GAVILAN COLLEGE

MIDTERM REPORT

Submitted to

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

Submitted by

Gavilan Joint Community College District
5055 Santa Teresa Blvd.
Gilroy, California 95020

March 15, 2016

This page intentionally left blank.

Table of Contents

This page intentionally left blank

.

Statement of Report Preparation

Gavilan College's Midterm Report of March 2016 responds to the recommendations of the Accreditation team following their visit in 2013, as required by the Accrediting Commission for Community and Junior Colleges. The focus of the Midterm Report is to demonstrate an ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation and re-evaluation. In addition, the report describes the College's progress in addressing the two recommendations that were narrated in the two follow-up reports submitted in March 2014 and March 2015. 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 two improvement recommendations from the March 2014 Follow Up Report, which were addressed in the second March 2105 Focus on Improvement Report included:

For Recommendation 1:
"The remaining issue is to have more participants engaged in the assessment and improvement of learning processes that already exist. More and deeper campus-wide involvement in the process would increase its effectiveness and ensure its sustainability."

For Recommendation 2:
"The Commission notes that Gavilan College evaluates the success of its distance education students and the topic is widely discussed by faculty in several venues. Distance education is intentionally included in the overall College assessment process. Learning support services for distance education students have also been reviewed, and, in some cases, changes have been made. In order to increase effectiveness, the College should include the results of assessment information into the planning, decision-making, and resource allocation process."

For this midterm report, a writing group was formed to review the supporting documents to date and review the planning agenda items for update. The writing team members were responsible for working with the campus stakeholders to receive and edit information for each planning agenda. As a result of dialogue with the writing group, a permanent accreditation oversight committee was formed. This committee will meet regularly beginning in Spring 2016 to review standards, chart campus activity, and ensure that all new initiatives meet accreditation requirements. This committee will build on the previous campus-wide work which includes board meetings and workshops, shared governance committees and department meetings, web postings, blogs and emails—which demonstrate an understanding of the accreditation standards as well as the continuous improvement approach adopted for planning, evaluation and program review. Building on the Self Study and Progress Report of 2013, this process included virtual editing through Google Docs. The first draft of the Midterm Report was presented to the Board of Trustees at its January 2016 meeting, with a second draft reviewed at the February 2016 meeting.

The final version of the Midterm Report was submitted to the Board of Trustees for approval on March 8, 2016.

Accreditation Writing Team members who contributed to this required Midterm Report to the Accrediting Commission included:

Dr. Douglas Achterman
Dr. Randall Brown
Pilar Conaway
Jan Bernstein-Chargin
Wade Ellis
Dr. Kathleen Rose
Herb Spenner
Sabrina Lawrence
Diane Stone
Priscilla de Anda

Review of the Midterm Report

This midterm report is submitted per the requirements of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

This midterm report has been reviewed with broad participation of the campus community. We believe that it accurately reflects our responses to date to the recommendations of the 2013 Accreditation Visiting Team.

_____

Laura Perry, Esq., *President, Board of Trustees*

_____

Steven M. Kinsella, D.B.A., *Superintendent/President*

_____

Kathleen Rose, Ed.D., *Executive Vice President and Chief Instructional Officer*

_____

Arturo Rosette. Ed.D., *President, Academic Senate*

_____

Denise Apuzzo, *President, CSEA*

_____

Adrian Lopez, *Student Trustee*

This page intentionally left blank

Introduction

The March 2013 accreditation team visit at Gavilan College resulted in reaffirmation of accreditation with a requirement that the college complete a progress report in 2014 and follow up report in 2015. The team acknowledged the strength of the college with commendations in a number of areas including

1. "...collaboration between the math and English faculty, the institutional research office, and others in the creation and use of cohort-tracking systems that identify gaps in success and improve student learning."
2. "...commitment to student support and to addressing emerging student needs. In particular, the level of efficiency and willingness to face the fiscal and staffing challenges, while delivering meaningful services to students, is noteworthy. Evidence for this commendation includes the recent adoption of a college hour, a mandatory student-orientation course, the efficacy of the RAMbassador Program, the establishment of the Welcome Center, support services for student veterans, and commitment to student leadership development."
3. "...taking strong steps toward financial stability by ensuring that its liability for current retirees is fully funded and continues to contribute 1.5 percent of current salaries to its irrevocable trust for the cost of future retirees."
4. "...a collegial and collaborative college culture that is inclusive and values the perspectives of all constituencies. Of note is the new Learning Council that promotes institution-wide dialogue, innovation, and problem solving for the campus."
5. "...dedicated, enthusiastic, and highly effective Board of Trustees, who are actively informed, engaged, and involved in institutional policies and District-wide leadership."

The team also made two Recommendations. These were addressed in follow-up reports in 2014 and 2015.

Recommendation 1:
In order meet the standards, the team recommends that the College develop and substantially implement an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts and resource allocations. (II.A.1.c, II.A.2.a, II.A.2.b, II.B.4, II.C.2.) Specifically, this strategy should include:
- A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices to promote and enhance student learning (II.A.1.c).
- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs (II.A.2.a).
- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education and degrees (II.A.2.b).

- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies (I.B.4)[1]
- Engagement in the assessment of general education student learning outcomes (II.A.3)[2]

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

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

Notes: [1]The fourth bullet, identified in the Commission letter as Standard 1.B.4 seems to actually be Standard I.B.5, according to the text in the bullet point; [2]there is no bullet point identified with the fifth citation above as II.C.2, so the discussion focuses on II.A.3, as cited in the fifth bullet point.

Response to the Recommendations of the Commission

This Midterm Report addresses the two major recommendations requested by the Accrediting Commission after the March 2013 accreditation visit in addition to the planning agendas identified as by the college as the comprehensive self study was written in 2012 and reviewed by the visiting team in 2013. The following narrative was provided in the reports submitted in 2014 and 2015, with additional information to show current activity to date.

Recommendation 1:
In order meet the standards, the team recommends that the College develop and substantially implement an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts and resource allocations. (II.A.1.c, II.A.2.a, II.A.2.b, II.B.4, II.C.2.)
- A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices to promote and enhance student learning (II.A.1.c).
- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs (II.A.2.a).
- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education and degrees (II.A.2.b).
- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies.(I.B.4)[1]
- Engagement in the assessment of general education student learning outcomes. (II.A.3)[2]

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

Commission Action Letter of 2014
Additional Issues to Address For Recommendation 1:
> "the remaining issue is to have more participants engaged in the assessment and improvement of learning processes that already exist. More and deeper campus-wide involvement in the process would increase its effectiveness and ensure its sustainability.

Following are the corrective activities as discussed in Follow-Up Reports in 2014 and 2015:

Specific actions taken to address Recommendation 1:

Following the Commission Action letter of 2013 and described in 2014 Follow-Up Report:

Specific actions taken to address recommendations on Standard II A.1.c:

- Conducted Professional Development activity in which faculty reviewed SLO data and are using it to drive instructional improvements through the institutional planning process (M001).
- Instructional Deans increased their communication with faculty on SLO assessment and its link to the integrated planning system (M002).
- Mandated division meetings as part of the 2013-2014 Gavilan College Faculty Association contract (M003).
- Modified the IEC Program Review Forms to include a prompt connecting SLO assessment to the Program Plan (M004).
- Developed an improved website with sorted lists of program plan budget requests and the Budget Committee rankings (M005).
- Released new data tool (Argos®) that is used by faculty to discuss instructional improvement (M006).
- Suspended all courses that had not been updated as scheduled, pending update approvals, including SLO's, though the curriculum committee (M007).
- Developed and established SLO evaluation rubric as a part of the curriculum review process (M008).
- Established Learning Council Instructional Improvement FIG for purposes of guiding SLO policies and procedures (M009).
- Hired instructional improvement faculty support positions including SLO liaison (M010).
- Increased SLO assessment at the course and program level (M011).
- Received ACCJC Degree Qualifications grant which supported SLO improvements (M012).
- Articulated courses through the C-ID process and programs through the TMC process, which included SLO review and modification (M013).

Specific actions taken to address recommendations on Standard II.A.2.a:

- Faculty led and facilitated the Professional Development instructional improvement activity conducted in order to have faculty practice reviewing SLO data and using it to drive instructional improvements (M014).
- Provided 20% reassigned time for three instructional improvement faculty liaison positions including one for SLO/ PLO activities (M015).
- Developed and established SLO evaluation rubric as a part of the curriculum review process (M008).
- Established of Learning Council Instructional Improvement FIG for purposes of guiding SLO policies and procedures (M009).
- Added a peer evaluation component to faculty evaluation process, which increased faculty involvement in instructional improvement (M016).

Specific actions taken to address Standard II.A.2.b:
- Curriculum committee developed a rubric to evaluate SLOs at the course and program levels (M008).
- Provided release time for a faculty member to serve as SLO coordinator (M010).
- Faculty increased involvement in peer evaluation process (M016).
- SLO work illustrated increased involvement and meaningfulness:
  - ART 12B instructor used SLO assessment results to inform instructional improvement (M017).
  - Child Development department aligned course content, SLOs, and program outcomes were modified and aligned with the California Teacher Competencies (M018).

Specific actions taken to address Standard I.B.5:
- Added CCCCO Scorecard link on home page (M019).
- Published updated Gainful Employment data in the course catalog and online (M020).
- Established Learning Improvement Focused Inquiry Group (M009).
- Implemented new data tool for faculty to discuss instructional improvement (M021).

Specific actions taken to address Standard II.A.3:
- Conducted General Education (GE) SLO assessment with input from a broad range of instructional faculty (M022).
- Held GE SLO summit to process the results and plan future re-assessments (M023).

Specific actions taken to address Standard II.C.2:
- Library used assessment data to develop program plan for Fall 2013 (M024).
- New instructional dean supporting the library will provide greater guidance on institutional processes (M025).

Following the Commission Action Letter of 2014 and described in 2015 Follow-up report:
- Ongoing outcome work on Professional Development Day (M014).
- Discussion of Student Learning Outcomes at department meetings (M026).
- Student Learning Outcomes Committee, a subcommittee of the academic senate, has focused on actions for improvement (M027).
- Development of SLO active link on the Gavilan College home page that allows students to look up SLOs by course (M028).
- Faculty Liaison for Instructional Improvement meets with individual faculty and provides reports to the Academic Senate and other campus governance committees (M029).
- Faculty Liaison for Instructional Improvement attends department meetings and leads discussions on the integration of outcomes into instructional practice (M030).
- SLO/PLOs are a required component of the plans currently underway with the AB86 planning group, which includes collaborative partners from area K-12 districts in addition to Gavilan College credit and non-credit faculty (M031).

Discussion:
Gavilan College has developed and substantially implemented an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts and resource allocations.

The college has Student Learning Outcomes (SLOs) for all courses, programs, and non-instructional departments. These SLOs are assessed, and the results used to inform changes to courses, programs, and institutional planning. SLO assessments are linked to the program review, planning, budgeting and curriculum review processes. The SLO assessment reporting website tracks each course and program's SLOs, assessment method, assessment results, and how the results are used (M011). All non-instructional programs have been regularly assessing and reporting upon their assessments. All courses and instructional and non-instructional programs have identified SLOs and methods for assessing SLOs. For instructional programs, each new or modified course or program, including its SLOs, is reviewed and approved by the college's curriculum committee. Each program is updated on a regular cycle, which necessitates a review at least once every three to five years. This curriculum process has been improved by the development and implementation of a SLO identification rubric (M008). This rubric has provided a more detailed guide for evaluating the appropriateness of proposed course and program SLOs.
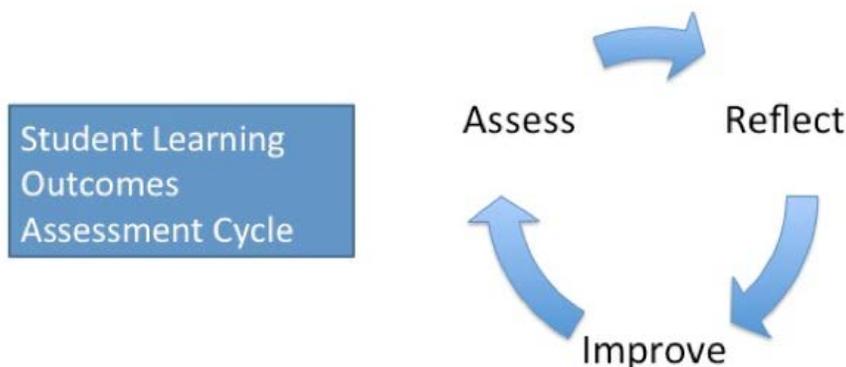
CHART 1: Student Learning Outcomes Assessment Cycle
Chart 1 illustrates the Student Learning Outcome (SLO) assessment cycle now in use.

