargin | Manager |
| 11. Joseph Hayes | Student |

Standard I: Institutional Mission and Effectiveness; John Pruitt - Lead

- | | |
|--------------------|----------------|
| 1. Randall Brown | Manager, Chair |
| 2. Eddie Cervantes | Manager |
| 3. Angie Oropeza | Confidential |
| 4. Erin Crook | Faculty |
| 5. Denyse Sawyer | Student |

Standard II: Student Learning Programs and Services; Sherrean Carr – Lead

Standard II A - Instructional Programs

- | | |
|------------------------------|----------------------------|
| 1. Susan Dodd/Arturo Rosette | Faculty, Co-Chairs |
| 2. Robin Paige | Faculty |
| 3. Darlene Del Carmen | Faculty |
| 4. Susan Alonzo | Manager |
| 5. Katie Day | Professional Support Staff |
| 6. Loretta Carrillo | Professional Support Staff |
| 7. Bea Lawn | Faculty |
| 8. Alyssa Lai | Professional Support Staff |
| 9. Esteban Talavera | Professional Support Staff |

Standard II B - Student Support Services

- | | |
|----------------------------|----------------------------|
| 1. Anne Ratto / Fran Lopez | Administrators, Co-Chairs |
| 2. Mari Garcia | Faculty |
| 3. Robert Overson | Faculty |
| 4. Rocio DeReza | Professional Support Staff |
| 5. Shaesta Razaqi | Professional Support Staff |
| 6. Grace Cardinalli | Confidential |
| 7. Jesus Olivas | Faculty |
| 8. Kimberly Smith | Faculty |

Standard IIC - Library and Learning Support Services

1. Rachel Perez Administrator, Chair
2. Lorraine Burgman Faculty
3. Terry Newman Manager
4. Sabrina Lawrence Faculty
5. Christina Salvin Faculty

Standard III: Resources ; Joseph Keeler - Lead

Standard IIIA - Human Resources

1. Eric Ramones Manager, Chair
2. Lisa Franklin Professional Support Staff
3. Lucy Alvarez Professional Support Staff

Standard IIIB - Physical Resources

1. Jeff Gopp Manager, Chair
2. Leah Halper Faculty
3. Nancy Bailey Confidential

Standard IIIC - Technology Resources

1. Mimi Arvizu Manager, Chair
2. Rey Morales Faculty
3. Jane Maringer Faculty
4. Dave Phillips Manager
5. Kyle Billups Professional Support Staff
6. Joel Hannon Student

