GAVILAN COLLEGE

**Gavilan College
Midterm Report**

Submitted by:
Gavilan Joint Community College District
5055 Santa Teresa Blvd.
Gilroy, CA 95020

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

Date Submitted:
April 13, 2023

MIDTERM CERTIFICATION PAGE

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
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accjc.org

From: Dr. Pedro Avila, President/Superintendent
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I/we certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.
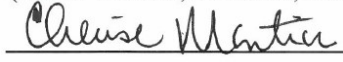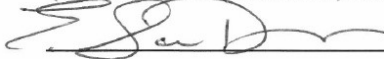
Signatures:

_____   4/12/2023
(Dr. Pedro Avila, Superintendent/President)   (Date)

_____   4/11/23
(Jeanie Wallace, President, Board of Trustees)   (Date)

_____   4/11/2023
(Cherise Mantia, President, Academic Senate)   (Date)

_____   4/11/2023
(Elizabeth San Ramon, President, CSEA)   (Date)

_____   4/13/2023
(Ysabella Johnson, ASGC President)   (Date)

_____   4/11/23
(Dr. Renee Craig-Marius, Accreditation Liaison Officer, Gavilan College)   (Date)

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REPORT PREPARATION:

As required by the Accrediting Commission for Community and Junior Colleges (ACCJC), Gavilan College's Midterm Report of April 2023 responds to recommendations of the Accreditation team following their visit in 2019. In its letter of reaffirmation dated June 28, 2019, ACCJC detailed four recommendations, two compliance recommendations and two recommendations for institutional effectiveness. The College has successfully responded to the two compliance recommendations in its follow-up report submitted in October 2020, and therefore, the focus of this 2023 Midterm Report is to describe the College's progress in addressing the two recommendations for institutional effectiveness. The continuous improvement philosophy forms the foundation by which the college approaches all academic and administrative tasks and is an on-going theme in this report.

The March 2019 accreditation team visit at Gavilan College resulted in reaffirmation of accreditation with one commendation, two compliance recommendations, and two institutional effectiveness recommendations.

The team acknowledged the strength of the college with the following **commendation**:

> "The College is to be commended for its deliberate and extensive outreach efforts to the communities it serves. The team believes that these efforts have positively influenced the College's educational planning and programming, its long-term facilities planning, and have established stronger relationships with the communities it serves. The community's support of the recent Gavilan Joint Community College District capital improvement bond provides evidence of the College's good work regarding its community outreach efforts (IVB.6)."

The two compliance recommendations from the 2019 accreditation visit, which were addressed in the October 2020 follow-up report included:

> **Recommendation 1** (Compliance): In order to meet the standards, the team recommends that the college ensure that distance education courses consistently adhere to the policies established by the College concerning regular and substantive instructor-initiated contact with students.

> **Recommendation 2** (Compliance): In order to meet the standards, the team recommends the college ensure that students receive a course syllabus that includes student learning outcomes from the institution's officially approved course outline (II.A.3).

The two institutional effectiveness recommendations from the October 2020 follow-up report that will be addressed in this midterm report include:

> **Recommendation 3** (Institutional Effectiveness): In order to improve effectiveness, the team recommends that the College complete its process for mapping program learning outcomes to institutional learning outcomes for all programs (II.A.11).

Recommendation 4 (Institutional Effectiveness): In order to improve effectiveness, the team recommends that the College ensure that all personnel are evaluated systematically and at stated intervals in accordance with its policies and processes (III.A.5)

The college has continued to work to address the remaining institutional effectiveness recommendations. A standing Accreditation Committee, formed through established shared governance processes in Fall 2019, meets twice per month to conduct the ongoing work of accreditation, including the midterm report, substantive change proposals, and the progress toward all ISER improvement plans. The Accreditation Committee membership represents all stakeholder groups reporting to the President's Council. The timeline below provides an overview of key activities in developing and communicating progress on this midterm report.