There is an interrelated system for coordinating the college's SLO assessment and reporting work. During the development phase of the SLO system, an advisory committee was created to establish policies and procedures and guide training efforts. The committee's work culminated in the development of SLO guidelines that were approved by the academic senate, administration, and board of trustees (M032). The SLO assessment advisory committee was reestablished in Fall 2013 as a Focused Inquiry Group (FIG) of the Learning Council (itself a subcommittee of the Academic Senate) and is now called The Instructional Improvement Focused Inquiry Group (M033).
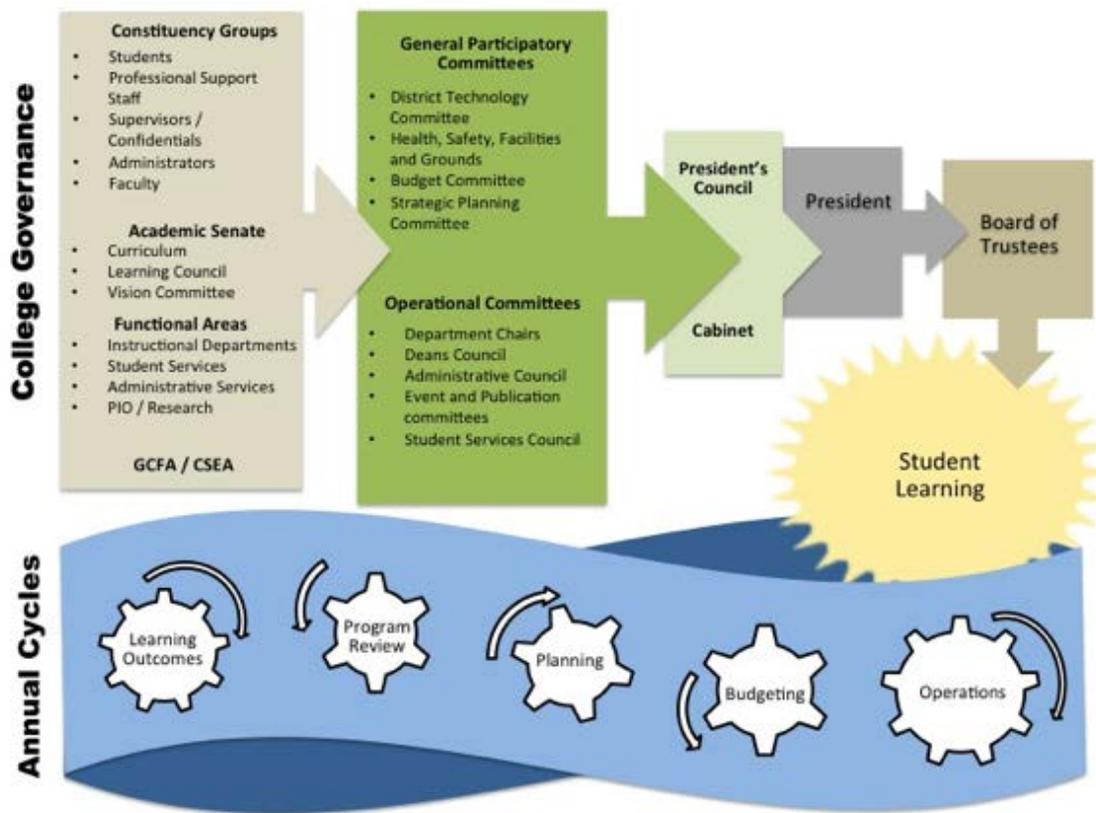
Chart 2: College Governance and Integrated Planning

Chart 2 shows the connection between the SLO Assessment Cycle and the program review, planning, and budgeting processes. SLO assessment results inform the annual planning cycle, which drives the annual budget cycle to fund operations.

The college conducts regular reviews of each instructional and non-instructional program through the work of the Institutional Effectiveness Committee (IEC). The committee, which is led by a veteran faculty member, has developed a collaborative, clear and rigorous process that is integral to the college's planning and allocation system. The IEC has included as members at least three faculty members per review year. Each instructional and non-instructional program is reviewed on three to five year cycle. At this review, programs conduct a self-study that reflects the progress made since the last review, issues facing the program, and plans for the future. Program representatives present data, including SLO data, to support their proposals and future plans. The IEC reviews each submission and highlights issues or concerns and/or requests for additional information. These issues are then conveyed to the program in writing and discussed in person with the program representative and the supervising administrator. The process culminates in recommendations for the program to implement (M034). Program review recommendations, as well as SLO data, contribute to the rankings of program planning resource requests in the budget process. The program review processes can result in recommendations to the program for improved completion, quality, and usage of SLO assessment.

Program plans are the component of the annual planning and budget cycle through which resources are requested to support specific Strategic Planning Goals, Institutional Effectiveness Committee recommendations, and SLO assessment results (M035). Each program defines the objectives it plans to accomplish each year and the activities that will be carried out to achieve these objectives.

If an activity has an associated cost, a corresponding budget request is included (M036). Each program plan and corresponding budget request is reviewed and ranked by the respective deans and vice president, and by the college's budget committee. Rankings are guided by a rubric, which includes a criterion for SLO assessment as a basis for the objective (M037). The budget committee uses the ranking scores to determine its recommendations for funding allocations. One concern, however, is that funding constraints often limit the ability to implement improvements to on-going activities. For example, budget constraints limit the number of class sections that can be offered, which could impact PLOs. The college will continue to prioritize PLO/SLO concerns in the budgeting process.

Through the curriculum development process, course-level student learning outcomes are identified and aligned with the appropriate program-level and general education outcomes. This alignment is conducted as a part of each course outline submitted to the curriculum committee. On a regular cycle each course and instructional program is required to submit an update. Courses that are not updated within the update cycle are not offered in the class schedule. These updates require the responsible faculty member to review student learning outcomes (SLOs) and their alignment to program and General Education (GE) SLOs.

Improvement since 2013

Since the 2013 Self-Study, Gavilan College has taken numerous actions to address and improve the assessment of Student Learning Outcomes (SLOs), with the College reporting substantial improvements to the comprehensiveness and integration of SLO assessments. The College has engaged in a philosophical shift from the reporting mechanics of SLOs and Program Learning Outcomes (PLOs) to an emphasis on instructional improvement at the course, program, and college level. This shift has driven engagement with, and increased breadth and depth of SLO work and improved integration with planning and resource allocation.

The program review process has been revised to strengthen the integration of SLO assessment with improvement, planning, and allocation cycles. In Fall 2013, the Institutional Effectiveness Committee (IEC) changed the program review template to reinforce the link between SLO and other assessment data and the development of planning and budget request items (M004).

The college has also implemented technology solutions to strengthen the link between assessment and the development of program plan objectives and corresponding budget requests. The Management Information System (MIS) department has developed a website with sorted lists of program plan budget requests and the associated Budget Committee ranking. Departments can now easily access initial program plan requests, linked to the funding priority list for all campus areas (M005).

Since the Spring 2013 accreditation visit, the curriculum committee has increased its advisory role over SLO matters. With input from the academic senate, the curriculum committee has developed and implemented a rubric for the evaluation of the appropriateness of an SLO at the course- and program-level. The committee has also begun to discuss the role of the SLO faculty liaison in the review of assessment quality. These discussions will continue to promote greater involvement by the curriculum committee in SLO assessment and improvement (M038). Alongside the developments in curriculum review, release time has been provided for a faculty member to serve as the SLO coordinator (M010).

General Education Summit

In Fall 2013, a cross-disciplinary task force established by the faculty senate submitted a program review update addressing progress on their previous IEC recommendations. The program review update laid out a plan for conducting a general education (GE) summit to further assess and discuss the GE program student learning outcomes (M039). The process, led by the instructional deans in collaboration with the department chairs, targeted instructors who were teaching GE identified courses (Through the curriculum process, faculty proposing courses or course modifications are prompted to align the course, if appropriate, with the college's GE student learning outcomes.) A sample of instructors teaching courses aligned with particular GE outcomes was asked to provide an assessment of the progress of their students on the respective outcomes (M040). A total of 104 instructors (85 percent of the total sample) completed the assessment. The results were then summarized and discussed at a special summit of the college's department chairs (M041).

At the GE SLO summit, participants were grouped by GE outcome area (A-F) to discuss the results of the course-level instructor assessments. The groups identified those courses, programs, and assessment process where the data suggested needed improvements. For example, some groups observed that in the social/political GE area students had lower levels of reported proficiency in analytical outcomes. Several participants suggested the need for more cross-disciplinary instruction on some of these associated skills since they are a key to post-transfer success. Another group presented the need to update the outcomes in their area (M041). Much of the discussion at the Fall 2013 GE summit focused on potential changes to the assessment process to make it more useful to instructors. Summit participants came up with ideas such as asking instructors to report the proportions of students in their courses that are at different proficiency levels, and noting what assessment method they use to arrive at their ratings. Another suggestion is to notify instructors from areas with lower reported proficiency levels that they will be asked to report assessment results and to discuss the findings in a group at the end of the term. A report summarizing the process and the findings was sent to all faculty and the suggestions are being further refined prior to implementation (M042). This in-depth assessment will be a part of preparation for the cyclical program review of the GE program.

Role of Faculty

Faculty have intensively re-engaged in the leadership and dialogue regarding SLO assessment and instructional improvement. Important faculty-led bodies, including the academic senate and learning council, have become more involved in discussions on course, program, and

institutional improvement. The college underwent a shift in how it emphasizes and discusses SLO assessment and course and program improvement. Since the Spring 2013 accreditation visit, faculty have taken on leadership to strengthen the policies and procedures concerning SLOs development, assessment, reporting, and linkages to planning and allocations. For example, professional development day activities and departmental follow-up work have been planned and implemented by faculty representatives including the faculty senate chair (M014).
There are faculty members assigned to positions in mentoring and SLO assessment, with the mission of enhancing instructional quality (M010). These positions strengthen the capacity of faculty to lead and perform instructional improvements overall. The faculty mentorship program provides guidance to new full- and part-time faculty, while the professional development position has centralized and strengthened the training options for faculty. The faculty SLO liaison, who began in Fall 2013, initiated work to improve the SLO system, and has provided individual support sessions for faculty. The faculty liaison has offered training sessions and helped to revise the curriculum review process to improve the timing and quality of SLO assessment.

The faculty has also taken on a greater role in the evaluation of part-time faculty. The part-time faculty evaluation process includes classroom observations performed by trained faculty evaluators. It includes a pre-semester and post-semester meeting between the evaluator and the faculty member under evaluation to determine goals for the observation as well as an overview of instructional strategies. Since starting this process, the feedback from faculty has been very positive and it has provided yet another avenue to share information about instructional improvement. For example, in the Aviation department, the faculty member reported that as a result of the evaluation, more field trips would be planned for students to provide a stronger experiential component for students. The instructor also modified labs to promote higher order learning. Previous labs required students only to accomplish a task. Now the student must investigate how to accomplish the task, and review the mistakes along the way.

Course and program curriculum review is a faculty-driven process. New or revised course/program outlines, which include identified student learning outcomes, are developed by faculty in the discipline. The course/program outlines are reviewed at the department level and, if appropriate, are approved by the faculty member who serves as department chair. The outline is forwarded to the relevant instructional dean and then to the curriculum committee for review and approval. A technical review sub-committee reviews curriculum prior to the curriculum being placed on the agenda. The full curriculum committee reviews and approves proposed curriculum. This committee establishes and reviews the standards for all courses and instructional programs at Gavilan College.

The Learning Council (LC), a subcommittee of the Academic Senate, has also led initiatives to improve student learning. The LC was established to provide a forum for representatives from all college constituency groups to engage in dialogue and encourage innovation. At the LC, Focused Inquiry Groups (FIGS) develop to address significant issues at the college. In Fall 2013, faculty from multiple disciplines developed a FIG on Learning Improvement. Part of the work of this Learning Improvement FIG has been modeling the use of data and information to improve student learning. The FIG has developed a series of data presentations and active workshops to train all stakeholder groups in the use of new data tools available to inform improvement

discussions. The first workshop was held in Fall 2013 (M033). The group now serves as the college advisory committee for SLO policies and procedures and works with the SLO faculty liaison.

Faculty leadership in instructional improvement has encouraged in-depth and meaningful analysis of students' progress on learning outcomes (M013). For example, English faculty met to discuss the assessment for a newly offered accelerated remedial English course. The concern was that students were not succeeding at the expected levels for key outcomes. As a result, the instructors agreed to administer a common assessment and created an exam and grading rubric together. From this experience, instructors were better able to tease out how and where students were getting stuck and to generate new best practices for student learning of these outcomes. The instructors noted the benefit of meeting in person to discuss assessment results and potential improvements. According to the lead instructor, one of the most important developments from the assessment was a commitment to conducting regular meetings, which are now taking place.