Standard IIID - Financial Resources

1. Susan Cheu Manager, Chair
2. Hope Jukl Faculty
3. Marla Dresch Faculty
4. Laurel Blakely Professional Support Staff

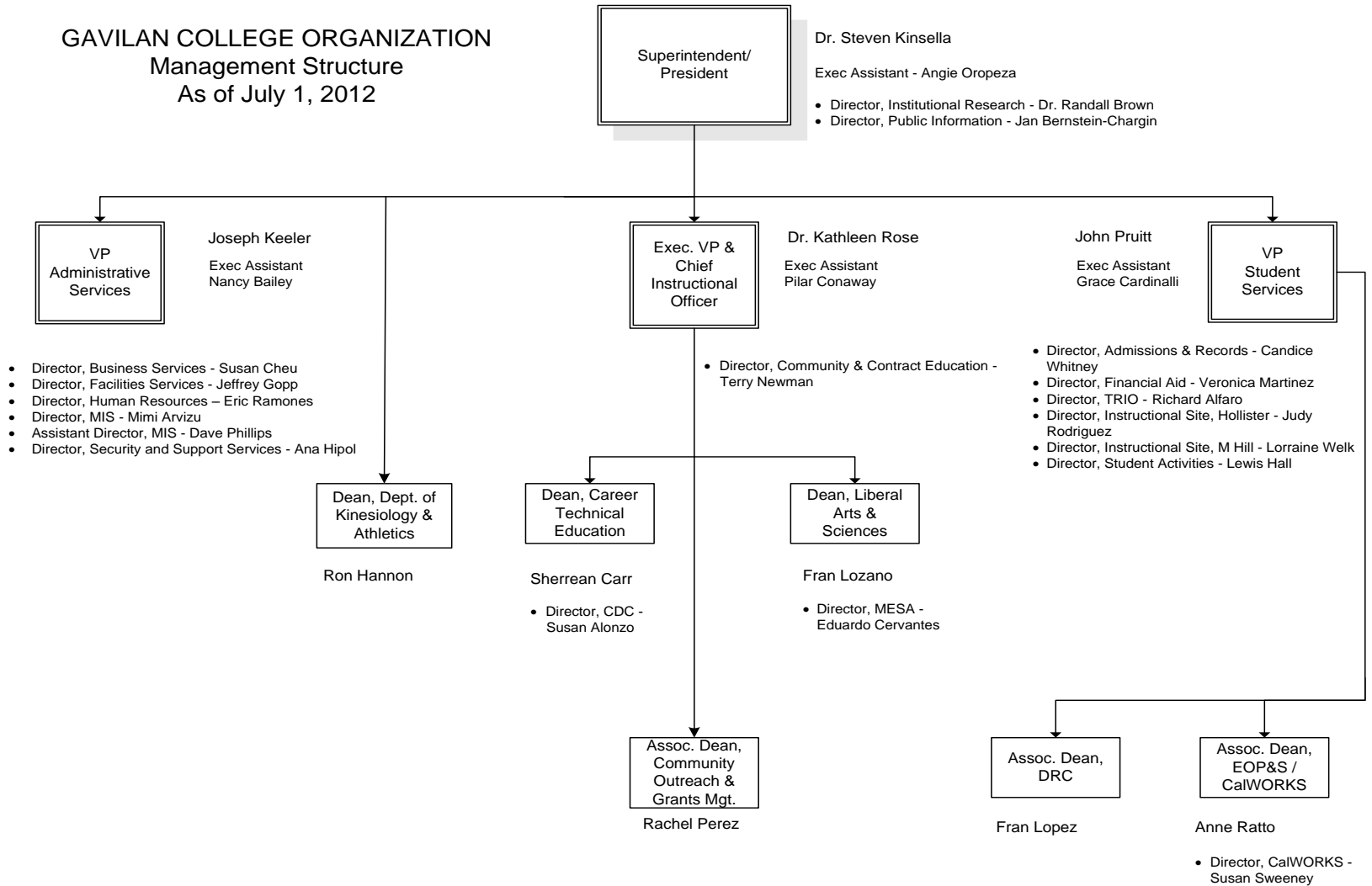
Standard IV: Leadership and Governance

1. Steve Kinsella / Enrique Luna Superintendent/President. Faculty; Co-Chairs
2. Ron Hannon Administrator
3. Diana Seelie Professional Support Staff
4. Debbie Klein Faculty
5. Joseph Hayes Student
6. Richard Alfaro Manager

Editing Team:

1. Fran Lozano Administrator
2. Candice Whitney Manager
3. Deborah Hampton Faculty
4. Bonnie Donovan Professional Support Staff
5. Jan Bernstein-Chargin Manager

**GAVILAN COLLEGE ORGANIZATION
Management Structure
As of July 1, 2012**



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ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority

Gavilan Community College's authority to operate as a degree granting institution is the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on page seven of the College's 2011-2013 Catalog.

2. Mission

The Board of Trustees adopted the most recent revision of Gavilan College's Mission Statement on December 11, 2012. This revision was the result of an on-going review process that included consideration of the directions identified in the College's Strategic Plan. Additionally, the State Chancellor's Office, California Community Colleges reduced funding for life-long learning courses for seniors enrolled in the non-credit older adults program offered by Gavilan College. The College, consistent with the direction of the State Legislature eliminated these non-credit courses. During the update of the mission statement in FY 2011 the language of the mission statement was changed. The mission statement approved by the Board of Trustees on December 11, 2012 reads as follows:

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.

All College constituencies were given an opportunity to participate in developing the mission language.

The Mission Statement may be found in the College Catalog, the Educational Master Plan, the Faculty Handbook, the college web site, posted in the Student Center, and as a part of the Strategic Plan FY 2012 – 2013 through 2016 – 2017 updated September 11, 2012.

3. Governing Board

A seven-member Board governs the Gavilan Community College District. Board members are elected at large from San Benito County (3 Board Members) and the communities of Gilroy and Morgan Hill in Santa Clara County (2 Board Members from each city). The Board of Trustees members serve staggered terms to ensure continuity. Elections are held every two years with three or four Board seats open when elections are held. The Board of Trustees includes one student member who is granted an advisory vote, compensation, and other rights consistent with rights provided to elected members of the governing board. The student trustee holds office for one year.

The Board of Trustees ensures that public interest is reflected in its activities and decisions not only through its efforts to alert the public to items pending before it, but also by inviting

the public to comment at its monthly meetings. No members of the Board have an employment, family, or personal financial interest in the college.

4. Chief Executive Officer

The Superintendent/President of Gavilan College, Dr. Steven Kinsella, was appointed by the Board in January 2003. Dr. Kinsella's appointment was the culmination of a hiring process that was conducted with the assistance of a consulting firm in accordance with Board policies. The vacancy was widely publicized and a broad-based committee, representing all College constituencies, screened and interviewed the applicants. This committee submitted a list of finalists to the Board of Trustees for their consideration. The Superintendent/President's chief responsibility is to the institution, although he is expected to contribute to community activities to that promote the college.

5. Administrative Capacity

Gavilan College has had very few changes in its administrative structure since its last accreditation review in 2006. The educational administrators listed by job title are as follows:

- Superintendent/President
- Executive Vice President and Chief Instructional Officer
- Vice President, Student Services
- Vice President, Administrative Services
- Dean, Liberal Arts and Sciences
- Dean, Career Technical Education
- Dean, Kinesiology and Athletics
- Associate Dean, EOP&S
- Associate Dean, Disability Resource Center
- Associate Dean, Community Development and Grants Management

The organizational structure and the number of administrators are the same as the College's last accreditation visit in 2006 with one exception. In 2011, the position of Executive Vice President and Chief Instructional Officer was created and the position of Vice President, Instructional Services was eliminated to provide greater span of control to one Vice President. The Executive Vice President serves as the primary administrator in the absence of the Superintendent/President who is frequently away from the College due to his assignment as Vice Chair, Accrediting Commission for Community and Junior Colleges. The Superintendent/President's assignment as Vice Chair is expected to be for two years at which time he will move up to the role of Chairperson in 2014.