Table 1

What	Action	Due Date
Draft Report, Update Grid, Collect Evidence		Oct. 2022 - Nov. 30, 2022
Semi-Final Draft review by committee		Dec. 9, 2022
Draft revised based on committee input		Dec. 12, 2022 - Jan. 27, 2023
Final Draft for review by committee		Feb. 2, 2023
Leadership Council	Info Item	Feb. 14, 2023
Leadership Council	Approval	Feb. 28, 2023
CSEA	Info Item	Feb. 15, 2023
CSEA	Approval	Mar. 15, 2023
Academic Senate	Info Item	Feb. 7, 2023
Academic Senate	1st Read	Feb. 21, 2023
Academic Senate	2nd Read / Approval	Mar. 7, 2023
President's Council	Info Item	Feb. 22, 2023
President's Council	Approval	Mar. 8, 2023
Board of Trustees Info Item	Info Item	Mar. 14, 2023
ASGC	Info Item	Mar. 29, 2023
Board of Trustees Approval Item	Approval	Apr. 11, 2023
ASGC	Approval	Apr. 12, 2023
Submit to ACCJC		Apr. 14, 2023

Faculty, staff, administrators, and students reviewed and shared feedback regarding the College's midterm report during the beginning of the Spring 2023 semester. The midterm report was available for review on the College's Intranet page. The Board of Trustees also reviewed the report and provided feedback. The Board of Trustees received the report as an action item on April 11, 2023.

RESPONSE TO INSTITUTIONAL EFFECTIVENESS RECOMMENDATIONS

Recommendation 3
In order to improve effectiveness, the team recommends that the College complete its process for mapping program learning outcomes to institutional learning outcomes for all programs (IIA.11).

Actions Taken by the College:
The college ILOs are listed in CurriQunet (CQ). Mapping of PLO's to ILO's currently happens when a new program is created or existing program is modified. Once the mapping is entered into the software, approval goes to the department chair, the appropriate academic dean, Curriculum tech review, and then to the Curriculum Committee. When faculty members update their courses, they can also map each student learning outcome (SLO) with the ILOs through the Institutional Outcome Map feature. The college has mapped PLOs to ILOs.

Outcomes of Actions and Next Steps:
Assessing ILOs needs to be a collegewide activity involving the entire campus community. As the campus becomes more fluent in the "why" and the "what" of the ILO's, we will continue to move forward exploring ways to promote and assess the new ILOs campus wide (S1B-02). We are currently developing our ILO assessment reporting module in CurriQunet (S1B-04) During the November 2022 meeting, the Meaningful Assessment committee approved the Mapping Report for courses (S2A-24), and we are waiting for CurriQunet to build the report into our software. We reviewed how CurriQunet develops reports regarding the SLO assessment, mapping and integrating the outcomes into the Program Review (PIPR) process. Regarding mapping in CurriQunet, the SLO to PLO to ILO mapping feature is successfully working. However, we are still working on the process to retrieve and download reports.

When CurriQunet goes live, training, professional development and Dialogue Days will need to be provided campus wide on the mapping and assessment process. The Meaningful Assessment Committee has continued to discuss ways we can reflect on and dialogue about the meaning and relevance of our learning outcomes to the work we do and to the lives of our students' campus wide. The ILO task force has many ideas for assessing and dialoguing ILOs, such as: choosing one ILO per semester to assess and developing campus wide activities on that specific ILO. One of our statistics instructors had a student project on collecting ILO data from a student survey. (S2A-19).

Recommendation 4
In order to improve effectiveness, the team recommends that the College ensure that all personnel are evaluated systematically and at stated intervals in accordance with its policies and processes (IIIA.5).

Actions Taken by the College:
The external evaluation report indicated that the college has board policies and administrative procedures regarding the evaluation process. For example, faculty members are evaluated systematically according to the process as outlined in the college's collective bargaining agreement (CBA) (S3A-22). Upon further review by the accreditation visiting team, it was noted

that several classified and administrative evaluation had not been completed as scheduled. Currently, management is reminded of the evaluation cycle several times throughout the year including during leadership council meetings and email reminders. Human Resource (HR) sends leadership council a notification during the beginning of March to remind them of the evaluation timeline. Classified evaluations are to be completed on or about May 1st of each year while management evaluations are to be completed by June 30th of each year ([S3A-07](#)).

Outcomes of Actions and Next Steps:
There has been a demonstrated increase in compliance with the evaluation timeline as shown:

Employee Evaluation Status	2020	2021	2022 – as of January 2023
Completed	101 (67%)	114 (78%)	100 (81%)
Pending	48 (32%)	31 (21%)	22 (18%)
Totals	**149**	**145**	**122**

However, due to some turnover between 2021-2022, there were still some that had not been completed because the new manager had no history with the employees and was therefore unable to assess their performance.