For instructional programs, the development of SLOs is integral to the development of the course curriculum and pedagogy. The Curriculum Committee reviews submissions for new programs and courses and updates to existing (M043). Course outlines are developed by faculty and reviewed by faculty representatives on the curriculum committee. The course outline details SLOs, weekly objectives, and the instructional methodology that will be used to help students achieve the outcomes and objectives. Each proposed course outline is reviewed and discussed among faculty within the discipline and department. Following discussion, feedback, and adjustments, the department chair then approves the curriculum and forwards it to the area instructional dean. If approved by the dean, the course outline is considered by the curriculum committee, and if approved, is forwarded to the Executive Vice President of Instruction (EVPI) and the governing board for final approval (M044). Each course outline is reviewed and updated at least once every three years. When the course outline is updated, the SLOs for the course are reviewed and assessed. In order to ensure that ALL courses are current with SLO assessment, the EVPI notified faculty in December 2013 that any courses that had not been updated as required would be suspended in the online class schedule and would need to be updated during Spring 2014 in order to be offered in Fall 2014 (M007). This practice has now been institutionalized.

Other examples of increased engagement are evident at the academic and student services division level. Division meetings have been used to highlight SLO course level assessment. For example, the Language Arts and Sciences division had a lot of activity at the beginning of the semester as departments reviewed those classes without SLO assessment and located department members who were engaged in teaching those courses. Faculty were reminded that courses that are not updated through the curriculum committee to include updated SLOs would be suspended until that work was done. As most of these instructors were part time, full time faculty members were asked to team up with them to provide guidance in the Gavilan College assessment processes as practiced in the individual departments. These collaborations gave the assessors a context and techniques for assessment.

In the Student Services division, faculty have been involved in on-going discussions to reflect on how SLOs can be used to assess SSSP and Equity challenges. This on-going work will include addressing what types of data are needed, including the resources that student services would

need to address new initiative requirements. For example, in the CalWORKs program, a focus at their recent retreat was the review of last year's SLO/PLO assessment results (M045). The group also reflected on the accuracy of the assessment techniques in measuring stated PLOs. They determined that one of their stated outcomes really couldn't be measured. As a result together they wrote goals for the CalWORKs program and then drafted new outcomes to help measure the goals. Later in the semester the CalWORKs Director met individually with other student services staff to review the "final" PLO (M046).

Faculty in the non-credit instructional areas have also been actively engaged in SLO work (M031, M047). As a part of the development of the AB86 service area plan, instructors from Gavilan College credit and non-credit, along with K-12 adult education partners, have been meeting together to discuss curriculum, assessment, and matriculation alignment. An important part of this work has been discussing how each area establishes, communicates, assesses, and utilizes SLOs (M031). These discussions have prompted course SLO modifications and more training for non-credit faculty. Since non-credit classes do not have grades, and therefore do not necessarily have the same structure or activities as are found in credit classes, faculty have discussed different approaches to assessing student SLO achievement. To continue this work, the non-credit ESL assessment specialist has completed training to enhance the effectiveness of noncredit ESL assessment (M048).

Emphasis on Instructional Improvement

At the time of the 2013 self-study some of the Gavilan College faculty had not been fully engaged in the process. To strengthen engagement with the integrated planning and SLO systems, the significance and meaning of this work needed further emphasis. This insight led to a philosophical shift towards an emphasis on instructional improvement at the course, program, and college level. A group that included the faculty senate chair, chair of the curriculum committee, Executive Vice President of Instruction, the Director of Institutional Research and other faculty members met to discuss how to increase faculty participation by making SLO work more meaningful and integrated (M033). They developed a plan to encourage and support SLO work and began a series of events to include all faculty in the SLO improvement process.

Since Fall 2013, at the mandatory Professional Development Day that starts each semester, faculty have participated in a structured exercise to build awareness and skill in the use of SLO assessments for instructional improvement (M049). As a part of the day's agenda, all faculty, broken into small groups, review SLO and other data from the prior semester to reflect upon what was working in their courses and what improvements can be made at the course, program, and institutional levels to strengthen student learning (M050). These discussions often result in specific ideas for improvement, which are then incorporated into departmental program plans. For example, in one group, composed of faculty from the library, fine arts, and social science departments, an instructor decided to integrate library resources into particular courses to support student writing. Another group learned of the concurrent high retention and low performance in a particular course, and shared insights about the possible causes of these results and practices that instructors can use to monitor student progress throughout the term, such as instructor check-ins with students (especially those at risk of failing), encouraging office hour visits, and adding reviews before finals (M051). These Professional Development Day (PDD) faculty discussions

stressed the link between assessment data and discussion of SLO's in the development of improvement plans (M052).

Instructional departments used the results of the PDD exercise in creating their annual program plans. For example, Library faculty noted from multiple assessments the high demand for computer/laptop access and substantial increases in use of online database content. In its program plan, the library department requested funding for both laptop replacement and additional funding for databases. It also made database funding a higher priority in its overall budgeting. The analysis of assessment data at the PDD session also informed the annual strategic plan update. The strategic planning committee uses internal and external scans to update the existing five-year plan. In Fall 2013, the written summaries of faculty improvement discussions were used to inform changes to the strategic plan. For example, several groups discussed the need for improvement in student mental health access. Another theme was the need for meaningful cross-disciplinary, data-driven discussions. This input led to strategic plan modifications (M053). The focus for Spring 2014 was to share and identify strategies for instructional improvement and prioritize strategies that can be scaled across courses and programs with strategies informing Fall 2014 program plan development.

The Academic Senate also championed efforts to improve the quantity and meaningfulness of SLO assessment work, leading a dialogue about SLO assessment and student learning improvement in Fall 2013. The senate has fully voiced support for campus-wide instructional improvement and receives regular updates from the Office of Instruction (M054).

Two permanent faculty positions were approved in Spring 2013 to improve the quality of student learning. The positions address faculty mentorship, professional development, and student learning outcomes. The faculty liaison has provided training and assistance to faculty members working on SLO assessment. For example, the faculty liaison has met with the curriculum committee to initiate the work of aligning the curriculum revision process with SLO assessment (M055).

In late Spring 2013, the college was invited to be part of a pilot project from the Accrediting Commission for Community and Junior Colleges (ACCJC) to employ the Degree Qualifications Profile (DQP) in order to strengthen its student learning outcomes. The grant provided support to instructional programs to improve student learning outcomes and assessment in order to increase student success (M012). The Digital Media program, in particular, took advantage of this support to review their program and improve and revise its SLOs to establish a more systematic and purposeful pathway for Digital Media students (M056).

The college has had over 136 courses approved by the Course Identification Numbering System (C-ID), which means that their course outlines and their SLOs have been compared and aligned with the C-ID descriptors. In addition, redesigning instructional programs has necessitated the identification of new program-level SLOs.

Faculty leadership in instructional improvement has encouraged in-depth and meaningful analysis of students' progress on learning outcomes. For example, English faculty met to discuss the assessment for a newly offered accelerated remedial English course. The common

assessment found that students were not succeeding at the expected levels for several outcomes. As a result, the instructors agreed upon some important pedagogical changes: for instance, they created the exam and a grading rubric together, and will now provide students practice and strategies for answering all parts of their prompt (M013). The instructors noted the benefit of meeting in person to discuss assessment results and potential improvements. According to the lead instructor, one of the most important developments from the assessment was a commitment to conducting regular meetings, which are now taking place.

Through the curriculum process, faculty proposing courses or course modifications are prompted to align each course, if appropriate, with the college's GE student learning outcomes. As stated earlier, this is a continuous process and is driven by the instructional improvement discussions occurring at the department level.

SLO-informed course modifications have also led to student learning outcomes performance improvements. For example, a History instructor noted that only 30 percent of his students achieved at least 70 percent on an outcomes assessment (M057). After participating in some professional development activities about reading apprenticeship and acceleration, the instructor implemented a "jigsaw" reading activity that led to dramatic increases in student performance on SLO assessments. Students also commented on how much more engaging the activity was in comparison to the previous method. The improvements and corresponding SLO assessment contributed to insights for the instructor: reading assignments need better structure and student-centered reading assignments are beneficial.

Communication of Results

Instructional deans have increased their communication with faculty on SLO assessment and its link to the integrated planning system. At divisional meetings in spring and fall 2013 they discussed the importance of assessment and improvement, and the link between SLO assessment and the development and ranking of annual program plans (M003). They also increased their outreach to faculty and programs that are not based on the main campus. For example, the Dean of Career and Technical Services engaged in discussion with the Drywall and Construction apprenticeship programs, which are located at their own facility in Morgan Hill. The Dean, together with the Institutional Researcher, met to conduct training and to support these programs' assessment and planning efforts (M058). As a result of these meetings, the drywall faculty modified several of the assessment reports, adding additional data from course and instructor evaluations. These updates led to one course supplementing hands-on projects with a workbook so that the students not only built the project, but also reviewed and interpreted the information. Some of the assessments were also used to update the equipment and procedures being used (M059).

An emphasis was placed on conducting regular meetings to provide increased opportunities for dialogue (M002). Mandatory division meetings are now a part of the Gavilan College Faculty Association contract. Additionally, all departments are now meeting regularly and including *instructional improvement* as an agenda item at each meeting. Agendas and minutes are forwarded to the Executive Vice-President of Instruction (EVPI) (M060).

Beginning in Fall 2105, the instructional deans are asked to review the annual ACCJC report and then respond to a number of questions for the subsequent fall and spring semesters as the division and department meetings were under development. Questions included the following:

- How many courses were assessed in the 14/15 academic year?
- How many programs were assessed in the 14/15 academic year?
- What courses/programs have not gone through a complete assessment cycle?
- What courses/programs are targeted for assessment during the 15/16 academic year?
- What strategies will you use to continue this work in your division/department?
- How can the faculty liaison help your efforts?
- Each instructional Dean then provided a report at the end of the semester with a summary report and an action plan for the following semester (M061).

The college now uses Argos®, which enables system data to be presented in a useful and user-friendly fashion. A data dashboard allows users to view the enrollment, FTES, success, and retention for courses or disciplines over the past five academic years (M006). The data are presented in both table and chart form. Other tools present data on course efficiency, enrollment, costs, and productivity. A dashboard compares distance and non-distance education sections on enrollment, success, and retention (M062). These data have prompted distance education instructional improvements. For example, the Distance Education (DE) Coordinator has used this tool to identify instructors with low success or retention rates and has approached them to develop strategies to facilitate student engagement.

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 (M063, M064).

The college uses regular assessment reports to communicate matters of quality assurance. These reports include the College Factbook, Student Profile, Gainful Employment, Student Success, Distance Education, Assessment Distribution, and Student Success Scorecard reports (M065). The Office of Institutional Research (OIR) regularly produces evaluation reports on particular interventions (M066). These data are shared across campus and through email in the form of research updates and posted on the public OIR website. The Director is a regular visitor to different constituency group meetings, where he presents data and discusses the meaning of results (M067). The Director also presents regular reports to the Board of Trustees and the community overall on a regular basis (M068).

The Public Information Officer (PIO) has worked to get more information about the assessment results to the public. For example, the Chancellor's Office Student Success Scorecard is now presented as a button on the college homepage (M019). Additionally, the gainful employment data for each identified program is posted online along with extensive collection of OIR reports. This information is also printed in the course catalog (M020).

The Learning Council serves as a forum for discussing data to inform dialogue and interventions (M069). In Fall 2013, as in previous terms, the Director of Institutional Research facilitated discussions of assessment data that led to suggestions for improvement (M070). Many of the Learning Council Focused Inquiry Groups (FIGs) use data in the development and evaluation of interventions. For example, the FIG that studied the establishment of a college hour relied heavily on data to promote the need for a weekly time period in which no classes were scheduled (M071). In Fall 2013, a Learning Improvement FIG was established to help expand the use of SLO assessment and other data for improvement and planning. The committee has met to address this issue and ways to foster improvement of student learning (M072).

Data are also an important part of the college's integrated planning system and are systematically incorporated into review and planning. Each instructional and non-instructional program conducts a program review on a regular basis. Program staff and faculty present a variety of data about their program, including success rates and the number of degrees granted, and SLO assessment data (M073). Program review participants provide data to support any contentions or proposals. For example, statements such as, "our program is effective" or "we really need a new faculty person" must be supported by data (M074). Each program review document and the included supporting data culminate in program plan objective proposals. The program review submissions are reviewed by the Institutional Effectiveness Committee (IEC), which develops specific recommendations and a resulting report. The IEC relies on supporting data in the development of its recommendations. The report, with recommendations and a summary of the submissions, is presented through the college's shared governance committees and then on to the college's governing board (M075).

The college assesses the effectiveness of communicating information about institutional quality through an annual shared governance and planning survey. The survey asks staff and faculty about their knowledge of institutional performance and the use of data in program and college decision-making. The 2015 results show a need for continued improvement. Only 46.66 percent of respondents reported using data "much" or "very much" for decision-making, a reduction from the prior year (M076).

