Western Association of Schools and Colleges
## Accrediting Commission for Community and Junior Colleges

**2015 Annual Report**
**Final Submission**
04/02/2015

Gavilan College
5055 Santa Teresa Boulevard
Gilroy, CA 95020

## General Information

| # | Question | Answer |
|---|----------|--------|
| 1. | Confirm logged into the correct institution's report | Confirmed |
| 2. | Name of individual preparing report: | Kathleen A. Rose |
| 3. | Phone number of person preparing report: | 408-848-4760 |
| 4. | E-mail of person preparing report: | krose@gavilan.edu |
| 5a. | Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC: | http://www.gavilan.edu/accreditation/ |
| 5b. | Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC: | http://www.gavilan.edu/catalog/2013-2015/pdf/Gavilan-College-Catalog-2013-2015.pdf#page=8 |
| 6. | Total unduplicated headcount enrollment: | Fall 2014: 6,298<br>Fall 2013: 6,551<br>Fall 2012: 7,499 |
| 7. | Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014: | 5,279 |
| 8. | Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014: | 933 |
| 9. | Number of courses offered via distance education: | Fall 2014: 76<br>Fall 2013: 55<br>Fall 2012: 57 |
| 10. | Number of programs which may be completed via distance education: | 0 |
| 11. | Total unduplicated headcount enrollment in all types of Distance Education: | Fall 2014: 1,025<br>Fall 2013: 877<br>Fall 2012: 847 |
| 12. | Total unduplicated headcount enrollment in all types of Correspondence Education: | Fall 2014: n/a<br>Fall 2013: n/a<br>Fall 2012: n/a |
| 13. | Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree? | n/a |

**Student Achievement Data**

| # | Question | Answer |
|---|----------|--------|
| 14a. | What is your Institution-set standard for successful student course completion? | 71% |
| 14b. | Successful student course completion rate for the fall 2014 semester: | 71% |
| 15. | Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once. | |

| | | | |
|---|---|---|---|
| | a. | If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? | 440 |
| | b. | If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? | 328 |
| | c. | If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? | 117 |

| # | Question | Answer |
|---|----------|--------|
| 16a. | Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year: | 544 |
| 16b. | Number of students who received a degree in the 2013-2014 academic year: | 433 |
| 16c. | Number of students who received a certificate in the 2013-2014 academic year: | 349 |
| 17a. | If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it? | n/a |
| 17b. | Number of students who transferred to 4-year colleges/universities in 2013-2014: | 414 |
| 18a. | Does the college have any certificate programs which are not career-technical education (CTE) certificates? | Yes |
| 18b. | If yes, please identify them: | Biotechnology CA<br>Communications Study CA<br>Interpersonal Communications CA<br>Kinesiology: Pers Fit Train CA<br>CSU General Education CA<br>IGETC General Education CA<br>Music Composition/Prod CA<br>World Phil and Religions CP<br>Spanish CA<br>Spanish Non Native Spkr2 CA<br>Spanish Non Native Spkr3 CA<br>Spanish Native Spkr4 CA<br>Soc Sci-Community Studies CA<br>Theatre: TV Performance CA |
| 19a. | Number of career-technical education (CTE) certificates and degrees: | 69 |
| 19b. | Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: | 19 |
| 19c. | | 0 |

|  | Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates: | |
|---|---|---|
| 19d. | Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates: | 0 |

| 20. | 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: | | | | |

| Program | CIP Code 4 digits (##.##) | Examination | Institution set standard (%) | Pass Rate (%) |
|---|---|---|---|---|
| Aviation Maintenance Technology | 470607 | national | 0 % | 100 % |
| Cosmetology | 120401 | state | 0 % | 97 % |
| Nursing - RN | 513801 | national | 0 % | 100 % |
| Nursing - LVN | 513901 | national | 0 % | 97 % |

| 21. | 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees: | | | |

| Program | CIP Code 4 digits (##.##) | Institution set standard (%) | Job Placement Rate (%) |
|---|---|---|---|
| Nursing - RN | 513801 | 0 % | 77 % |
| Nursing- LVN | 513901 | 0 % | 50 % |
| Aviation Maintenance | 470607 | 0 % | 75 % |
| Cosmetology | 120401 | 0 % | 48 % |

| 22. | Please list any other instituion set standards at your college: | | |

| Criteria Measured (i.e. persistence, starting salary, etc.) | Definition | Institution set standard |
|---|---|---|

| 23. | Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words). |

Gavilan College continues to focus on improvement through a number of instructional and student service initiatives that reflect ARGOS data and student performance trends. Highlights include accelerated English and Math courses and comparative studies that indicate that students who participate can advance to transfer courses at a faster pace. In addition to this faster pace, supplemental support is provided through tutoring and supplemental instruction that is prescriptive and individualized. Overall, the accelerated course students were retained and succeeded at substantially higher levels in both English and Math. This emerging focus on academic support has led the college to develop a \"Learning Commons\" approach, which includes collaborative efforts between the Welcome Center, the Student Success Center and the Academic Support Services to accommodate a range of learning activities through customized support menus and directed learning activities. The College is also engaged in setting institution set standards through the Institutional Effectiveness Partnership Initiative and will use the Chancellor\'s Office indicators as well as local data to continually develop performance targets in credit and non-credit instruction.

## Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

| # | Question | | Answer |
|---|---|---|---|
| 24. | Courses | | |
| | a. | Total number of college courses: | 718 |
| | b. | Number of college courses with ongoing assessment of learning outcomes | 686 |
| | | Auto-calculated field: percentage of total: | 95.5 |
| 25. | Courses | | |
| | a. | Total number of college programs (all certificates and degrees, and other programs as defined by college): | 90 |
| | b. | Number of college programs with ongoing assessment of learning outcomes | 83 |
| | | Auto-calculated field: percentage of total: | 92.2 |
| 26. | Courses | | |
| | a. | Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): | 37 |
| | b. | Number of student and learning support activities with ongoing assessment of learning outcomes: | 37 |
| | | Auto-calculated field: percentage of total: | 100 |
| 27. | URL(s) from the college website where prospective students can find SLO assessment results for instructional programs: | | http://www.gavilan.edu/slo/ |
| 28. | Number of courses identified as part of the general education (GE) program: | | 361 |
| 29. | Percent of GE courses with ongoing assessment of GE learning outcomes: | | 96% |
| 30. | Do your institution's GE outcomes include all areas identified in the Accreditation Standards? | | Yes |
| 31. | Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*: | | 361 |
| 32. | Number of Institutional Student Learning Outcomes defined: | | 27 |
| 33. | Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities). | | 92.7% |
| 34. | Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes: | | 41% |
| 35. | Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words). | | |
| | Gavilan College\'s ILOs include the following thematic areas: Communication, Cognition, Information Competency, Social Interaction, Aesthetic Responsiveness, and Personal Development and Responsibility. These ILOs are on the college\'s website, are inherent in all college planning activities, and are mapped to the Strategic and Education Master Plan. Through the Principles of Community, the College has a comprehensive ethical standard that is reflected in participative governance and the integrated planning process. Additionally, the ILOs of cognition and information competency are reflected in a current partnering of a non-credit module with key general education courses to better support learning outcomes and encourage research at a level that is necessary to achieve personal, professional, and educational success. A survey of students who have participated in this pilot have resulted in | | |

modification of the curriculum and development of on-line content to support technological competency.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. | Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

Since 2013 the College has been engaged in a philosophical shift from the reporting mechanics of SLO and PLO outcomes to an emphasis on instructional improvement at the course, program, and institutional level. This shift has driven engagement with, and increased breadth and depth of SLO work and improved integration with planning and resource allocation. The work of instructional improvement has been at the core of the College\'s Professional Development days, where faculty participate in a structured activity to build on the previous semester\'s work in the area of outcome assessment, program review, planning, budgeting, and implementation. Through the curriculum process, faculty proposing courses or course modifications are prompted to align each course, if appropriate, with the College\'s general education student learning outcomes. To further clarify the information provided to students regarding student learning outcomes, an active link has been designed and added to the College\'s main webpage providing students with a searchable database of all course outcomes by discipline, course and program.

37. | Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

There are several communication strategies in place at Gavilan College to share SLO,PLO and ILO information. The first is the database on the SLO link found on the intranet for all campus stakeholders to record and monitor SLO, PLO, and ILO progress. This database has a report feature to measure institutional progress. In addition ARGOS tracking tools are available for tracking and mapping retention, persistence and student success measures. The College is also in the midst of implementing the meta curricuNET system that will further provide assessment out outcomes to influence curriculum decisions. For the public, a link has been added to the home page which allows the public to search courses according to outcomes. The faculty are required to keep their outcomes updated with each course modification every 5 years, otherwise the course is suspended and cannot be scheduled until this step is complete.

38. | Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

Beyond the practices that were described in the earlier narratives, Gavilan College continues to incorporate SLO and PLO data into the institutional integrated planning and decision making process. In the larger picture, the instructional deans have been continuously working with department chairs in discussing how assessment work mirrors standard instructional practice and how these efforts can be made more meaningful. Chairs are increasingly turning to this data as they make curriculum and program decisions, by referring to the SLO reporting site on the intranet. Ongoing dialogue at Dean\'s Council, Administrative Council and the Learning Council Instructional Improvement FIG (Focused Inquiry Group) about the outcomes keeps this data at the forefront and is helping it to become accepted practice with faculty.

39. | Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

Over the past year there have been numerous success stories, ranging from using the SLO Liaison providing wide-spread guidance individually and by departments, to specific assessment techniques, to helping with data analysis. Two specific examples are: -The Instructional Improvement faculty liaison guided Cosmetology faculty in their successful

efforts to assess Cosmetology 201 providing comprehensive guidance. A new part time faculty member was directed to the official SLO for her course and offered support in determining assessment techniques for those SLOs, as well as instruction on changing the SLOs for her course as needed. -Faculty were trained by the Instructional Improvement faculty liaison to modify the SLOs after the assessment did not yield satisfactory results. Using the previous methodology, the instructor noted that the students\' performance was decreasing over time. Adjustments were make in the assessment protocol and the students were reassessed with more definitive data for improving the strategies in the classroom.

## Substantive Change Items

**NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

| # | Question | Answer |
|---|----------|--------|
| 40. | Number of submitted substantive change requests: | 2013-14: 0<br>2012-13: 0<br>2011-12: 1 |
| 41a. | Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply) | Location and/or Geographic Area Served |
| 41b. | Explain the change(s) for which you will be submitting a substantive change proposal: | The Development of the Coyote Valley Education Center (2016/2017). |

## Other Information

| # | Question | Answer |
|---|----------|--------|
| 42a. | Identify site additions and deletions since the submission of the 2013 Annual Report: | N/A |
| 42b. | List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered: | N/A |
| 43. | List all of the institutions instructional sites out of state and outside the United States: | n/a |

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

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