The established process for evaluations includes the following:

1. Manager meets with employee to provide employee with the self-evaluation form as well as the performance review form. Encourage employees to complete both forms based on their own assessment of their performance and return to you.
2. Set-up another time to meet with your employees individually to review their responses and compare with the evaluation you've prepared. Have a conversation about training, support needed, future goals, etc. The performance management process should include the following:
    a. Set goals and objectives with employee's input.
    b. Evaluate and measure employee's performance progress.
    c. Provide continuous feedback.
    d. Isolate performance concerns and provide coaching and additional support (such as trainings) when needed.
    e. Recognize and reinforce positive performance.
3. If the employee receives a "Needs Improvement" or "Unsatisfactory" rating in any category, the evaluation must include the reason for the score and your specific recommendations for improvement as well as provisions for assisting the employee in implementing the recommendations made. If applicable, include a timeline for improvement and a provision for re-evaluation at the completion of the improvement plan by using the attached "Recommendation for Improvement and Reevaluation Form".
4. Once evaluations have been reviewed and signed by yourself and the employee, please send them to the Human Resources office at hr@gavilan.edu for retention in the employee's personnel file. Make sure to provide the employee with a copy for their records. You may also keep a copy for your management file to refer to as needed throughout the year.

For the upcoming year, HR is working with the Superintendent/President to establish a 360-degree evaluation method for our management employees. The goal is to pilot this process for the 2023 evaluation cycle. Moreover, it is also suggested that new managers complete employee evaluations by referring to the previous year evaluation (which includes employee's goals for the following year). In addition, managers should utilize the results of the employee's self-evaluation to determine if goals were met and if they were not, assess need for additional support or training.

REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE: STUDENT LEARNING OUTCOMES AND INSTITUTION SET STANDARDS

Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." Reflect on assessment processes since the last comprehensive review.

What are the strengths of the process that help the college to improve teaching and learning?

In 2020, the Meaningful Assessment Committee (MAC) was created to coordinate all learning outcome activities from assessment to dialogue regarding Student Learning Outcomes (SLO), Program Learning Outcomes (PLO), Service Area Outcomes (SAO) and Institutional Learning Outcomes. Over the years, this committee has hosted various workshops and promoted professional learning activities campuswide. As a result of the assessment work that faculty and staff had been doing, the college saw the value and agreed to the three liaison support positions and compensation for faculty to continue the work through a Collective Bargaining Agreement (CBA). (S3A-23) The three faculty positions include Mentoring, Professional Learning, and SLO Faculty liaisons (S1B-26, S1B-27, S1B-28).

This CBA recognizes the role of the faculty liaisons in helping to guide and support the assessment process. It has language that recognizes the value of discussion, dissemination, and the need for the creation of an explicit assessment cycle. It also recognizes the amount of work needed to assess by providing compensation.

While we are working on the development of the CurriQunet reporting tool, the committee has continued to discuss the SLO and SAO assessments during their meetings but feel that more participation is needed from other stakeholder groups such as Student Services, Curriculum, and Administration to co-create the new/future ILO/PLO/SLO/SAO assessment process. This collaboration will make the "process" more meaningful and encourage more participation campus-wide.

In the meantime, the SLO tool in Canvas has been available and data can be collected for faculty who are using that feature. The Distance Education faculty have been working on the interface between Canvas and CurriQunet to communicate SLO data to make the reporting process more seamless. The interface between the two technologies is still a work in progress.

The Distance Education (DE) Department has provided, and they will continue to provide and facilitate training for setting up and using the SLO tool in Canvas ([S1B-37](#)) There are a number of regularly offered Gavilan online teacher training courses (GOTT) including GOTT 4: Assessment in Digital Learning course which covers assessment of SLO's for faculty professional development. The Distance Education program also hosts ongoing Virtual Office hours and online training for creating robust, equity-minded syllabi. ([S1B-38](#)). Many workshops and seminars are being offered around Ethnic Studies, Backward Design, being "Student Centered," making courses more accessible for all learners (AEC) and supporting students with emotional distress. Other workshops provided include Guided Pathways on career exploration and mapping tools, follow-up support for curriculum development and campus collaboration, Practitioner Equity reflection series, and creating a culture of respect and dignity.

While developing our program plans, there are many opportunities to identify how we are being effective or could be more effective in our student learning outcome process. Now that we are using the CurriQunet software for our Program Integrated Planning and Review (PIPR) program plans, we will be integrating our results of our Student Learning Outcome assessment. In these program plans, we explore and disaggregate data to help inform a five-year plan to identify needs that will help with improvement plans around more successful teaching and learning.