Learning Commons

The Learning Commons was established in 2015 as a dedicated location with study rooms, drop-in tutoring, computers and printing, workshops, supplemental instruction, and professional learning opportunities (M077). It has become a place where faculty find support to address gaps in student learning with effective interventions. Faculty from a range of disciplines have discussed SLO results with Learning Commons faculty, discussed a range of approaches to increasing student learning in target areas, planned interventions, developed learning aids such as graphic organizers, and scaffolded student learning with activities designed to address the problem areas. The preliminary results show that these methods hold great promise for expanded efforts and outreach to more faculty next semester.

A collaboration between a history professor and Learning Commons faculty and staff provides a specific example of this process. The history professor reported that History 1 students had difficulties synthesizing and analyzing concepts from scholarly articles, a key learning outcome

for the course. Students demonstrated proficiency in summarizing one author's ideas, but a significant percentage were unable to compare or respond to a range of sources effectively. Learning Commons faculty and staff shared with the faculty member a range of learning tools and activities that might be employed to help "scaffold" student learning:

- Creating a model student essay with specific teacher comments illustrating where the student had met the learning goals.
- Developing a graphic organizer that would break down the components of the task and allow students to practice the discrete elements of identifying key concepts and drawing comparisons between them, while developing their own responses to the ideas.
- Using active learning groups in the Learning Commons to provide students with opportunities to discuss their summaries of the scholarly articles, ask clarifying questions, compare notes, and use large whiteboards to start synthesizing key ideas, drawing connections between them, and responding. Tutoring staff were trained to circulate among the groups to facilitate these steps when needed, and students within the groups began to use the steps independently. Using these group notes, students were able to write short essays synthesizing and analyzing a central theme in the articles.
- Our goal was to have students practicing skills in a supportive setting, using processes and tools they would be able to use in study groups or independently to complete the assignments and meet the course learning outcomes. Next semester we will develop assessment instruments to measure the effectiveness of our interventions (M078).

Learning Commons and disciplinary faculty are excited about the potential of such collaboration to "move the needle" in closing gaps in student learning. In addition to the success with the History 1 class, we experienced similar results with our collaboration with several English classes using research and developing infographics to synthesize and represent their learning. Library faculty worked with English instructors to help students develop research skills and then build on them with the ability to extract key ideas, synthesize, and represent concepts using infographics.

Efforts are underway to share these collaborative opportunities more widely. A retreat planned in January 2016 shared this research and infographics process with Basic Skills faculty in math and English, along with library and Learning Commons tutoring staff who help facilitate the activities (M079). A break-out session was also held during the spring 2016 professional development day (M080) to introduce more faculty and staff to the Learning Commons and ways to use academic support to improve student learning outcomes.

SLO Committee

The SLO Committee, a subcommittee of the Academic Senate with membership drawn from the faculty, including the Professional Development Faculty Liaison, met monthly as a committee (M081). The Faculty Liaison then meets with individual faculty members as needed (M082).

Currently, The Academic Senate is under new leadership and the status of the SLO Committee is under review. The current projects under discussion and/or development are:

1) Developing a more user-friendly web presence: The committee devoted a substantial amount of time to the discussion and consideration of faculty needs for support of their SLO/PLO assessment work, and planned the development of a website to serve as a hub for communication and information exchange (M083). The website will include five sections:

    1. ongoing faculty dialogue about assessment;
    2. best practices or guiding principles document(s);
    3. relevant/interesting articles;
    4. spotlight/personal profiles regarding faculty experiences (video interviews);
    5. part-time issues and concerns with the SLO assessment process.

    The site will be developed in conjunction with the College MIS department, and then curated by faculty. The goal is to create an engaging site with an interactive dialogue feature (M082). This work has been on-going with the help of the new Director of Institutional Research. This site is now accessible through the College's intranet and has been launched as of Fall 2015.

2) Encouraging faculty dialogue and engagement with SLOs. Encouraging engagement will be an ongoing discussion item for the foreseeable future (M082). This work continues in department meetings and the mandated division meetings led by the area Deans.

3) Addressing SLOs in the faculty contract: With the growing importance of SLO assessment data in resource allocation decisions and instructional improvement efforts, the committee has discussed whether, and in what way, this should be addressed contractually by the district and the GCFA (M082).

4) Review of assessment reporting tool: the committee investigated a tool to replace the one currently in use that was developed in-house. They found that while it had a more "slick" and attractive appearance, it had less functionality, and was therefore not recommended (M082). This work will be on-going with the new Director of Institutional Research.

5) Providing individual support to faculty members: These have been numerous, on issues ranging from comprehensive SLO assessment guidance, to specific assessment techniques, to help with data analysis. Two specific instances are:

    A. Cosmetology 201: The Liaison guided faculty in their successful efforts to assess Cosmetology 201 providing comprehensive guidance. One faculty member was directed to the official SLOs for her course and offered support in determining assessment techniques for those SLOs, as well as instruction on changing the SLOs for her course if needed (M082).

    B. Disability Resources - Provided guidance on data analysis. "(The instructor) came to me for advice because she was not happy with the results of her SLO assessment. Her assessments were based on surveys from students, where students were asked to classify how much they learned about their disability and the accommodations they need to be successful in classes. The students were asked to check a box stating how

much they feel they learned. A "success" in reaching the outcome was based on a student selecting "some" or more, and a "failure" to reach the outcome was determined if the student selected "A little" or less. Under this methodology, (the instructor) determined that performance was getting slightly worse over time. I asked some questions, and pointed out that since the terms "some" and "a little" are subjective, and the students had not been educated about how to distinguish between the two, that the change she observed in the data could just be what statistician's call "random noise". Since the terms "some" and "a little" can be interpreted to mean the same thing, and since these values are totally subjective anyway, it would be more meaningful to define success in meeting the outcome to be any response indicating "a little" or more, and with this new definition, to review how that data have changed over time. Based on these adjustments, although there was some fluctuation in the data which could have been totally random, there was no indication of the problem she came to me with" ([M082](#)). The shift from completing the SLO/PLO assessment and reporting in a "mechanical" way to a more inclusive and meaning-centered way is an on-going process at Gavilan. Through the development of a searchable SLO webpage, with a direct link off the college homepage, students can now search for classes based upon their desired learning outcomes. Time will continue to be spent on instructional improvements efforts at the individual, departmental, and institutional level to ensure that engagement increases and deep dialogue occurs ([M028](#), [M084](#)).

This page intentionally left blank

Recommendation 2:

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

Commission Action Letter of 2014
Additional Issues to Address For Recommendation 2:

"the Commission notes that Gavilan College evaluates the success of its distance education students and the topic is widely discussed by faculty in several venues. Distance education is intentionally included in the overall College assessment process. Learning support services for distance education students have also been reviewed, and, in some cases, changes have been made. In order to increase effectiveness, the College should include the results of assessment information into the planning, decision-making, and resource allocation process."

Specific actions taken to address Recommendation 2:

Following the Commission Action letter of 2013 and described in 2014 Follow-Up Report:

Specific actions taken to address Standard II.A.1.b

- Academic Senate provided a forum for repeated discussion of the strengths and weaknesses of Distance Education (DE) instruction (M085).
- Developed a DE Master Plan and Best Practices document (M086, M087).
- Developed a student authentication policy and effective contact policy (M087).
- Released a new DE data tool (Argos®) used by faculty to inform instructional improvement (M062).

Specific actions taken to address Standard II.A.2.d

- Distance Education Advisory committee began development of a handbook and internal standards for delivering distance education (M088).
- Office of Institutional Research has begun providing term-based Distance Education data reports (M089).

Specific actions taken to address Standard II.A.6

- Developed written process to ensure every DE student receives their course syllabus (M090).
- Developed a Distance Education Faculty Handbook (M090).

Specific actions taken to address Standards II.B.1 and II.B.3.a:

- Conducted *service review* examining support services and their availability to distance students (M091).

- Conducted evaluation survey and focus groups with DE students regarding effectiveness and suggested improvements for support services (M091).
- Results of the studies were directly provided to support programs (M092).
- Support programs developed responses to the information collected (M093).
- New procedures for online services embed service evaluation in the service itself (M094).
- Office of Institutional Research has begun providing term-based Distance Education data reports (M089).
- Released a new DE data tool (Argos®) used by faculty to inform instructional improvement (M062).

Following the Commission Action Letter of 2014 and described in 2015 Follow-up report:

- Use of the integrated planning process, including program planning and review process to allocate funding and implement SmarThinking Online Tutoring Services to address need for online tutoring (M095, M096).
- Use of the integrated planning process, including program planning and review process to implement CCCApply to improved Admission and Records Student Learning Outcomes) (M097, M098, M099, M100).
- Use of the integrated planning process, including program planning and review process to allocate funding and implement information competency modules to improve Library Student Learning Outcomes (M101).
- The Institutional Effectiveness Committee has changed procedures for final reports: IEC recommendations, including those for Distance Education, are now presented directly to Academic Senate, Strategic Planning Committee, and Budget Committee as well as to the President's Council and Board of Trustees. A "prompt" regarding distance education is now included in the IEC review form for all instructional departments (M102).

Discussion
Gavilan College has conducted research and analysis to ensure that learning support services for distance education are of comparable quality to those intended for students who attend the physical campus. As a result of this investigation, new processes and procedures have been developed, and existing procedures maintained and strengthened.

Distance Education courses are updated according to the institutional procedure that applies to all courses: each course outline is updated every four to five years. At the time of a course update, the department faculty evaluates the effectiveness of the delivery methods used in their courses and makes modifications as necessary. Delivery methods for courses are indirectly evaluated during the instructor evaluation process (M103).

A voluntary survey, "Evaluating Your Online Class" is provided to students taking online classes. This survey addresses technical aspects of each class, specific aspects of the class, and the student's comparison of the online format with face-to-face classes. Students in learning communities also complete satisfaction surveys (M104).

Annually, the accessibility and quality of distance support services is systematically evaluated through the Distance Education report and the student survey. Findings are passed directly to

support programs and their supervisors to promote continuous improvement. In addition, each distance education support service now directly integrates evaluative methods into the service. For example, each student who participates in an online tutoring session is asked to complete a brief survey on the quality of the service (M105).

Deans and department faculty have frequent dialogues about delivery systems and modes of instruction, particularly about the suitability of courses for distance learning. For departments favoring the use of distance education as a delivery method, discussions occur at the Curriculum Committee as part of the approval process. Similar discussions have occurred regarding self-paced computer-assisted instruction in basic mathematics (M106). Whereas these dialogues are department-driven, the dialogues related to learning communities have usually involved faculty from two or more departments before coming to the Curriculum Committee (M106). The Institutional Effectiveness Committee (IEC) also evaluates programs on a 3-5 year cycle, and reviews the integration of distance education into programs where relevant (M107).

The 2013 Self-Study report described Gavilan College's procedures related to instruction, including Distance Education:

> "When non-traditional delivery systems and modes of instruction are proposed for a course, the course outline, created by department faculty and approved by departments and area deans, is sent to the Curriculum Committee for consideration. Faculty members provide a detailed listing of course objectives and content for both new course proposals and proposed modifications to existing courses. The Curriculum Committee considers all aspects of each proposal including the appropriateness of the delivery system and modes of instruction. A link to the California Community Colleges Distance Education Regulations and Guidelines exists on the Curriculum Committee web page to provide guidance to faculty constructing new or revised course outlines (M108). In addition, the Distance Education/Technology committee, comprised of faculty, administrators, and staff, regularly meets to develop and update guidelines and best practices for distance education. The Gavilan College Distance Learning Course Outline Addendum (M109) has been recently updated. Resources for distance education and online teaching are made available to faculty on the Teaching and Learning Resource Center website (M110).

> "The College utilizes a variety of delivery formats and teaching methods to meet the learning styles of its students. Discussions at both department and department chair meetings have provided an avenue for information sharing on student learning styles and various delivery formats. Staff development day workshops and a desire to share information across campus have also been a benefit. Research on the First Year Experience and Supplemental Instruction has provided a foundation for building success."

> "Instructors of Distance Education classes participate in the same activities regarding student learning styles activities as instructors of traditional classes. Students are becoming more aware of their personal learning style through learning style inventories administered by instructors, the Disability Resource Center (DRC), in guidance classes,

workshops and the (at that time) newly created Student Success Center. This knowledge provides them the opportunity to select the delivery format that best fits their learning style.

"Technology is used to assist both instructors and students. Workshops as well as one-on-one training in the staff resource center [now the Teaching and Learning Center] is readily available to all instructors and staff who want to utilize various delivery modes and teaching methodologies and students have the opportunity to select courses offered in a variety of delivery formats.