6. Operational Status

Over 5,000 students are currently enrolled, at the main campus as well as at sites in Hollister, Gilroy and Morgan Hill, in a variety of courses that lead to associates degrees, certificates of completion, or transfer to four-year institutions. Gavilan College owns real property in Coyote Valley (San Jose) and in Hollister. The College is working to establish Educational Centers in each of those locations with the long-range goal of having independent fully accredited colleges in each location. Expansion of services in each of these areas depends on

demand for services and the availability of funding from the state for construction funding necessary to build out each site.

7. Degrees

Gavilan Community College offers a wide variety of associates degrees and certificate programs in both collegiate and occupational disciplines. A large majority of students are enrolled in these courses. Associates degree programs and certificate and career programs are clearly identified in the College Catalog.

8. Educational Programs

Gavilan College's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered.

9. Academic Credit

Gavilan College is in compliance with the Title 5 provisions as revised and adopted March 15, 1980.

10. Student Learning and Achievement

Each program of study listed in the College Catalog includes a statement that describes the educational objectives for students; whether it be preparation for transfer to another institution or preparation for a specific occupation.

11. General Education

The College Catalog clearly lists the general education requirements for the Associate Degree. There are five subject areas: Communication in the English Language; the Physical Universe and Its Life Forms; Arts, Foreign Language, Literature and Philosophy; Social, Political, and Economic Institutions; Lifelong Understanding and Self-Development. In addition to demonstrating competence in writing and computational skills, the student successfully completing these requirements will have had an introduction to the major areas of knowledge. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education.

12. Academic Freedom

Faculty and students are free to examine and test knowledge appropriate to the academic discipline or major area of study. Board Policy 4030 approved on June 11, 2002 reinforces the right of faculty to maintain and encourage full freedom to teach, research and pursue knowledge as set forth in the Accreditation Commission standards and California Code of Regulations, Title 5, Section 51023. The college maintains an atmosphere in which intellectual freedom and independence exists.

13. Faculty

Gavilan College has 76 full-time and 254 part-time faculty. All meet the minimum qualifications for their disciplines as outlined in the Faculty Handbook. Until the Great Recession started to reduce state apportionment in FY 08/09, Gavilan College had actively worked to concentrate its resources on hiring more full-time faculty. After three years of

implementation, the College had to place the hiring plan in abeyance until revenues once again started to increase. The delay has been so long that a new hiring plan had to be developed to ensure that full-time faculty positions being hired accurately reflect the priorities of the Educational Master Plan and the Strategic Plan. The revised hiring plan has an anticipated start date of FY 13/14.

This revised Five-Year Faculty Hiring Plan will be presented to the Board of Trustees requesting approval. Approval of the plan by the Board will have the effect of increasing the priority for additional full-time faculty. All current full-time faculty are listed in the College Catalog.

14. Student Services

Gavilan College's strong commitment to the continual academic progress of its students is reflected in the variety of matriculation services it offers. These services include orientation for new students, assessment and course placement, and counseling and educational services. Additional student services include TRIO, MESA, Financial Aid, Health Services, career counseling, tutorial assistance, transfer services, DRC, and EOPS. The services provided are consistent with Gavilan's mission and its students' characteristics.

15. Admissions

The admission policies are consistent with its mission and conform to parameters outlined in state law and District policies. The qualifications for admission are clearly stated in the College Catalog.

16. Information and Learning Resources

Gavilan College provides long-term access to sufficient information and learning resources and services to support its mission and educational programs. The library has expanded beyond printed media and provides access to a variety of on-line information databases. The Technology Master Plan was updated in June 14, 2011 with many of the technology initiatives being funded through the Measure E facilities improvement bond that was approved by voters in March 2004.

17. Financial Resources

The majority of Gavilan College's funding comes from state apportionments. The College has also been aggressive in securing grants that are consistent with its mission and status as a Hispanic Serving Institution (HSI). All funds are carefully tracked and documented. The Vice President of Administrative Services regularly reviews projected state income sources and recommends budget planning accordingly. The unrestricted fund reserve equals nine percent of its unrestricted expenditures and transfer requirements. This level of a reserve assists in ensuring fiscal stability in case of emergency.

The college has consistently generated small surpluses over the past four years. Funds in excess of amounts needed for a prudent reserve have been transferred to an irrevocable trust to pay for the costs of retired employee medical benefits. The college has \$3.725 million set aside for the obligation that was recently calculated to be \$4.8 million. Additional funds are

being placed in the irrevocable trust for active employees who will eventually be entitled to medical benefits upon retirement.

18. Financial Accountability

Gavilan College annually undergoes an external financial audit as required by law. For the past two years these audits have been conducted by the accounting firm of Crowe, Horwath, LLP

19. Institutional Planning and Evaluation

The Board of Trustees adopted an update of the Educational Master Plan for Gavilan College in December 2012. Most of the initiatives identified in the prior plan have now been incorporated into the College's operations. The revised plan was developed with input from all College constituencies using the best available demographic data and projections. The Facilities Master Plan, the Technology Master Plan and the Strategic Plan are all current. These plans are reviewed annually to ensure the objectives are current and that they reflect the mission of the College.