After our program plans are submitted, we are provided opportunities with PIPR to reflect upon the experience of completing the program plans, as well as identify how the process can be strengthened.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

The CBA has language that recognizes the value of discussion, dissemination, and the need for the creation of an explicit assessment cycle. It also recognizes the amount of work needed to assess by providing compensation. The CBA also recognizes the role of the faculty liaisons ([S1B-26](#), [S1B-27](#), [S1B-28](#)) in helping to guide and support the assessment process; however, there is a great need for intentional guidance, integration with other committees, and administrative collaboration across the liaison positions and across the campus. At 20% release time, these positions are limited as to what can be accomplished, so the descriptions and the release time need to be re-evaluated.

Assessment of Student Learning Outcomes (SLO) is possible through our LMS platform (Canvas) while SLO assessment information will be reported in CurriQunet. The integration of CurriQunet and Canvas allows SLO reporting via the Canvas tools, so instructors can assess their SLOs in Canvas and report using the CurriQunet tool ([S1B-04](#)) We are working on how to use both technologies in tandem without duplication of efforts.

In 2021-22, course objectives were added to CurriQunet for creating and modifying our Course Outlines of Record. We will continue to provide training and online support to help define terms around assessment, making clear the connections between objectives and outcomes. ([S1B-39](#)).

The Meaningful Assessment Committee (MAC) has participated in dialogue with the Curriculum Committee, and they have provided workshops around the differences between "objectives" and "outcomes," which has surfaced due to new requirements in updating courses.

We have begun training and support around Service Area Outcomes connecting to developing program plans through PIPR (S1A-02) (Program Integrated Planning and Review). We will develop partnerships between the Meaningful Assessment Committee and PIPR.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

During the Spring 2022 semester, the Information Technology (IT) Director and the webmaster assisted a MAC representative in developing a list of the previous outcomes for the administrative and student service areas (S1C-01). The outcomes listed on the instructional side were too large to extract, so IT gave access to the original SLO reporting site (S1B-40) as a resource. The MAC representative showed the instructional SLO website to the Department Chairs (S1B-41), so they could let their departments know how to access their previous SLO assessment results.

A MAC representative presented the new SAO reporting module at the Student Services Council Managers Retreat meeting on August 4, 2022 (S1B-05 / S1B-06). The Student Services areas received their former SAO outcomes that were assessed and reported on the previous SLO reporting website. They were encouraged to review these outcomes and update if necessary. Also, a Resource Guide draft (S1B-08) was developed and distributed to the members regarding how to access the SAO module, so they could explore the steps and give feedback to the MAC representative. For example, every spring semester since 2007, the AEC assesses their SAOs through a retrospective survey or through the DSPS Student survey from the Chancellor's Office. Ever since 2010-11, AEC has added a question on our survey pertaining to Customer Satisfaction that relates to their SAOs (S1B-42) and (S1B-43). Although an SLO reporting method in CurriQunet has not yet been finalized, many instructors have continued to assess their student learning outcomes (S1B-11)The draft of the SLO Resource Guide is currently being updated by the MAC members as a project for when the CurriQunet modules are ready to go live (S1B-09).

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

A priority of the Meaningful Assessment Committee was to make sure that CurriQunet was up and running so that we have the capacity for developing, assessing, and reporting our SLOs and SAOs (S2A-16). To initiate this task, a small work group was developed to improve the technical aspects of CurriQunet to allow our faculty and staff to report our learning outcome assessments. The work group continues to meet with CurriQunet to ensure that we will be able to implement the reporting tool, so we can report our assessment data.

The college will look for ways to showcase more successes around assessment work: processes, role of dialogue in assessment, role of examining data in assessment, etc. (S2A-18). We will share how our assessment work has led to classroom and program improvement strategies, interventions, and student success as well as share our processes.

We have also reviewed some models and have been dialoguing about ILO assessment as a possible appreciative inquiry/project as a campus community to explore where the ILOs currently live throughout campus and the work we do as a college community.

Moving forward, MAC is brainstorming plans to make our ILOs more visible. Several ideas were mentioned at the last MAC meeting of the Fall '22 semester (S2A-18). These ideas may be especially timely given the newly signed AB 928, which changes student pathways to transfer.