"As courses are developed and updated, the information on the curriculum forms requires the originator to indicate how students are assessed (M111, M112). In order for a course to be approved it must include multiple means of assessment. The departments generally determine the delivery modes. Some departments offer courses in a variety of delivery modes therefore providing the student with the opportunity to select what works best for them. Classes are offered in a variety of delivery modes, including distance education, technologically enhanced instruction, project based service learning, and learning communities. Supplemental instruction and academic excellence workshops support instruction in math, science, and English.

The Course Outline of Record (COR) indicates which teaching methodologies have been selected for a particular class (M113, M114). A review of these indicates that lecture, discussion, demonstration, small groups, guided practice, PowerPoint presentations, video/DVD and computer generated programs are commonly used. When courses are developed and as they are reviewed for updating the appropriate teaching methods are selected (M115).

"Degree and certificate information, including Program Learning Outcomes, is listed in the Gavilan College Catalog for students and prospective students to review. To ensure that this information is accurate, many groups and individuals on campus provide input; including the catalog production team, the enrollment specialist, area deans, and department chairs. The academic deans review the course syllabi to verify that all information is accurate and that they contain the Student Learning Outcomes for that course. All students enrolled in classes receive a copy of the syllabus for each course. Many instructors also post the syllabus online. Student Learning Outcomes are a part of the Course Outline of Record and are reviewed by the Curriculum Committee on a four to five year cycle.

Gavilan College has implemented a program called Degreeworks that helps students track degree completion on-line, through their own portal. Degreeworks clearly lists courses that have been completed and those still in progress. This allows students, at any time, to be able to assess the specific timeframe needed to achieve their educational goals. With the implementation of Degreeworks, needed coursework and majors are clearly identified to help students meet educational goals. The system takes existing curriculum and integrates it with the student's specific pathway and states what is still

needed to complete degree objectives. Degreeworks provides historical insight and reflects the most current information with all curriculum updates.

The compilation of degrees and certificates in the college catalog is reviewed by the catalog production committee, made up of a cross section of all areas on campus: admissions and records, management information systems, counseling, liberal arts, technical and public services, noncredit, community education, disability resources, curriculum, and enrollment management. A format is agreed upon and used consistently throughout the catalog. Curriculum changes are approved by the Curriculum Committee, the Board of Trustees and the Chancellor's Office prior to being included in the catalog. The curriculum website is updated with the most current versions of the course outlines, which include Student Learning Outcomes for each course (M113, M114). As new and modified certificates and degrees are approved, those changes are included in the online catalog and Degreeworks. The printed catalog is updated every two years.

All courses are reviewed every four to five years. At the beginning of every semester a list of courses that are due to be updated is posted on the curriculum website. Course updates are faculty driven: faculty writes courses which are taken to the curriculum committee for approval. The courses must then be approved by the Gavilan College Board of Trustees. Lastly, the curriculum specialist submits the changes to the Chancellor's Office Curriculum Inventory for approval. Course outlines are kept up-to-date by the curriculum specialist who maintains course information in the Banner database as well as the curriculum website (M115). The College ensures that all sections adhere to the course objectives through the oversight of departmental chairs and deans."

Gavilan College assures that all students and prospective students, including distance learning students, receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline (M116, M117).

Distance Education instructors follow the same procedures as face-to-face instructors in reviewing and verifying syllabi: they follow written requirements for the course syllabus (M118, M119) and use the verification form to ensure that the syllabus is reviewed by the area dean prior to the start of the semester.

Improvements since 2013:

A description of the overall development and improvement of Distance Education (DE) processes and procedures was included in the Gavilan College 2014 Accreditation Follow-up report. It describes activities undertaken by the faculty, Distance Education Coordinator and Distance Education Committee to address Recommendation 2 and expand the dialogue about the assessment results, including:

- Development of a DE Master Plan and Best Practices document as well as a student authentication policy and effective contact policy (M086, M087).
- Implementation of the Argos® data dashboard to compare the enrollment and success rates of DE vs. non-DE course sections (M062).
- Reviewed reports detailing enrollment and success patterns in distance education offerings (M089).
- Provided clear and accurate descriptions of SLOs for each online class in the syllabus and the course outline of record (M116, M117).
- Creation of the Distance Education Faculty Handbook (M090) with a protocol (implemented in fall 2014) ensuring that all students taking an online or hybrid course have received a copy of the course syllabus that includes SLOs. The protocol requires that the instructor open a portion of their online course to make the syllabus and course policies available up to 5 days prior to the beginning of the semester. The protocol then describes how to make the syllabus viewing a check-in activity for the course, with the instructor pulling a report to make sure all students have completed this check in activity (M120, M121, M122, M123, M124).

The Distance Education (DE) coordinator has worked with the DE Advisory Committee to develop policies and procedures. They have completed a DE Master Plan and Best Practices document (M086, M087) as well as a student authentication policy and effective contact policy. These efforts have helped to standardize the quality of DE instruction.

New data tools are now being used to further examine distance education instructional quality. A recently developed Argos® data dashboard allows a user to select any course or discipline and compare the enrollment and success rates of DE vs. non-DE course sections (M062). This has prompted efforts for improvement. For example, the DE coordinator has used this tool to identify instructors or courses with lower success and retention rates. She then reached out to some of these instructors to offer guidance regarding best practices in online classroom management and effective student contact.

To inform discussions on the patterns and effectiveness of distance education (DE), the Office of Institutional Research has begun providing term-based DE data reports. These reports detail enrollment and success patterns in distance education offerings. The reports are provided to the DE Coordinator, are presented to the DE Advisory Committee, and have been shared as a part of the broader campus dialogue described above (M089).

Over the Summer and Fall 2013, the administrative and student services departments also further strengthened their processes for assessment and improvement. Both groups reviewed their current program level SLOs and assessment methods. An initial meeting for both areas, facilitated by the Institutional Researcher, was followed by individual meetings with program representatives (M125). Directors and staff met with the Institutional Researcher to update the assessment methodology. These groups committed to use their findings and other relevant data to have a broad and documented discussion about the development of their respective program plans.

The Distance Education Advisory Committee also developed a process to verify that every student has received the course syllabus that includes the SLOs for that course. In Spring and Fall 2013, the Distance Education Advisory Committee conducted a series of discussions on the status and direction of online education. These led to a broader understanding about the issues facing distance education and the development of a handbook and required standard for delivering distance education (M090). The Distance Education Faculty Handbook (www.gavilan.edu/tlc/facultyhandbook2014.pdf) contains, among other information, a protocol which went into effect in fall 2014. The protocol (which starts on page 6 under "important policies") ensures that all students taking an online or hybrid course have received a copy of the course syllabus that includes SLOs for that course. The protocol requires that the instructor open a portion of their online course to make the syllabus and course policies available up to five days prior to the beginning of the semester. The protocol then describes how to make the syllabus viewing a check-in activity for the course, with the instructor pulling a report to make sure all students have completed this check in activity (M090, M120, M121, M122, M123, M124).

Changes to the organizational structure of the College have been proposed as a possible improvement in addressing issues on student learning and success, including the area of distance education. Prior to summer 2013, the library, tutoring program, distance education, among other programs were supervised by the Dean of Liberal Arts and Sciences. A new administrative position, Dean of Student Success, is being considered in an effort to improve student success by providing supervision and leadership for programs providing direct support for student learning (M025). An interim administrator now oversees several support services and distance education. The interim administrator has helped to lead and coordinate efforts to improve in the accessibility and quality of services provided to distance students.

New data tools are now being used to further examine distance education. (M006). The DE coordinator has used this tool to identify instructors or courses with lower success and retention rates and offered guidance regarding best practices in online classroom management and effective student contact.

Together, these efforts have provided important information on the accessibility and quality of support services available to Gavilan DE students. Findings from these efforts have prompted improvements to strengthen current services. Lastly, mechanisms are in place so that this evaluative data will be regularly collected and reviewed as a part of the college's integrated improvement cycle.

The DE program, like all instruction and non-instructional programs, undergoes periodic program review. To additionally increase support service program accountability, the Institutional Effectiveness Committee (IEC) now includes DE accessibility and quality prompts on the review template for all support programs (M107). This change ensures that support programs are required to continually review and improve DE support services. The IEC has also updated that committee's procedures to strengthen the link between program review and the resource allocation process. Whereas IEC recommendations had previously been reported to the President's Council, future IEC recommendations, including those for Distance Education, will be presented directly to Academic Senate, Strategic Planning Committee, and College Budget

Committee. During the IEC program review process, assessment information, including SLO assessments, are reviewed and analyzed.

Gavilan College has addressed the outstanding concerns with Recommendation 2 through a focus on improvement that is fully integrated in the planning process, and has resulted in resource allocation to address the needs of students participating in Distance Education. This work has a solid foundation in shared governance, committee dialog, and integrated planning. The College will continue to use faculty engagement strategies to ensure that this work remains a part of the Gavilan College culture and instructional improvement goals.

Research and Analysis

Distance education (DE) enrollment has grown steadily at Gavilan College (M091). The number of instructors using some form of distance technology in their instruction has correspondingly increased. This growth prompted additional assessment of the support services available to DE students.

The Gavilan College 2014 Accreditation Follow-up report described in detail the 2013 study that was conducted to better understand the availability and effectiveness of distance support services. It included a Student Support Services review study and online focus groups, which supplemented the online student survey that is administered each term, and led to resource allocations to address the study's findings.

This study, conducted by the Office of Institutional Research, was an addition to the regularly conducted DE evaluative data collection. The study included a *service review* and online focus groups, which supplemented the online student survey that is administered each term. For the service review, a list of Gavilan College support services and their respective service components was developed. Representatives for each program then verified the accessibility of the service components for students not able to come to a physical campus. The Institutional researcher independently verified the information wherever possible. This review identified several service components that did not seem to have distance options. For example, general tutoring was not available online or over the phone for students who were not able or interested in coming to any of Gavilan College site locations.

In addition to the service review, the DE student services study also produced findings on the effectiveness of the currently offered distance services and prompted ideas about how to improve services for Gavilan College DE students. Each term, all distance education students are surveyed to assess the quality of their DE educational experience. In Spring 2013, another series of items was added to assess students' experience with support services. An interactive online focus group was conducted with students from a small sample of distance education courses. The combined methods, in general, found that students who participated rated the corresponding support service highly. There were, however, some individual areas identified by students that needed further improvement (M091).

The service review and evaluative data were summarized in a study report and presented to the college's Deans' and Student Services' Councils (M092). Specific service areas, identified in the

study as needing improvement, were contacted directly to convey the results of the study. In several cases, the findings of the study informed the program-planning process and led to specific changes for improvement. For example, the Financial Aid department added a program plan objective targeting improved services to non-in-person students. The activities to achieve this objective included increasing the checking of the financial aid email and hiring a new financial aid tech position whose job focused on off-site and non-in-person service. Now they list multiple FA phone numbers on the DE website, so that students can communicate with someone who's at their desk (M093).

The Student Support Services review study made clear that online students did not have access to the same level of tutoring service as in-person students and prompted an immediate discussion of how to implement these service components in a way which would serve DE and non-DE students equitably (M092).

A small task force of faculty and the DE Coordinator developed a plan for offering off-site online synchronous tutoring. It was decided that CCC Confer®, a web-conferencing technology used by other community colleges, would be an effective tool for offering online tutoring. The college quickly procured needed equipment to facilitate a pilot online tutoring service. The department developed forms and a tutor training process in preparation for the launch of the service (M126). Tutor training was conducted for six tutors in Fall 2013 and the first sessions were offered in Spring 2014. A small group of tutors were trained and several online tutoring sessions took place. The immediate qualitative feedback from both participants and tutors however, was that the experiences were not efficient or helpful to students. The in-house system was found to be too limited in scope and in time availability to be useful. Further research indicated that an online tutoring service from an outside vendor might be a better fit. Concurrently, it was determined that Distance Learning students were not the only ones who would benefit from increased tutoring availability outside the hours of the on-campus tutoring center.

The Student Equity Plan was developed through a two-year shared governance process and submitted to the Chancellor's office of the California Community Colleges (M127). Through the Gavilan College Equity Plan, objectives were developed to better support low-income students' course success. One of the issues that was identified was the limited availability of in-person tutoring, both due to limited hours in the tutoring center, and lack of access for online and off-campus students. The Equity Plan therefore allocated funding for a professional and complete online tutoring service. In Fall 2014, Gavilan College contacted over 20 other colleges to identify which products were in use and how accessible and helpful they were for students. SmarThinking online tutoring service offered by Pearson Education Inc., was selected. In Fall 2014, the contract was developed and online tutoring was implemented in Spring 2015.

Online tutoring is now available for ALL Gavilan College students -- whether in-person, off campus, or online. There is a full complement of metrics available for tracking participation and evaluation of its success (M128). Recently the California Community College Chancellor's Office Online Education Initiative made available at consortium pricing, an online tutoring

service called NetTutor. The college switched from SmarThinking to NetTutor in time for spring semester 2016.

RESPONSE TO PLANNING AGENDAS
Action, Progress, and Analysis

STANDARD I: Institutional Mission and Effectiveness

PLANNING AGENDA - None.