The Institutional Effectiveness Committee, using a data-driven process, regularly reviews the educational effectiveness of Gavilan's courses, programs, and services on a three to five year cycle.

20. Public Information

The College Catalog is published biannually and provides accurate and current information that describes its purposes and objectives, admission requirements, rules and regulations affecting students, programs and courses, degrees and degree requirements, costs and refund policies, grievance procedures, and academic credentials of faculty and administrators. Between publications of the hard-copy, addenda are posted online. Much of this information is also provided in the Schedule of Classes that is published each semester, in the Handbook of Students Rights and Responsibilities, and on the Gavilan College website.

21. Relations with the Accrediting Commission

The Board of Trustees regularly receives reports on the accreditation activities of the college. The Board adheres to all eligibility requirements, accreditation standards and policies of the Commission. The college agrees to disclose any information required by the Commission to carry out its responsibilities.

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CERTIFICATION OF INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Policy on Distance Education and on Correspondence Education

Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

- Gavilan College has policies and procedures have been developed to ensure the DE program is working within the institutional mission. This includes the Best Practices Handbook, curriculum procedures, Distance Education Committee, and the Distance Education Master Plan.

Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

- Gavilan College's Distance Education Committee has developed a Best Practices Handbook, curriculum committee processes for distance education, faculty evaluation process per contract, and recommended self-evaluation process for faculty and courses. The DE Committee processes recommendations and best practices through the Academic Senate and the shared governance process. In addition, the Distance Education Department surveys customer satisfaction twice per year.

Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

- Gavilan College's Distance Education Department has program outcomes, a program plan and has been reviewed by the Institutional Effectiveness Committee (three to five years). Each individual course has student learning outcomes as developed during the curriculum approval process. The Curriculum Committee Form D is specifically designated for distance education delivery approval.

Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

- Gavilan College assesses the distance education program learning outcomes through program review and program satisfaction surveys two times per year.

Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process.

- At Gavilan College, all distance education courses are currently under review to determine whether 50 percent or more of any degrees or certificates are offered through distance education.

Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.

- At Gavilan College, all distance education courses are currently under review to determine whether 50 percent or more of any degrees or certificates are offered through distance education.

Institutions which offer distance education must have processes in place through which the institution established that the student who registers in a distance education course is the same person who participated every time in and completes the course and is awarded academic credit.

- At Gavilan College, the Distance Education Department has developed a student authentication policy and made it a part of the distance education Best Practices Handbook. The college has a student authentication policy in place (BP/AP 3720) and is in the process of adding distance education language to this policy. For all online students, the college maintains a password-based authentication over encrypted channel learning management system.

Policy on Institutional Compliance with Title IV

During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

- Gavilan College recognizes that federal regulations require that first time borrowers of Direct loans receive entrance counseling. During entrance counseling, which is conducted at www.studentloans.gov, the student is informed how the master promissory note works, emphasizes the importance of repaying the loan, describes the consequences of default, and shows borrowers sample monthly repayment amounts. Gavilan College collects contact information about borrowers during the file completion process in order to facilitate future contact if needed. This ensures more knowledgeable, responsible borrowers, and results in fewer defaulters as well.
- Gavilan College provides exit counseling to students who are leaving their program of study. Exit counseling is done at the website: <https://studentloans.gov/myDirectLoan/index.action>. Gavilan College views exit counseling as an effective way to prevent defaults and understands that it is often the last opportunity that borrowers have to work with someone at the school regarding their loans. Exit counseling provides in-depth counseling that focuses on fully explaining repayment plans and choices that fit the borrowers' needs. It also is an opportunity to clear up any misconceptions our students may have about their loan obligations and reemphasizes the consequences of default.

- Gavilan College takes an aggressive step to reach out to borrowers who have moved into any stage of delinquency. On a monthly basis, the office runs reports on borrowers who have moved into delinquent status. Phone calls are made to all known phone numbers and when a student cannot be reached, emails are sent to all known email addresses to warn students that they are delinquent. The phone calls and emails outline the risks of going into default and encourage the student to contact our office for help. Loans made or serviced through the Department of Education are followed through based on their required protocol.
- Gavilan College recognizes that timely and accurate enrollment reporting to NSLDS or the guarantor is required by regulation and promotes school and student success. Gavilan College also believes that there is a correlation between late or inaccurate enrollment reporting and loan defaults. Accurate reporting activity ensures that borrowers receive their full grace period, and further ensures that contacts from the loan servicer such as correspondence and telephone calls occur in the appropriate timing and sequence. Gavilan College's Default Management plan assures timely and accurate reporting of changes in enrollment status as is required. Gavilan College adheres to the required schedule of reporting changes in enrollment status and tries to always expedite timelines.

Policy of Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.

- Gavilan College utilizes the college catalog and the schedule of classes as outreach tools. These items are available in both printed and electronic formats. Both of these publications are focused primarily on course and education program information along with regulatory and enrollment information related to educational programs.

In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

- Gavilan College lists occupational programs in the college catalog that do contain licensure information. For example, the Nursing programs in Allied Health state the requirements to sit for the NCLEX exam and Cosmetology information includes state certification requirements and accreditation information. Gainful employment information is also included for occupational programs.

Policy on Award of Credits

The courses or other educational experiences have identified student learning outcomes that students must meet at a defined level of performance to receive credit.