Institution Set Standards (Standard I.B.3)

ACCJC Standard I.B.3 states: "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

Using the most recent Annual Report, reflect on trends in data for institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students:

- Has the college met its floor standards?
- Has the college achieved its stretch (aspirational) goals?
- What initiative(s) is the college undertaking to improve its outcomes?
- How does the college inform its constituents of this information?

Our Institutionally Set Standards underwent revision in the spring of 2021. Below are details on progress the college has made in relation to floor standards and stretch (aspirational) goals.

The data below represents reporting year 2020-2021:

> **Completions**
> The Course Completion Rates for Gavilan College have remained steady at 72%, which is also the floor rate. We revised the stretch goal down to 73%.
>
> **Certificates**
> Gavilan College saw a 10% decrease from the previous year in the number of certificates awarded with a total of 801. This was the height of the pandemic. We increased our floor rate to 940 but did not attain this. Our stretch goal was increased to 987.
>
> **Degrees**
> Gavilan College saw a 2% increase in degrees awarded, from the 2019-20 academic year, with a total of 801. This was the height of the pandemic. While our certificates decreased, our Associate Degrees saw a 2% increase, over the previous year, with a total of 673 and we surpassed our floor rate by 20%(562 vs.676.) Our stretch goal has remained steady over the past two years at 700. Gavilan has not yet achieved the stretch goal.

Transfers

Gavilan modified the methodology for calculating transfers. We are now establishing a baseline of 12 units and any student completing these 12 units is then looked at for transfer. Using this new methodology, Gavilan saw a 37% increase in transfer students over the 2019-20 academic year. With a total of 621 transfers, Gavilan exceeded the floor rate of 575 (+8%) and is working to attain the stretch goal of 650.

In order to improve its outcomes, Gavilan College has integrated Guided Pathways to provide students with clear program maps that include specific course sequences, progress milestones and program learning outcomes. Gavilan has also fully implemented AB 705. This should greatly reduce the time/units required for a student to graduate. The college informs its constituency informed via the Accreditation site (S1B-44).

REPORT ON THE OUTCOMES OF THE QUALITY FOCUS PROJECTS

Quality Focus Project #1: Acceleration and Increasing Student Success

Actions Taken by the College:

Student success is paramount in the Math, English, and ESL departments at Gavilan, as the college recognizes that timely completion of these foundational subjects predicates overall degree and certificate completion. To that end, the college is actively working to build from the foundations of the Basic Skills Initiative to implement recent Assembly Bills 705 and 1705. The aim is to simultaneously increase the number of students completing math and English while also reducing the time it takes to complete transfer level courses in these subjects. The college has made significant progress towards these objectives, as evidenced by the percentage of first-time students completing math and English in one year. Using Fall 2018 as a baseline (the year prior to the implementation of AB 705), completion of transfer level math and English within one year nearly doubled – rising from 10.7% to 19.9% within two academic years. Reflecting on *Gavilan's 2019 Institutional Self Evaluation Report Quality Focus Essay #1: Acceleration and Increasing Student Success*, there are significant highlights and milestones that have allowed the college to achieve these results. The highlights and milestones can be summarized into two categories – placement process/messaging to students and student supports in transfer level classes.

Placement Process & Messaging to Students

Consequential improvements to the placement process and messaging to students allows students to be placed in appropriate transfer level or transfer level with co-requisite support classes. Improvements include:

- Implementation & utilization of self-reported HS GPA in CCC Apply. Students no longer take placement tests (S2A-14).

- Placement tools on the Gavilan College math & English websites, helping students to determine whether transfer level or transfer level with co-requisite support classes best meet their needs (S2A-14).
- Clear messaging (S2A-11) to students about the benefits of co-requisite support classes in math and English, delivered in several modalities – emails, orientations, application workshops, academic counseling sessions, and registration support sessions.

Student Supports in Transfer Level Classes

Gavilan maintains the philosophy that raising student expectations and increasing student success are not mutually exclusive, but rather synergistic. Such synergy is only achieved when adequate student supports are implemented. Gavilan has intentionally increased supports (S2A-14) in transfer level math and English courses in the following ways:

- Building & implementing co-requisite math support classes in statistics, business calculus, and pre-calculus.
- Building & implementing a co-requisite English support class for transfer level English.
- Increasing the units, and thereby the instructional time and support, in English 1A from 3-units to 4-units.
- Augmenting the use of embedded tutoring in critical math and English courses, while also providing comprehensive training to both faculty and tutors to successfully utilize this model.
- Increasing the use of embedded librarians in transfer level English courses.
- Implementing appropriate support pathways between transfer level math & English, and the Accessible Education Center, providing intentional support for students with learning disabilities.
- Ensuring that students are aware of, and have access to, additional instructional support in the form of a STEM center, math lab, tutoring & writing center, STEM academies, and math bootcamps.