STANDARD IIA:
Student Learning Programs and Services – Instructional Programs

PLANNING AGENDA 1
- *Support programs in assessing program-level SLOs through Fall 2013 with a goal of full compliance by Spring 2014. [II (A)(1)(c)]*

Specific actions taken to address Planning Agenda 1:
- The College established a Student Learning Outcome (SLO) Liaison position (M010).
- The Executive Vice-President required that department chairs add instructional improvement as a part of their departmental agendas (M003)
- As part of IEC review, each institutional and instructional support program is required to present SLO assessment data and the results of the data (M107, M074).
- As part of IEC review, programs that do not have any SLO data receive a recommendation to complete this work (M034).
- Program planning form that includes a section for identifying if the objective and corresponding budget requests are supported by SLO data (M107).
- Curriculum committee suspension of courses that do not have updated SLOs at their five-year review (M007, M008).
- Implementation of administrative pre and post-semester SLO and PLO reports on the status of the SLOs and PLOs in each department (M061)
- a link has been added to the home page which allows the public to search courses according to outcomes (M084)

Discussion:
Gavilan College supports programs in assessing program-level SLOs and achieved the goal of full compliance by Spring 2014. [II (A)(1)(c)] Due to efforts of staff and faculty and improved integration of SLOs into the planning and allocation processes, the college has made significant progress on its completion of program-level assessment. Since Fall 15, 100 percent of instructional program have been assessed at least once.

The college established a Student Learning Outcome (SLO) Liaison position to directly support SLO assessment including program-level assessment. The liaison position has conducted presentations and individual assistance and facilitated an advisory committee since 2013.

The Executive Vice President required that department chairs add instructional improvement as a

part of their departmental agendas. This requirement has led to increased faculty dialogue about course- and program-level SLO assessment and instructional improvement.

Several methods have been instituted to encourage regular completion of program-level SLO assessment. The Institutional Effectiveness Committee reviews all campus programs on a cyclical basis. Each instructional and instructional support program is required to present SLO assessment data and the results of the data. The program is also responsible for providing an update as to when the next assessment will be. Lastly, programs that do not have any data receive a recommendation to complete this work. This recommendation is monitored and program must provide a progress update at the two-year mark.

SLO findings have been better integrated in budget allocation system. As a part of the program planning system, program complete a program planning form that includes a section for identifying if the objective and corresponding budget requests are supported by SLO data. If the request is supported by data, it is scored higher with the scoring rubric, which is used for budget allocation decision-making.

The curriculum committee instituted an additional method to prompt SLO work. The curriculum committee developed a "suspend" mode to encourage updating course outlines within the five-year mark. If a course outline is more than five years old, programs are given a semester to update the course (which includes updating the SLOs and includes a statement of when the course was assessed or when it will be assessed). After that semester grace period, the course is suspended and cannot be offered until it is updated. This has improved the compliance with the curriculum committee systems including program- and course-level SLOs.

Another practice starting in Fall 2015, the Deans were asked to provide a pre and post report on the status of the SLOs and PLOs in each department. This included a review of current data including ARGOS, scorecard and Launchboard data, as well as reviewing current enrollment trends. This will be an on-going request, and is shared with the department chairs and in Deans Council each semester.

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 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 schedule until this step is complete.

PLANNING AGENDA 2
- *Develop a formal process regarding program discontinuance in collaboration with the Academic Senate and the Office of Instruction. [II (A)(6)(b)]*

Specific actions taken to address Planning Agenda 2:
- An Administrative Procedure (AP) has been adopted to provide for Institutional Effectiveness Committee (IEC) review of programs for which there exists a questionable need based upon available assessment data (M129).

Discussion
The College has developed a formal process regarding program discontinuance in collaboration with the Academic Senate and the Office of Instruction. *[II (A)(6)(b)]*

Over the last couple of years, the IEC has been implementing changes to improve the process of program review which includes a detailed administrative procedure that can potentially lead to program discontinuance. The process outlines a collaborative effort that includes the faculty, Academic Senate, Office of Instruction, college president and Board of Trustees as provided by Board Procedure (BP) 4020: Program, Curriculum and Course Development policy. The Institutional Effectiveness Committee (IEC) spearheads the process.

As part of the IEC program review process, programs for which there exists a questionable need will be referred to the IEC for review. The IEC's recommendations will then be forwarded to the President's Council. This review will be conducted in addition to the regular program review cycle.

The IEC will evaluate factors including cost, enrollments trends over the past three years, and a needs assessment. The President's Council will review the IEC recommendations and the action plan of the program and may elect to conduct an independent review. The President's Council may choose to refer the program back to the IEC with suggestions for modifications, or to submit the recommendations to the Board of Trustees for final disposition.

STANDARD IIB:
Student Learning Programs and Services – Instructional Programs

PLANNING AGENDAS 3 and 4
- *Gavilan College will pursue development of Educational Centers in Morgan Hill and Hollister*
- *Develop a long-term budget and staffing plan for Student Services that includes the needs of evening, weekend, and off-campus students.*

Specific actions taken to address Planning Agenda 3:
- Land has been purchased in both Coyote Valley and San Benito County for future Educational Centers (M130)
- Completion of habitat mitigation for Coyote Valley Phase I (M131)
- Groundbreaking for Coyote Valley Phase I (M132)
- Habitat mitigation for San Benito County is in progress (M133, M134)
- Evaluation of presentations from community regarding potential leased and short-term sites for Educational Center in Hollister (M133, M134)

Discussion
Gavilan College is actively pursuing development of Educational Centers in Morgan Hill and Hollister.

The District has purchased land on Bailey Avenue in the Coyote Valley area of South San Jose in the northern service area that will also include Morgan Hill for a new educational center. Land has also been purchased in the Fairview Corners area of Hollister for a new educational center to be established in the southern service area of the District. Phase 1 site work and underground utilities construction started on November 2, 2015, and the groundbreaking ceremony was performed on December 4, 2015 for the Coyote Valley Educational Center Facilities; construction will start in April 2016 with proposed occupancy in November 2016.

Environmental mitigation for the Fairview Corners site should be fully secured later in 2016. Funds to construct facilities on that site will depend on the passage of the next District general obligation facilities bond.

Specific actions taken to address Planning Agenda 4:
- In conjunction with the SSSP report, the college has developed long-range Student Services staffing projections (M135, M136)

Discussion
In conjunction with the SSSP report, the college has developed long-range Student Services staffing projections, which include additional full time counseling faculty and support staff with a focus on student retention, follow up, and completion.

The budget committee analyzes needs for the current year, and also estimates the needs over the next several years, taking projected growth into account. For example, a service now offered part-time may become a full-time service in the future. Data is accumulated and evaluated and worked into the five year budget plan using historical data along with projections from the enrollment management committee. This has been a challenge over the past few years during a time of reduced funding. With the economy now providing more funding for community colleges, the District is able to fund the requested staffing plans from student services.

Current student service requests for services for evening, weekend and off campus students were reviewed by the budget committee in December 2015, and will go through shared governance and will be being incorporated into the 2016-2017 budget. This budget will then be incorporated into the five year budget for future long-term planning purposes.

The Noncredit program is currently expanding evening and weekend services throughout the service area in both English and Spanish. Noncredit SSSP and credit SSSP staff partnered to review needs at the satellite sites. Using SSSP funding, the Student Services division has responded to additional needs by requesting additional positions in counseling, student support/retention, and technology. Equity resources funded online tutoring – first SmarThinking and now NetTutor.

Gavilan College currently offers classes at the Morgan Hill Community and Cultural Center and at the Briggs Building in Hollister. Both sites have adequate budgets for student services staffing. Once the two new educational sites are fully developed and an educational plan is completed, more detailed staffing plans for Student Services can be established and budgeted long-term.

PLANNING AGENDA 5
- *Evaluate the effectiveness of CCC Apply and bias and validity of Accuplacer once they have been implemented and are in regular use.*

Specific actions taken to address Planning Agenda 5:
- Tracked effectiveness of CCCApply - 90 percent of applications are now processed within one hour vs. three to eight business days previously (M137, M138).
- Two surveys were conducted in the fall 2015 to validate Accuplacer from both the student and instructor perspectives. Results to be reviewed in Spring 2016 (M140, M141).

Discussion
The college has implemented both CCC Apply and Accuplacer. The effectiveness of CCC Apply has been assessed, and the bias and validity of Accuplacer is currently being evaluated.

In June 2015 the college implemented Open CCCApply--a Chancellor's Office/Tech Center approved product for all California Community Colleges. An outside contractor was hired to assist with implementation and to program the input of data from the application to Banner, the ERP for Gavilan College. Included in the scope of the project was an automated email system to contact students upon submission of their application. The onboarding process for admissions application has improved exponentially with the upgrade to Open CCCApply. Prior onboarding experience was severely truncated by the many day lapse in uploading the application. Additional functionality is being developed to identify students' interests in special programs and noncognitive barriers to education, such as homelessness.

Previously, application processing took between 3 and 8 business days, as it was entirely a manual process. Now, with Open CCCApply, 90 percent of the applications are processed within an hour of submission. Students are sent an email with their Gavilan ID number and instructions on how to log in to their account, and what steps are next needed such as assessment, orientation, etc. Students who did not complete the application thoroughly, or who submitted an application previously with conflicting information are sent an email asking them to contact the Admissions & Records office as soon as possible. Upon contact, a staff member is able to work individually with the student to resolve any issues.

Validity studies of Accuplacer began in Fall 2015. The Institutional Researcher, faculty representatives, the Assessment Specialist and others collaborated on the approach to and rollout of this data collection project. Two surveys were conducted early in the fall semester to validate the placement from both the student and instructor perspectives. We started with validation of the cut scores for the assessment/placement tests we currently use from the Chancellor's list of approved instruments. This is consequential validation, one of the quickest and most commonly

used forms of cut score validation, required by the California Community College's Chancellor's Office. Results were being collected and will be reviewed by the interim institutional researcher early in 2016 and by the sssessment and subject area experts once the information has been collated and analyzed. The college will also be exploring multiple measures using the Long Beach CC model in the future as well as informed self-placement and other best practices.

STANDARD IIC:
Library and Learning Support Services

PLANNING AGENDA 6
- *Develop College-wide budget and staffing plans for each of the student learning support services with a particular emphasis on the increase of services to off-site and evening students. [II (C) (1) (a)]*

Specific actions taken to address Planning Agenda 6:
- Library and Instructional Support services have been expanded at Morgan Hill and Hollister sites (as detailed in Planning Agenda 8) (M139, M140, M143).
- Additional staffing that bridges Student Services and Instruction is outlined in the Student Equity report, and includes Supplemental Instruction (M141)
- The new Title V grant further expands Instructional Services through the Learning Commons model (M142)

Discussion:
Gavilan has developed college-wide budget and staffing plans for each of the student learning support services with a particular emphasis on the increase of services to off-site and evening students. [II (C) (1) (a)]

The District starts the budgeting process early in December for the budget that will be adopted for the following fiscal year. In December dates are preliminarily setup on the calendar for the budget process all the way through to the acceptance of the final audited financial statements. The Budget Committee reviews the submitted program plans and ranks their importance for the budget year. Concurrently, the three divisions of the college (Academic Services, Student Services, and Administrative Services) tentatively set their staffing plans for discussion and review by all departments of those divisions of the District. This process is very detailed and the process does include all fringe and health and welfare benefits for every individual employed. It is during this phase when there is an assessment made by student services based on the projected curriculum being offered at not only the main campus, but also the off-site locations and for evening students. This process takes several months for the college to vet through the shared governance process. The final staffing plans are incorporated into the tentative budget in March, which is sent to the Board of Trustees for approval in June.

The budget process has been in place for several years at this point and continues to be refined and enhanced for more accuracy. Currently the budget committee has received and reviewed the requested student services staffing plans for the budget year that have been approved and are

being incorporated into the next tentative budget for adoption in June with an emphasis on the off-site locations.

While it is not possible to offer the same staffing levels at the off-site centers as at the main campus, a concentrated effort is made to give each off-site educational center the same student service college experience. The budget committee allocates resources as suggested by student services to the extent that funding is available. This has been easier to do as the economy has provided more funding to the district.

PLANNING AGENDA 7
- *Develop a long-term budget and staffing plan for Student Services that includes the needs of evening, weekend, and off-campus students.*

Specific actions taken to address Planning Agenda 7:
- Online services have been expanded since the Student Success and Support Programs (SSSP) initiative was launched (M135).
- Expanded service hours for General Counseling until 8 p.m. through SSSP (M135)
- Increased support services during intersession and summer session, through SSSP (M135)
- In conjunction with the SSSP report, the college has developed long-range Student Services staffing projections (M135, M136).
- Equity resources have been used to fund online tutoring – first SmarThinking and now NetTutor (M141).
- The college developed on online Kick Start (introduction to college workshop), a First Year Seminar course, and purchased has purchased StudentLingo (M143).
- The college has purchased the EAB Navigate product (M143).
- TRIO provided evening events to connect parents to the student experience in 2014-2015 and 2015-2016 (M143).