- Each course, along with other information, is required to have the student learning outcomes (SLOs) for the course on the course syllabus. Copies are reviewed by the area Dean at the beginning of the semester to insure compliance with format and information. Curriculum committee course update and modification forms require the faculty to describe all of the SLOs for the specific course, along with mapping to the program and institutional level outcomes. The assessment information on the course outlines also must match stated SLOs.

The courses or other educational experiences meet standards of quality as defined by the institution.

- 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. Program and curriculum quality is evaluated regularly to ensure quality and currency (BP/AP 4020)

The credits awarded for a course or educational experience are comparable in quantity and nature to credits awarded to other courses at the institution.

- Gavilan College students can receive full credit in major colleges and universities throughout the United States for appropriate courses completed with a grade of “C” or better. The course approval process (AP 4022) ensures a standard for all courses.

The credits are appropriate for higher education or for pre-collegiate education, and are defined as such.

- Gavilan College has designated certain courses “non-degree appropriate.” This means that units earned in selected courses will not count toward an associate’s degree. This information is contained in the course descriptions in the catalog.

The credits are appropriate and applicable to the institution’s own educational programs leading to a degree, certificate, or other defined educational outcomes.

- Gavilan College has completed lower division course-to-course, major-to-major, and general education agreements with all California State University (CSU), University of California (UC) and a number of private university campuses. These agreements ensure that participating universities will accept certain courses taken at Gavilan College to satisfy general education, major, or elective university requirements. The philosophy and criteria for associate degree and general education (BP/AP4025) guides the evaluation process (BP/AP 4050)

Policy on Institutional Integrity and Ethics

An accredited institution will uphold and protect the integrity of its practices.

- Gavilan College protects the integrity of its practices through the mission, values, Principles of Community, Board policies and compliance with Education Code.

An institution applying for eligibility, candidacy, or extension of candidacy, accreditation or reaffirmation of accreditation, provides the Commission with information that is readily available.

- Gavilan College complies with all Commission reporting requirements.

The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services, and tuition and fees. The institution reports accurately to the public its accreditation status.

- Gavilan College publishes information related to its mission statement, educational programs, student services, accreditation status, tuition and fees via the college catalog, the college schedule and online.

The institution has policies to ensure academic honesty, accuracy in the hiring process and policies and procedures that provide due process protection. These policies are reviewed regularly, posted on the Gavilan College website, and are widely available to the institution and to the public.

- A process for reviewing District policies is in place and regular review of policies occurs through the shared governance process.

The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services.

- Gavilan College's Principles of Community ensures the professional and respectful behavior of all employees and areas of service.

The institution provides information about its accreditation status, its transfer of credit policies, and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations.

- Gavilan College's accreditation status is posted on the college website and included in print publications such as the catalog and class schedule. Transfer-of-Credit policies and information on licensure examinations are included in the college catalog in both print and electronic versions.

The institution established and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are to be resolved.

- Gavilan College makes widely available through the college catalog, online and other means to all students, staff and faculty the Student Rights, Responsibilities and

Academic Standards Handbook. The Standards of Conduct policy (BP/AP 5500) outlines the procedures for discipline.

The institution cooperates in preparation for site visits, receives the team with a spirit of collegiality and complies with the Eligibility Requirements, Standards, and Commission policies.

- Gavilan College holds accreditation activities as a priority and ensures that the campus is prepared for all accreditation requirements throughout the year.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that affect accreditation requirements.

- Gavilan College has contracts with non-regionally accredited organizations in the Contract and Community Education Program. These certificates do not award units or financial aid.

If an institution is part of a district/system with shared facilities or processes, the institution may use documents prepared by district/system in its report to the Commission.

- All District contracts meet the Guidelines for Good Practice in Contracting with Non-Regionally Accredited Organizations.
- The Gavilan Joint Community College District is a single-college district.

SUMMARY OF RESPONSES TO 2007 ACCREDITATION VISIT

The March 2007 accreditation team visit at Gavilan College resulted in reaffirmation of accreditation with a requirement that the College complete a progress report by October 10, 2007. The team acknowledged the strength of the College in a number of areas including (1) the College of Choice initiative; (2) making the strategic plan central to all levels of planning; (3) the human resource office organization and methods for maintaining records; (4) the quality of the Disability Resource Center; and (5) the College President's pursuit of widespread dialogue that promotes a positive spirit of optimism and camaraderie on campus. The team also made a recommendation with several sub-sections. The primary recommendation, Planning Evaluation, and Program Review, was addressed in the October 10, 2007 Progress Report, and again in the March 15, 2010 Midterm Report:

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 visiting 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 develops mechanisms to evaluate regularly all of the College's planning and resource allocation processes.

Student Learning Outcomes

- The team recommended that the College identify assessment methods and establish dates for completing student learning outcomes for all of 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.

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.

The Midterm Report was submitted on March 15, 2010 that addressed the three major recommendations requested by the Accrediting Commission after the March 2007 accreditation visit. It includes the corrective action taken on Recommendation 1 (as submitted in the Progress Report dated October 2007) along with the progress made on Recommendations 2 and 3.

The report had three distinct parts:

- Recommendation 1: Planning, evaluation, and program review
- Recommendation 2: Student learning outcomes
- Recommendation 3: Part-time faculty evaluation

The Midterm Report reflected work completed in these areas, provided an update to the 68 corresponding planning agenda items and provided an update on substantive changes as requested by the accrediting commission.