Next Steps:

As indicated in the 2019 QFE #1 response timeline, the 2022-2023 academic year is focused on 4 objectives: 1) Conduct a full-scale analysis of acceleration and placement, 2) Adjust curriculum as determined by study, 3) Adjust type/number of course offerings as needed and 4) Adjust placement levels as needed.

The college is in the process of expanding capacity in the Research, Planning, and Institutional Effective office, which will allow a full scale and meaningful analysis of Gavilan's math and English acceleration and completion efforts to take place. Once data is validated (S2A-12)and shared with the Math, English, and ESL departments, faculty and administration will be able to adjust curriculum as needed and more efficiently schedule class offerings – particularly co-requisite support classes. While it was the intention of the college to increase transfer level courses at the time of the 2019 QFE response, enrollment loss during the pandemic created barriers to achieving this goal. As the college works to re-build enrollment and adapt to a hybrid

online / in person schedule of class offerings, the departments will continuously balance both efficiency and student need in these critical areas.

To continue improving on the placement process/messaging to students and the supports in transfer level classes – as well as to make meaning and implement changes that arise from the full-scale analysis of acceleration and placement efforts, the college convenes a workgroup (S2A-11) comprised of representatives from Math, English, ESL, Academic Counseling, Admissions & Records, as well as the Accessible Education Center. It is the aim of the workgroup to continue making progress towards the overall objectives of increasing the number of students completing transfer level math and English, while also reducing the time it takes to successfully complete these courses.

Quality Focus Project #2: Guided Pathways

<u>**Actions Taken by the College**</u>

The college has established a Guided Pathways Team, with responsibilities broken into five sections: Clustering, Student Onboarding, Academic Mapping, Integrated Career Exploration and Experience, and Completion.

As an institution we finalized eight career and academic pathways (CAPs) (S4A-03) during Spring 2022 and spent time in Fall 2022 building CAP communities, which wrapped up the work of the Clustering Team.

In support of student onboarding and to explore our student's needs, surveys and focus groups were conducted to collect data on the student's perspective and to support peer mentor development. As first-time students are most vulnerable when navigating complex systems, the institution has taken a proactive outreach and communication approach though a coordinated effort by our Welcome Center, admissions and records, or counseling center, and our financial aid department. This proactive approach actively supports AB540 as it relates to Non-credit to Credit transitions, financial aid needs, and special services.

The Onboarding Team also planned two fun, interactive campus events such as Ram-O-Rama (S4A-04) where hundreds of seniors from area high schools are treated to a day of learning about opportunities at Gavilan, along with ensuring they have applied to our college - regardless of their current academic goals. These events provide 300-400 students each day an opportunity to meet faculty, staff, and current students while also learning about special programs, CAPS, clubs, and services.

In the area of Academic Mapping, the college launched Associate Degree for Transfer (ADT) Maps in program mapper (S4A-05) and has developed a process with Curriculum for updating maps across the institution.

The Career Exploration and Experience Team has developed a clear and welcoming website (S4A-06) that helps students receive personal support, access Gavilan career resources and provide a point of contact for employers and a toolkit to assist faculty (S4A-07) provide career activities in their coursework; supported the creation of a CAP Specialist position (S4A-12) that will work campus-wide to connect students, faculty and employers; held a well-attended Career Workshop for faculty and staff to help them learn more about this area and identify career

activities they could develop in their CAP; created and supported summer stipends for faculty and staff to develop and pilot career development curriculum and events; worked with the Onboarding Team, particularly on the issue of students choosing pathways and/ or majors best suited for them when they are unfamiliar with the choices and possible careers that can be pursued; interviewed students to learn about their needs, motivations and barriers to identifying and pursuing their career goals and used this information to inform career supports and identify key transition points, especially for those who are facing significant challenges; held retreats (S4A-08) at the beginning of the fall and spring semesters which engaged team members, leadership, and stakeholders in the work, to gain their insights and create a shared vision and approach to this work.