Discussion:
Gavilan College has developed a long-term budget and staffing plan for Student Services that includes the needs of evening, weekend, and off-campus students.

During the recession, although course offerings were reduced across campus and the college did not see an increase in course demand for weekend and evening classes, the college continued efforts to find new ways of providing services to our largely first-generation, low income student body. Online services have been expanded since the Student Success and Support Programs (SSSP) initiative was launched. In addition, general counseling is now available until eight p.m. during the semester, and the on-campus offerings of support services increased during Intersession and Summer with SSSP funding.

Student Services works directly with Instructional Services and the curriculum committee to understand the classes that will be offered each semester, both at the main campus and at satellite and off-campus locations. This analysis looks at all types of information including when courses are offered, (such as during a regular semester, an intersession, or during a summer session) and

if they will be offered in the evening or on a weekend. The district plans staffing to meet the needs of those students. The budget committee then evaluates the funding level that is necessary to fulfill the plans.

In conjunction with the SSSP report, the college has developed long-range Student Services staffing projections, which include additional full time counseling faculty and support staff with a focus on student retention, follow up, and completion.

The budget committee analyzes needs for the current year, and also estimates the needs over the next several years, taking projected growth into account. For example, a service now offered part-time may become a full-time service in the future. Data is accumulated and evaluated and worked into the five year budget plan using historical data along with projections from the enrollment management committee. This has been a challenge over the past few years during a time of reduced funding. With the economy now providing more funding for community colleges, the District is able to fund the requested staffing plans from student services.

Current student service requests for services for evening, weekend and off campus students were reviewed by the budget committee in December 2015, and will go through shared governance and will be being incorporated into the 2016-2017 budget. This budget will then be incorporated into the five year budget for future long-term planning purposes.

The Noncredit program is currently expanding evening and weekend services throughout the service area in both English and Spanish. Noncredit SSSP and credit SSSP staff partnered to review needs at the satellite sites. Using SSSP funding, the Student Services division has responded to additional needs by requesting additional positions in counseling, student support/retention, and technology. Equity resources funded online tutoring – first SmarThinking and now NetTutor.

While meeting SSSP mandates, the college also developed online Kick Start (introduction to college workshop), First Year Seminar course, and purchased StudentLingo. Web development work is underway and a consultant will be assisting Student Services in maximizing content management and the user experience. The college has also purchased the EAB Navigate product that will include student career and major exploration, and create student-specific "nudges" and suggestions for improving student retention and success, and ultimately develop more self-informed, self-directed students. The product includes data analysis of the student population, course taking trends and needs based on educational plans, and create an opportunity for the college to develop better course and program projections.

Categorical programs have historically not had sufficient counseling staff to offer evening and weekend services. Providing these services may be required as Student Equity goals are further refined and evaluated and outcomes measured in target populations. In TRIO, for example, providing evening Parent events to connect parents to the student experience was a positive addition to services in 2014-2015 and 2015-2016. Additional staffing to support new initiatives may be required, but it is too early to tell what overall demands may be.

PLANNING AGENDA 8
- *Develop Educational Centers in Morgan Hill and Hollister to increase access to instructional and student services*

Specific actions taken to address Planning Agenda 8:
- Completion of habitat mitigation for Coyote Valley Phase I (M131)
- Groundbreaking for Coyote Valley Phase I (M132)
- Completion of habitat mitigation for San Benito County. (M133, M134).
- Evaluation of presentations from community regarding potential leased and short-term sites for Educational Center in Hollister (M133, M134)

Discussion:
With the Coyote Valley campus expected to open in the Fall of 2016, student support services will need to expand to include services once Gavilan courses are offered. Planning and fund allocation need to occur at this time, as well as determining what sorts of courses would best serve the community - CTE, noncredit, etc. A needs assessment instrument will need to be developed prior to developing a schedule.

In order to meet the College's strategic planning goal:

> *"STRATEGY #1 Optimize enrollment, course offerings, and services to reflect community needs and growth; Goal #5 Evaluate alternate delivery of courses and services such as online, hybrid, and High Step. Grow distance education program offerings as appropriate"*,

evaluation of offering instruction to the remote sites, via two-way interactive video, is currently underway. This method of delivering instruction to the rural areas of the community will allow students to complete their transfer and/or degree pathway, without the hardship of commuting to the Gilroy campus.

The Hollister and Morgan Hill sites annually update their program plans to reflect the needs of student services and support within their facility based on surveys and student feedback. Both facilities have requested expanded services in the areas of tutoring, bookstore services, counseling, financial aid and library services. In addition, Hollister is also requesting expanded course offerings and switching course schedules to meet the needs of working students. Alternate delivery methods for instruction are also currently being evaluated to provide much needed general ed courses for degrees and transfer to these campuses as well.

Welcome Center services – peer mentors assisting with the "onboarding" process – were developed at each site in fall 2015 using SSSP funds. These services include a computer lab where peers can assist students with the FAFSA, admissions application, registration, etc.

In Hollister, a student survey suggested a need for increased student services specifically in the area of tutoring, financial aid, counseling, library and bookstore. Bookstore services were increased an additional 3 weeks. A librarian now has a scheduled time slot, once a week, and more books are on reserve. On campus orientations are also conducted by Librarians.

Counseling has been increased from 1 to 2 days a week. Finally, there are plans for a Program Services Specialist to be trained to provide FA services on site and CalWorks counselors are also available once a week. A new hire in 2015, who had been trained by Financial Aid is now providing financial aid assistance at the Hollister site. The two staff at the site work closely with Financial Aid and Admissions at the main campus to provide essential information for students who may not be able to travel to Gilroy. With Equity funding, a math tutor is also planned for the site in 2016. Supplemental Instruction is offered at the Hollister site as well.

In Morgan Hill, student surveys indicate the need for the same support services. Currently services such as bookstore, counseling and library services are offered. A librarian is on site twice a week (4 hours total). Orientations are also given by librarians on the campus. In counseling, academic and educational planning is available every Wednesday by appointments only. In addition to the online tutoring available, on-campus tutoring is available every Thursday from 3-6PM. Per student feedback a Welcome Center was added fall 2015.

PLANNING AGENDA 9
- *Evaluate funding for ongoing maintenance and upgrades of audiovisual and electronic equipment through the Budget Request Process*

Specific actions taken to address Planning Agenda 9:
- Media Services' Program Plan with associated Budget Requests has been submitted for 2015-16 (M144)

Discussion:
Media Services funding is allocated through the annual Budgeting Process. Three new Program Plans with associated Budget Requests have been submitted for 2015-16 in support of
> **Strategy #3:** *Improve and expand existing facilities to enhance the learning environment;* **Goal #2**: *Use technology to improve existing classroom facility space, optimize academic success and administrative operation.*

Each of the requests lists specific and desired equipment purchases for the main Gavilan campus and the two off-sites at Hollister and Morgan Hill. The request will now be evaluated and ranked by the college Budget Committee.

Media Services supports all aspects of Gavilan College with equipment for instruction, special events, and meetings. Upgrades to, and replacement of aging equipment at all three sites is necessary to continue support for all the requesting areas.

Media Services did not submit budget requests for several years, and consequently did not receive additional funding. Several requests have been submitted in the current year in accordance with the college Budget/Planning process. The college is considering reorganization that would place Media Services within the Management Information Systems (MIS) department to provide better alignment for support and oversight.

PLANNING AGENDA 10
- *Explore and assess the need to provide adequate uniform security for all computer labs and smart classrooms.*

Specific actions taken to address Planning Agenda 10:
- The District is in current negotiations with Santa Clara County Sheriff's Office to provide an officer during the academic calendar year ([M145](), [M136]()).

Discussion:
The District is in current negotiations with Santa Clara County Sheriff's Office to provide an officer during the academic calendar year for the main campus during the day for a higher level of security and safety.

Various security measures are provided by Campus Security and Gavilan staff that includes physical monitoring of these areas during class room use and after hours, security software installed on computers, and alarm systems. In addition, local law enforcement patrol off-campus sites.

All computer lab and smart classroom doors and windows have locks that are secured immediately after class use. Staff supervises computer labs during hours of operation. All campus doors and windows are checked by campus security after hours. Keys are issued by the Facilities Services Department to staff who are allowed access to those areas and alarm codes are issued by the Director of Business Services to staff members who are designated to receive a code by their Dean. The Director of Business Services is responsible for deleting codes when an employee leaves his/her employment at the college or when he/she is moved to another department and no longer has a need to access or secure those areas. As areas are updated and moved, the campus security officers receive written directives from their director regarding the current list of high risk areas. Most computer labs are alarmed with intrusion detection devices that are monitored 24 hours a day by a contracted alarm company. The following computer labs are equipped with alarm systems: The Business Skills Center, Learning Skills Lab, Digital Media Center, Disability Resource Center (DRC) High Tech Center, the Math computer lab, the Writing Center, the English as a Second Language (ESL) computer lab, and the computer lab located at the Morgan Hill site.

All computer labs are supervised by designated staff during hours of operation and these staff members are required to unlock doors and disarm alarms at the beginning of class usage, and lock doors and set alarms at the end of the day. Campus Security patrols the main campus and checks doors, windows and alarms daily; the Morgan Hill and Hollister sites are patrolled by a combination of campus security officers and local law enforcement. Campus Security Officers receive individualized training for security high risk areas when they are hired. All officers follow the same protocol for securing all locations. Local Law enforcement does not secure sites and follow their own SOP (Standard Operating Procedures) for dealing with local businesses and other sites.

STANDARD III A:
Human Resources

PLANNING AGENDA 11
- *Assess whether the Gavilan College record in employment equity and diversity is consistent with the Gavilan College mission.*

Specific actions taken to address Planning Agenda 11
- In February 2016 the Equity Committee met and discussed staffing as it relates to equity (AGENDA).
- Formation of Equal Employment Opportunity Advisory Committee ([M136](#), [M141](#))

Discussion:
The District Equity Committee was seated in Fall 2015. They created a Student Equity plan that was shared with the President's Council on November 25, 2015. In their February 2016 meeting, the committee discussed the issue of staff diversity and the best way to move forward with evaluation. The issue will next be discussed at the Learning Council. All input will go to the Equal Employment Advisory Committee for consideration.

STANDARD III B:
Physical Resources

PLANNING AGENDA 12
- *Complete implementation of ALS in step-lecture halls.*

Specific actions taken to address Planning Agenda 12:

- We have installed an Assistive Listening System (ALS), Sennheiser Tourguide System 2020 in the following rooms: SS210 & 214. PS 105 LS 101 and Music 101 ([M146](#), [M155](#))

Discussion:
The college has installed an ALS System in step-lecture halls..

The District Technology Master Plan of 2013-2015 documents successful achievement of the following initiative:
- Provided the larger renovated classrooms with the appropriate Assistive Listening Systems (ALS) as required by ADA.

As an ongoing initiative, the 2015–2010 Technology Master Plan states:
- Ensure that classrooms have the appropriate Assistive Listening Systems (ALS) as required by ADA.

PLANNING AGENDA 13
- *Identify sources of funding for computer replacement as specified in the Technology Master Plan and for the off site backup and disaster recovery plan through the program planning process.*

Specific actions taken to address Planning Agenda 13:
- Computer replacement for the past two years has been funded by Measure E. Infrastructure funds as specified by the Program Planning process and Budget Requests (M147, M148)
- These items will be funded in current and subsequent years from state instructional equipment funds (M147, M148)

Discussion:
A complete information technology infrastructure assessment was performed this past year by an outside consultant that covered:

- Data Center Core Computing
- Disaster Recovery and Business Continuity Planning
- Access-to-Computing-Systems
- Infrastructure Support Staffing and Support Tools
- Technology Refresh Planning

This report provides cost estimates for the recommended improvements to deficiencies found in Gavilan College's Information Technology (IT) infrastructure. An IT refresh plan will be proposed as part of the annual budget process to provide for a systematic approach to upgrading equipment over time in a planned manner. Planned refresh cycles allow the college to pay-as-you-go avoiding large unplanned expenditures as IT equipment reaches end-of-life.

PLANNING AGENDA 14
- *Define an institutional process to evaluate, plan, and seek grants.*

Specific actions taken to address Planning Agenda 14:
- Created the Grants Council in 2013 through the Office of Instruction (M150)
- Current development of Collaborative Funding Partners task group (M149, M079)

Discussion:
Gavilan College has defined, and continues to improve, an institutional process to evaluate, plan, and seek grants. In 2013, the Office of Instruction created the Grants Council, a task force with membership from all major grant efforts on campus and a member of the Business Services Office. The Council has met twice per month during the academic year to share grant projects, plan new activities on campus, and discuss budgetary impacts and challenges. In 2015, the

Academic Senate asked that a senator be added to the group so that outcomes from discussions could be shared with the senate. In addition, the CIO presented an overview of the Grants Council and answered questions. The senate then provided their membership with a draft overview document of grant projects on campus, with the intent to better communicate the status of the federal grants and the progress of key grant projects on campus. Communication of grant projects has improved throughout the participatory governance process. Gavilan College was awarded a subsequent Title V in October, 2015 which will focus on the development of the new Learning Commons among other projects.