Overall, the College continued to engage in a continuous improvement model that allows for ongoing, systematic and transparent review of all areas of institutional effectiveness with multiple opportunities for campus dialogue. Dialogue typically takes place during department meetings, shared governance meetings, campus-wide staff development days, focus groups, on-line discussion boards using *Moodle* course-management software and round table discussions.

Recommendation 1: Planning Evaluation and Program Review

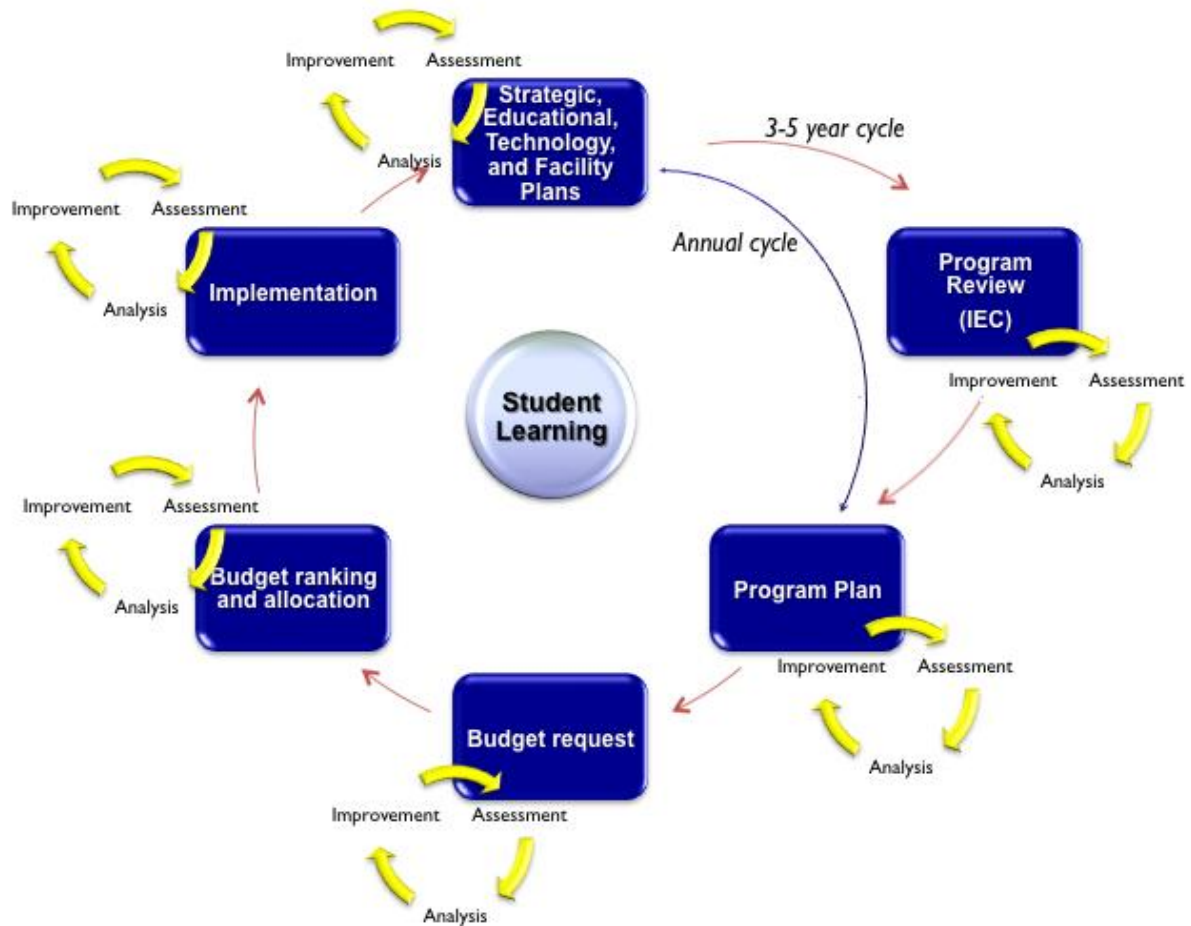
In order for the College to ensure an ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation, and re-evaluation, the team recommended the following evaluation and improvement steps:

- *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.*

Response

Program review processes and guidelines have been expanded to include connection to the allocation of resources with a newly-developed budget request form. The form is now used in conjunction with the program plan during the program review self study completed by each department. Programs are reviewed every three to five years, and program plans, with related budget requests, for all programs are updated annually.

The model developed in response to the 2007 Visiting Team Recommendations and required Progress Report was accepted by the follow-up Visiting Team; The following chart illustrates the relationships among strategic planning (Strategic Planning Committee), program review (IEC), and the budget process (Budget Committee).



A revised program plan template was developed to coordinate the institutional Strategic Plan and Goals with the supporting activities and budget required to carry them out. These forms go to both the IEC and the Budget Committee for their consideration and budget recommendations.