Our Completion Team launched a coordinated care counseling model, which began in Fall 2022 and included the establishment of an integrated whole student service model for our El Centro program. Dedicated counselors for each CAP (S4A-09) have been identified and were tasked with reaching out to CAP faculty and students during Fall 2022. We've publicized those counselors through our website and other marketing tools. This team developed a student success team model (S4A-10) that will be ready to launch in Fall 2023. During Fall 2022, we designed and offered a workshop (S4A-11) that developed the role of the faculty lead, which was attended by faculty, staff, and administrators from across the campus. This workshop informed the new faculty lead position (one lead for each CAP) within the success team model. In collaboration with the Institutional Research Office, a standard data dashboard has been developed to support the implementation and evaluation of CAP Success Teams.

We are in the process of hiring a Career and Academic Pathway Specialist (S4A-12) who will collaborate and coordinate with success team members to engage counselors, faculty, and staff in the design and implementation of student-centered activities and events to support career exploration and transfer readiness.

Next steps:

The Mapping Team is in the process of finalizing the launch of all certificates and local degrees in our program mapper, which will wrap up the work of the Mapping Team. The College plans to wrap up the work of the Completion Team with the launch of Success Teams connected to each CAP starting in Fall 2023. Goals for the Success Teams will include:

- professional learning around Success Teams and roles.

- engage in data discovery as a team.

- identify student success barriers; develop efforts to address these in the CAP.

- create CAP logos and a T-shirt design, featuring the CAP logos and an inspiring message.

The Onboarding Team is collaborating with the other GP teams to design and offer a workshop with the theme of "Centering the Student Experience" through Student Journey activities and maps. This workshop will also educate the community about the new Success Team model and inspire dialogue about how success teams can best support students in their journey. These

workshops will inform the work of our Onboarding Team and our new Success Teams for Fall 2023.

Going forward, the Career Exploration and Experience Team will:

- support the onboarding of the CAP Specialist through mentorship, relationship-building and other needs as identified.
- launch the career services website, coordinating it with El Centro and other Gavilan resources.
- work with faculty and staff to integrate career supports into all stages of students' Gavilan experience to help students learn more about career possibilities they may want to pursue and help that can guide their academic experience. An initial focus will be the early stages of students' experience.
- launch the LAEP program, in coordination with the Financial Aid office, to provide additional paid work experiences on-campus and with employers in the community.
- continue to develop the faculty toolbox and identify ways to support faculty to integrate career development activities into their coursework.

FISCAL REPORTING

As of the 2022 Annual Fiscal Report the Gavilan College does not have findings and is meeting its goals. (S3D-04)

The 2022 Budgeting Guidelines were adopted to ensure fiscal goals were met are based upon planning that reflects both current and long-term needs and goals. The guidelines strive to ensure the budget meets all legal, financial, and statutory requirements and board policies, with a goal of displaying steady progress toward the reduction or elimination of structural budget issues (e.g., structural deficit, declining revenue, rising costs, lack of ongoing dollars to cover ongoing expenses, etc.) through budget and enrollment strategies and collective bargaining.

The budget plan had campus community involvement and consideration during preparation, includes all contractually negotiated costs and expenses, and includes all known and projected increases in fixed costs (step, column and longevity salary increases, medical rate increases, and STRS & PERS pension rate increases).

The budget guidelines serve to highlight unusual items and/or provides information on substantive changes from previous budgets, limits annual non-trust transfer-in allocations to the unrestricted general fund of less than 2% per year of the total unrestricted expenditure budget from non-general fund sources, and limits annual debt service payments by the unrestricted general fund to 5% of the total unrestricted expenditure budget where such funds do not have a matching revenue stream to offset such costs.

The budget creates time specific plans for the full funding of unfunded liabilities/obligations through specific trust funds and reserve accounts, is based on sound and well understood enrollment projections and trends and makes every reasonable attempt to avoid lay/offs and/or hold them to a minimum should layoffs be necessary.

The institution's commitment is that budget guidelines will be reviewed semi-annually by the Board of Trustees and College Staff, and changes will require Board of Trustees approval.

Gavilan College is currently not under enhanced fiscal monitoring.

PLANS ARISING FROM THE SELF-EVALUATION PROCESS

Improvement Grid in Appendix A

APPENDICES

Supporting Documents in Appendix B