Going forward, the College is currently developing a new task group: Gavilan College Collaborative Funding Partners, which will become an integrated planning group that will focus on big ideas, integration, and training through improved communication. A web page is under development, and the group has held two planning retreats with a focus on reviewing progress indicators relative to shared goals, create new pathways, and review common strategic planning.Two retreats have been held to focus the planning on the big ideas generated by the funding opportunities, and to combine the strategic goals to align with the institutional effectiveness student success goals.

STANDARD IV A:
Leadership and Governance

PLANNING AGENDA 15
- *Improve communication between constituent groups and the President's Council*

Specific actions taken to address Planning Agenda 15:
- In FY 2014 - 2015, additional outreach was done for faculty and managers to encourage participation in Presidents Council and other shared governance groups ([M151](M151))

Discussion:
Membership on President's Council includes representatives from the Administration, the Academic Senate, the Classified Staff, the Directors and Confidentials Council and the Associated Students. The Council meets twice per month and makes recommendations to the Gavilan College Board of Trustees. Annually, the Council distributes a survey to the college community to assess the extent to which the campus is informed of the discussions that take place during these meetings. The President's Council annually reviews its bylaws and has a discussion about ways to improve communication to the campus community and strengthen the work of the Council. As an example, the Associated Students of Gavilan College (ASGC) connects with the President's Council in a way such that they are given the opportunity to participate in various committees, which allows to them to have their voices heard, be involved in discussions, and to vote.

During the 2014-2015 fiscal year, additional outreach was done to encourage more participation in shared governance, including President's Council, by the college president.

All campus groups are informed of the work of President's Council through posted minutes and agendas as provided by the Brown Act. Agendas are also circulated through campus email and direct email to President's Council representatives, who then pass these on to their constituent groups. Members are advised to bring back agenda items and discussions to their constituent group for further dialogue and to bring back feedback. The college has many opportunities throughout the year to better understand the work of President's Council by attending the open meetings and contributing tp the agenda items through their representative members, Additional "road show" discussions will take place during the spring 2016 semester to further discuss the importance of participative governance and collaborative decision making.

PLANNING AGENDA 16
- *Replicate activities that have improved awareness and attitudes about strategic planning: College-wide discussions on student success.*

Specific actions taken to address Planning Agenda 16:
- Adoption of BP 4600, Student Success Policy (M152, M153)

Discussion:
Discussions on campus regarding student success take place in multiple forums: through town halls, during Professional Development Days, through participative governance committee meetings, in department meetings, and in Deans and Administrative Council meetings. In recent years, the College has also adopted "Road Shows" and as a result of BP 4600 Student Success Policy, keeps student success at the forefront of all college planning activities

These efforts have become part of the college culture and are a part of the integrated planning process, including program planning, strategic planning, participating governance and professional learning activities.

PLANNING AGENDA 17
- *Continue to send our the Presidents' Council / Strategic Planning Shared Governance Survey every other year to measure the impact. The results will be used to measure the impact of the activities and to modify them to improve the success.*

Specific actions taken to address Planning Agenda 17:
- Re-administered the President's Council/Strategic Planning/Shared Governance survey in Fall 2015 (M076)
-

Discussion:
In Fall 15, the college re-administered the President's Council/Strategic Planning/Shared Governance survey. The results will be used to reassess the effect of multiple efforts to educate

the college community on the integrated planning processes. The data will be summarized by the Office of Institutional Research and shared with the college community in Spring 2016.

The college has completed this planning agenda and will continue to use the self-assessment instrument to monitor the effect of integrated planning educational efforts.

PLANNING AGENDA 18
- *The Shared Governance / Integrated Planning presentations (Shared Governance roadshow) will continue as needed to increase understanding and solicit input from all campus groups.*

Specific actions taken to address Planning Agenda 18:
- The Road Shows are on-going and have expanded to include retreats, workshops, college hour presentations and departmental discussions (M153, M079, M080)

Discussion:
The next planned "Roadshow" will take place during the spring 2016 semester and will include topics related to collaborative funding planning as integrated with the college continuous improvement process,

STANDARD IV B:
Board and Administrative Organization

PLANNING AGENDA 19
- *Create a Board Development program*

Specific actions taken to address Planning Agenda 19:
- Administrative Procedure AP2740. (M154).

Discussion:
The Board of Trustees developed an administrative procedure (attached) to guide in its annual professional development program. A board self-evaluation is conducted annual with goals also being set on an annual basis. To complement existing self-reflection activities, the board of trustees will develop a list of conferences and training that its members are encouraged to participate in during the course of the year.

Governing board members are not subject to term limits and it is therefore common to have board members serve the college for multiple four-year terms. Accordingly, it is important to create a plan that meets the needs of experienced members of the board in addition to the newly elected trustees. Formal training is conducted at local, state, and national conferences. Information updates and less structured training and information is provided to the board of trustees during each meeting.

Recent training topics and the dates of the training for the past year are as follows:
- Community College League of California (CCLC) – Effective Trustee Training Program – Monterey Peninsula College, March 2015
- Legislative Conference-January 2015
- Annual Conference – November 2015
- Association of Community College Trustees (ACCT) – National Conference –San Diego, CA- September, 2015

Information Briefings during Board of Trustees Meetings included the following topics during the past year:
- Water Resources Management Program Update – November 2015
- Student Success and Support Plan – November 2015
- Student Equity Plan – November 2015
- Contract and Community Education Annual Report – December 2015
- Noncredit/Gavilan Regional Adult and Career Education Services – December 2015
- Board Policies and Administrative Procedures – December 2
- Status Report on Education Centers – May 2015
- Draft and Review of Strategic Plan Update 2015-2016-through 2019-2020 – May 2015
- Race to the Top Rating Report – June 2015
- Redistricting – August 2015
- Learning Council FY 14/15 Year End Report – July 2015

Using the self-evaluation, board goals for the upcoming year and awareness of the information available from outside agencies, members of the governing board are able to plan their participation at conferences as appropriate. All members of the board receive training on topics relevant to the issues being considered by the board and the college. The training plans will change each year although the elements of formal conference training and monthly information updates and briefings are the cornerstones of on-going professional development.

This page intentionally left blank

APPENDIX
Supporting Documents

Recommendation 1

M001 Professional Development Day Activity Fall 2013
M002 CTE Business Department Agenda
M003 CTE Division Minutes
M004 IEC Program Review Forms (modified)
M005 Program Plans (website screenshot)
M006 Argos® Data Tool
M007 Course Update/Suspension
M008 SLO Rubric/Curriculum
M009 Established Instructional Improvement Fig
M010 Faculty Liaison Positions (3)
M011 SLO Assessment Report Site
M012 ACCJC Degree Qualifications Grant
M013 ENG 250P/HIST 12 with C-ID/SLO Review
M014 Professional Development Day Activity Spring 2014
M015 Faculty Liaison Agreement
M016 Faculty Evaluator (TFE) Agreement
M017 ART 12B Course Level SLO
M018 CD 8A Course Level SLO
M019 CCCCO Score Card Link/Gavilan Website
M020 Gainful Employment Information
M021 New Data Tools Discussion
M022 GE Education Outcome Report
M023 GE SLO Summit Discussion/Senate
M024 Library Program Plan
M025 New Instructional Dean
M026 SLOs at Student Services Meeting
M027 SLO Sub Committee Minutes
M028 SLO Active Link on Website
M029 SLO Liaison/Department Meeting/Senate
M030 SLO Liaison/CTE Division
M031 SLOs/AB86 Planning Group
M032 SLO Guidelines
M033 Instructional Fig Agenda
M034 Program Plan Review Process
M035 Integrated Planning Model
M036 Program Plan/Biology
M037 Budget Ranking Rubric
M038 SLO/PLO Discussion/Curriculum Committee
M039 General Education/IEC Status Update
M040 SLO Assessment
M041 SLO Summit/Department Chairs

M042 GE Outcomes Fall 2013
M043 Curriculum Committee
M044 Curriculum Bylaws
M045 CalWORKs Annual Retreat
M046 CalWORKs Case Management Meeting
M047 ESL 702A Course Level SLO
M048 Certificate Training
M049 Professional Development Day Agenda Fall 2013
M050 Professional Development Day Activities
M051 Professional Development Day Dialogue Summary
M052 Professional Development Day Dialogue Goals
M053 Strategic Plan Modifications
M054 SLO Efforts/Academic Senate
M055 SLO Liaison/Curriculum Meeting
M056 Digital Media Program/SLO Revision
M057 HIST 12/SLO Outcomes
M058 SLO Follow Up Meeting
M059 SLO Course Report Site
M060 FA Department Meeting Agenda
M061 SLO/PLO Department Updates to VP
M062 Argos® Distance and Non-Distance Ed Data
M063 Instructional Fig 9/11/2014
M064 Learning Council Minutes
M065 Institutional Research Downloadable Reports
M066 GEARS Evaluation Study
M067 Institutional Research/Learning Council
M068 Institutional Research/Board of Trustees
M069 Learning Council Forum/Mission
M070 Institutional Research/Student Success Pipeline
M071 College Hour
M072 Learning Fig
M073 IEC Program Review/Athletics
M074 IEC Program Review Orientation
M075 IEC Program Summary/Athletics
M076 Shared Governance Survey Results
M077 Learning Commons
M078 Learning Commons/Passport
M079 Collaborative Partners Agenda
M080 Professional Development Day Spring 2016
M081 SLO Committee
M082 SLO Faculty Liaison Update
M083 SLO Website
M084 SLO/Development of Searchable Website

Recommendation 2

M085 DE/Academic Senate
M086 DE Master Plan
M087 DE Best Practices
M088 DE Academic Senate and Board Approvals
M089 DE Update Fall 2013
M090 DE Faculty Handbook
M091 DE Support Service Report
M092 Results Provided To Support Programs
M093 Support Program Response – Financial Aid
M094 Online Tutoring Service Evaluation Survey
M095 Integration of Planning Process/Tutoring Center
M096 Academic Senate/Tutoring Center
M097 Integrated Planning/DRC
M098 Integrated Planning/Counseling
M099 Integrated Planning/Financial Aid
M100 Integrated Planning/Admissions/Records
M101 Integrated Planning/Library
M102 IEC Procedure Change
M103 Instruction Delivery/Instructor Evaluation
M104 DE Online Voluntary Survey
M105 DE Baseline Report
M106 MATH 233 Self Paced Data
M107 IEC/Program Review
M108 DE Guidelines/Curriculum
M109 DE Form D/Curriculum
M110 Teaching and Learning Center
M111 Form C/Curriculum
M112 New Course Proposal/Curriculum
M113 Course Outlines/ANTH5
M114 Course Outlines/CGD9
M115 Course Outlines/Curriculum
M116 Course Syllabus/ANTH3 (PT)
M117 Course Syllabus/ANTH3 (FT)
M118 Syllabus Requirements
M119 Syllabus Verification Form
M120 DE Course Syllabus Samples
M121 DE Minutes/Accreditation
M122 DE Course Syllabus/Check-In Activity
M123 Course Outline/CSIS 85
M124 Course Outline/ENG 1A
M125 Institutional Researcher/Individual Meetings
M126 Pilot Tutoring Service/Training
M127 Student Equity Plan
M128 SmartThinking

Planning Agendas

M129 AP/BP 4020
M130 Land Purchase Coyote Valley and San Benito County
M131 Habitat Mitigation/Coyote Valley Phase 1
M132 Groundbreaking Coyote Valley
M133 Ad Hoc Education Site Board Committee
M134 Ad Hoc Education Site Board Committee Minutes
M135 Student Success and Support Program Report
M136 President's Council Minutes
M137 Student Services Meeting Minutes
M138 CCC Apply Processing Time Report
M139 Hollister Campus Survey
M140 Morgan Hill Campus Survey
M141 Student Equity Report
M142 Title V Grant/Learning Commons
M143 IEC Report/Counseling
M144 Media Services Program Plan
M145 Gavilan College/Santa Clara Sheriff MOU
M146 Exhibit E-5 Assistive Listening System
M147 Measure E Budget
M148 Measure E Computer Replacement
M149 Collaborative Partner's Funding Group
M150 Grants Council
M151 Shared Governance Forum
M152 BP 4600
M153 Deans Council
M154 AP2740
M155 Master Technology Plan
http://www.gavilan.edu/accreditation/2016/evidence/.pdf