As part of our continuous improvement efforts, the IEC examined and improved its method for reviewing programs. The new process generates more complete and useful information from the departments under review and provides for a more orderly evaluation of these Program Review reports than was accomplished in the past. Specific templates have now been developed for Instructional Program Review, Non-instructional Program Review and Student Services Program Review. During the 2008-09 academic year the Student Services Program Review template was created, and the Instructional Program Review template was revised to be better organized, more specific in the information required, and clearer in the purpose and expectations of what is to be included in each section of the report. The forms were reviewed again in Fall 2009, and Fall 2012, and the resulting rubric was modified to include an emphasis on SLO, PLO and program review outcomes. This annual revision will produce more informative reports, leading to continuous improvement in institutional decisions, particularly concerning the budget.

- *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.*

Response

In response to the 2007 Visiting Team Report and Recommendations, the college refined its processes for strategic planning and program review. A flow chart was developed, showing the linkages between program review (Institutional Effectiveness Committee- IEC), Program Plans and Budget Requests (Budget Committee) and Strategic Planning (Strategic Planning Committee).

Each program is reviewed on a regular rotational basis. Each department under review submits a Program Review Report to the IEC providing a comprehensive analysis of its strengths, weaknesses, and areas of intended improvement. Program Plans, submitted with each Program Review, lay out program goals and proposed activities to achieve those goals. All goals and activities refer to the institutional Strategies and Goals as laid out in the Strategic Plan. The Program Review Report and accompanying Program Plans specify short-term and long-term goals, with proposed activities and budget requests (as appropriate) for the forthcoming three-year period (short- to medium-term).

Each year, all programs that are not submitting Program Review Reports must update their Program Plans (thereby keeping those plans current) including a review of the short- to medium-term goals and activities. Two years following the submission of its most recent Program Review Report, each program must submit a Progress Report to the IEC, thereby ensuring regular monitoring of progress on department activities and goals. The Strategic Planning Committee annually reviews all Program Plans to identify trends in department activities and goals, which then become the basis of this committee's recommendations for modification of the strategic plan to best reflect the current priorities of the college.

In the tradition of shared governance, decision-making committees (including the Budget Committee, Institutional Effectiveness Committee and President's Council) include representatives from each campus constituency: students, faculty, professional support staff, supervisors/confidentials, and administrators. Each committee member accepts responsibility for disseminating information to his or her respective constituent group and soliciting input for the decision-making processes of the college. Gavilan College is committed to fostering active participation by all constituencies in the planning and decision-making processes of the college, including the program unit level, governance committee level, and staff development activities. A new Shared Governance Handbook has been developed and approved, as well as a new organizational chart that captures Gavilan's inclusive decision-making process.

- *The college will develop mechanisms to regularly evaluate all of the college's planning and resource allocation processes.*

Response

The college has worked aggressively to develop a systematic method for regular assessment of the effectiveness of planning and resource allocation processes. Changes to the IEC guidelines now require that assessment data elements be included as part of resource allocation requests. The Strategic Planning Committee By-Laws have been modified to include a yearly evaluation of college planning processes. Ad hoc committees have been successful in responding to urgent operational and fiscal challenges and will continue to be the preferred method used for these situations. The college is consistent in providing an opportunity for campus-wide dialogue on important issues through shared governance, department meetings, focus groups, Moodle discussion boards, and round table discussions.

During the implementation phase of the overall planning process, including strategic planning, program review (IEC) and budget planning, it became apparent that the annual calendars for the three processes were not well coordinated. Accordingly, an Annual Planning Calendar was developed and implemented during the 2008-09 academic year. The new calendar and deadlines were presented at fall and spring staff development days, illustrating the relationships among the various processes. In addition, a planning day in Spring 2009 was devoted to the strategic planning process. Following an overall presentation by the college president, faculty worked within their departments to suggest changes to the institutional Strategic Plan, as well as completing their own Unit Plans.

The greatest challenge to the implementation of the Annual Planning Calendar during the 2008-2009 academic year was training the campus community to use the new forms and adhere to timelines for their completion. Although it was necessary to extend deadlines several times before all documents were submitted, the program review, budget allocation, and strategic planning processes worked much better than they had in the past. After the IEC had received the Program Review Reports and discussed them with the departments, the Program Plan Budget Requests were submitted to the Budget Committee for funding consideration, and the Program Plans were forwarded to the Strategic Planning Committee for consideration in the update of the Strategic Plan. It is expected that as familiarity with the process improves, the required reports will be submitted in a more timely fashion in the current and future years.

Recommendation 2: Student Learning Outcomes

- *The team recommends that the college identify assessment methods and establish dates for completing student learning outcomes for all of 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.*

Response

Gavilan College has provided training and support for both instructional and student service programs on methods for collecting program-level Student Learning Outcome (SLO) data. For instructional programs, this was done in Spring 2009. Faculty members were provided

training, support and guidance in creating assessment plans. The plans outline how program-level SLOs are to be assessed. Most programs have completed these plans and have begun to collect assessment data. As the institutional SLO effort expands and becomes more sophisticated, there will be greater use of these data to strengthen programs and courses. For instructional support and student services programs, data has already been collected, analyzed, and reported. These findings have been used to inform delivery system adaptations.

During the 2008-2009 academic year, a number of studies were conducted which examined the efficacy of different delivery systems. These studies have been presented and are posted on the college website: <http://www.gavilan.edu/research/reports/>. The college has also refined its program review process, which uses a variety of data to closely examine the functioning of each program.

A systemic approach has been used to refine, assess, and report course- and program-level SLOs. The first phase, now completed, was to have all courses and programs outline and publish their SLOs. In Winter 2007, an SLO advisory committee was established and an SLO Coordinator was identified. The SLO Coordinator and the Vice President of Instruction developed a plan to train and support the institution on program-level SLO assessment. In Spring 2009, SLO consultant Mary Allen, Ph.D. conducted a training session and then provided support (along with the SLO Coordinator and the Vice President of Instruction) for departmental working sessions. Through these efforts, departments developed and submitted assessment plans, outlining the assessment method for each program-level SLO. Additionally, the SLO Coordinator has provided ongoing individualized support and encouragement.

For instructional departments, course- and program-level SLO training is complete, with supplemental training to be provided as needed. As detailed above, program-level SLO training has been completed and the subsequent assessment findings and analysis were submitted in fall 2009. While training and support have been extensive, work is still in progress for some programs.

For student support programs, much of the work has been completed. One hundred percent of support programs have assessed, analyzed, and reported multiple SLOs. The final group of non-instructional programs to be assessed is those of the administrative units. Work with these units, to develop and use assessments, began in Fall 2009.

Approximately 20 percent of SLO assessments were complete at the time of the March 2010 Midterm Report. The department chairs have provided a list of courses to be assessed for each semester. As programs and faculty gather more data, they will be able to provide more accurate analyses of the effectiveness of delivery systems. From the Institutional Research perspective, a series of comparative studies have been completed to assist programs in examining both impact and function. For example, a study was conducted to examine student performance through the basic skills math sequence. The findings from this study suggested the need to modify the sequence and were the basis for a series of collaborative discussions on this topic. Additionally, studies have been conducted for First Year Experience, Basic Skills, Service Learning, along with a series of Student Service and Instructional support

programs. These studies have employed both qualitative and quantitative methodology, with the purpose of providing information for course and program improvement.

In addition, a series of round table discussions began in Fall 2009 to encourage faculty to discuss the instructional modifications implemented as a result of the assessment of student learning outcomes. Designed and led by faculty, the round table discussions have been very successful, generating participation by both full and part time faculty. A number of improvements have been made to the SLO website to allow for ease of reporting and input of assessment information (<https://mail1.gavilan.edu/slo/index.html>.) At this site, users can submit outcome data, view past data, and access a report of which courses and programs have been assessed, making the process both user-friendly and transparent.

The capacity of the college to conduct this type of research will be greatly expanded by the implementation of the Gavilan Integrated Data System (GIDS), which will utilize a data warehouse to populate a highly sophisticated user-friendly interface. This system, developed at another community college, is being mapped to the Gavilan College data system. The program review process also offers an opportunity to examine effectiveness of approaches and how SLOs impact the continuous improvement of Gavilan College degrees and certificates.

Recommendation 3: 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.*

Response

During the 2007-2008 academic year, the administration entered negotiations to develop a written evaluation procedure for part-time faculty with the faculty union (GCFA). Administration presented a draft procedure proposing, in part, that tenured faculty complete classroom visits and report back to the dean, who would include the information provided along with student evaluations and the instructor's written course materials to develop the final evaluation report; critical to the proposal (from the perspective of the administration) was that the deans would not have to make classroom visits for continuing part-time faculty, as workload considerations would be significant. The GCFA did not accept the provision that full-time faculty evaluate part-time faculty, and countered with a proposal that required the deans to visit the classrooms of every part-time faculty member under evaluation; this proposal was not acceptable to administration, and negotiations broke down. The college proceeded to conduct part-time faculty evaluations (without the participation of permanent faculty) for those part-times that had not been evaluated within the past three years, by using qualified outside evaluators to make classroom visits.

In order to respond to the visiting team's recommendation, this process was fully implemented unilaterally by the District in 2008. The dean or the Vice President of Instruction evaluated new part-time faculty in their first semester. Continuing part-time instructors were evaluated every three years by outside evaluators hired by the District.

In 2011, the GCFA and the District agreed to a new policy that started during the Spring 2012 semester. The deans still observe the new part-time instructors during their first semester. For the successive evaluations (that occur twice in the following five semesters), a trained faculty evaluator does an observation of the continuing part-time faculty. They meet with the part-time faculty member beforehand and then observe in the classroom. Afterwards, they meet again to discuss what was observed in the classroom, course materials, exams and quizzes, and syllabi information. The faculty evaluator submits a written report of the visit to the part-time faculty member.

On a separate sheet submitted to the administrator, if there are no concerns, the faculty evaluator will recommend that the administrator not complete a follow-up visit. If the faculty evaluator has concerns, the administrator will meet with the part-time faculty member and make a separate classroom observation. They will work together to create a plan to support the part-time faculty member to improve.

When the faculty evaluator doesn't recommend a follow-up visit, the administrator has the option to visit the classroom or to base the part-time faculty member's evaluation on student evaluations, the part-time faculty member's self-evaluation, course syllabi submitted each semester, and the full-time faculty member's written report (if the part-time faculty member chooses to submit it.)

This system has brought consistency and a comprehensive review to the part-time faculty evaluation process while also encouraging conversations about teaching and learning between part-time faculty and full-time faculty. Through it all, the Human Resources Department has supported the Executive Vice President and Chief Instructional Officer in the scheduling and keeping track of evaluations according to the timelines in the GCFA contract.