Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II. A.   Student Learning Programs

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of meeting Standard II.A.1

- **Alignment to Mission**

All of Gavilan College's instructional programs are consistent with the Gavilan College Mission to support learners in transfer pathways, career education and developmental education. All courses and programs are appropriate to higher education and Gavilan College's curriculum comprises several fields of study identified as high-demand and aligned with career and transfer academic goals . The instructional mission of the College is supported through institutional cycle of planning and review and the college shared governance process. All courses and programs have identified student attainment outcomes and outcome assessment is a regular part of the curriculum and program review cycle.

All Gavilan College instructional programs are offered in fields of study consistent with the institution's mission of "...cultivating learning and personal growth… in transfer pathways, career and technical education (and) developmental education" (II.A.1.37; II.A.1.38; II.A.1.39; II.A.1.40; II.A.1.41; II.A.1.42; II.A.1.43, II.A.1.43a).

- **Development of Programs and Degrees**

Faculty in each discipline develop degrees and certificates based on the standards set forth by the Gavilan College Curriculum Committee (citation: CC webpage II.A.1.44, II.A.1.11-45, II.A.1.46, II.A.1.47, II.A.1.48) and the CCCCO Program and Course Approval Handbook (citation: PCAH II.A.1.49). All new degrees and certificates must be reviewed and endorsed by the area dean, the Vice President of Academic Affairs, and the Curriculum Committee (citation: CC bylaws II.A.1.50) to determine feasibility and alignment with the College mission. Once approved by the Curriculum Committee, the Vice President of Academic Affairs presents the curriculum to the Board of Trustees for approval and subsequent submission to the California Community Colleges Chancellor's Office for final approval. Once a course, program or certificate receives CCCCO approval, it is published in the College Catalog with clearly stated learning outcomes, program goals and objectives and possible careers associated with each program. (citation: college catalog II.A.1.51).

The job market and other economic information is considered for the development of Career Education (CE) programs (NEED DESCRIPTION OF THE CITATION) (citation: II.A.1.22) as well as adhering to the program requirements outlined in the Program and Course Approval Handbook (PCAH II.A.1.52), 6th Edition (Water Resource Management Program application II.A.1.53)   Gavilan College ensures the high quality and mission-alignment of all programs and services through multiple processes: annual Program Plans (citation to Program Plan site

II.A.1.26 and sample program plan II.A.127); Institutional Effectiveness Committee (IEC) Program Review (citation: IEC webpage II.A.1.28, II.A.1.29a- BP 4100; 29b-AP 4100) and continuous review through the Curriculum Committee which has an established minimum 4-year review and update cycle (see, II.A.1.30, II.A.1.31 BP/AP 4050 Articulation).

Gavilan College's Board Policy (BP) 4020, Program, Curriculum and Course Development (II.A.1.17) states:

> The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the President of the College shall ensure there are procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

This policy requires regular review and justification of programs and courses, which occurs through the program review process of the Institutional Effectiveness Committee (IEC) (IEC II.A.1.18) and curriculum review process of the Curriculum Committee II.A.1.19 - Minutes, Bylaws, spreadsheet).

Appropriate opportunities for professional development are available for persons involved in curriculum development through the Curriculum Institute (2018 Announcement) and Curriculum Committee trainings (Curriculum Committee Agenda March 26, 2018).(citation: II.A.1.20 CurrIQunet homepage, II.A.1.21 - Faculty Professional Learning Web page).

These iterative institutional processes include the development and assessment of student learning outcomes (SLOs) for all courses, degrees and certificates (II.A.1.32; II.A.1.33). The curriculum approval process requires SLOs for all courses, degrees, certificates and programs (II.A.1.34) as well as ongoing assessment of the effectiveness and/or appropriateness of such learning outcomes. To support SLO development and assessment, Gavilan College, in a collaboration between administration, Gavilan College Faculty Association (faculty union) and the Academic Senate, recently (year?) created a 20% release-time Faculty Leadership Liaison position focused on supporting faculty in the development and assessment of SLOs (citation: II.A.1.35 GCFA Contract_SLO position; II.A.1.36 SLO Job Description_Posting).

Analysis and Evaluation Standard II.A.1

Gavilan College meets Standard II.A.1. The College Mission is supported by the iterative Strategic Planning process that includes meaningful development, implementation, and assessment of its various Master Plans. Board policies and administrative procedures, in compliance with California Education Code and federal requirements and practices, ensure that Gavilan College's instructional programs not only address its mission but are also appropriate for higher education. The College's annual program planning, its Institutional Effectiveness

Committee Program Review process, and the curriculum development and assessment standards and processes ensure the College's alignment with its mission and learning outcomes to meet its student and community needs. The systematic review and assessment processes, including SLOs and student achievement metrics, ensure that the College's mission provides the foundation for the standards used to attain student learning and success.

EVIDENCE LIST

II.A.??? IEC bylaws
II.A.1.32 SLO assessment data
II.A.1.33 PLO assessment data
II.A.1.19 Curriculum Committee Bylaws
II.A.1.19 Curriculum Committee Spreadsheet
II.A.1.19 Curriculum Committee Minutes
II.A.1.20, 30, 34, 45 Link to CurriQunet
II.A.??? Curriculum Agenda 3-26, 2018
II.A.??? Curriculum Institute Announcement
II.A.1.21 Faculty Professional Learning webpage
II.A.1.22 BP/AP 4102, Occupational/Vocational Technical Programs
II.A.1.24 BP/AP 4025, Philosophy and Criteria for Associate Degree and General Education
II.A.1.25 BP/AP 4100, Graduation Requirements for Degrees and Certificates
II.A.1.26 Program Plan Site
II.A.1.27 Theater Program Plan Example
II.A.1.29 BP/AP 4020, Program, Curriculum and Course Planning
II.A.1-30 Curriculum Committee Four Year Review Cycle
II.A.1.31 BP/AP 4050, Articulation
II.A.1.32 SLO Assessment Data
II.A.1.33 PLO Assessment Data
II.A.1.34 SLO; Art 34A CurrIQunet
II.A.1.35 GCFA Contract_SLO position
II.A.1.36 SLO Job Description_Posting
 II.A.1.37 Gavilan comprehensive Count of Degrees and Certificates Awarded 2008-16.png
II.A.1.39 Gavilan count of degrees and certificates comparison 2008-16.png
II.A.1.40 Gavilan Count of different degrees and certificates awarded 2008-16.png
II.A.1.41 Gavilan transfer totals by university system 2008-16.png
II.A.1.42 Gavilan unduplicated headcount of students earning degrees and certificates 2008-16.png
II.A.1.43 Community Ed Schedule
II.A.1.43a ESL non credit courses

II.A.1.44 [Curriculum Committee Home Page](#)
II.A.1.46, 23 [Degree Requirements](#)
II.A.1.47 BP/AP 4220, Standards of Scholarship
II.A.1.48 BP/AP 4260, Pre-requisites and Co-requisites
II.A.1.49 [Page from Curriculum Course Approval process](#)
II.A.1.50 [Curriculum Committee Bylaws](#)
II.A.1.52 [Program and Course Approval Handbook](#)
II.A.1.7 Academic Senate minutes (deleted from text?). If needed, in sydney's accreditation folder
II.A.1.7 Link to Programs and Degrees - not in text
II.A.1.18 Link to BP/AP 4105, Distance Education - not in text
II.A.1.1 [Gavilan College Mission and Principles of Community.png - deleted from text](#)

Standard II.A.2

> Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of meeting Standard II.A.2

Gavilan College's faculty, both part-time, and full-time, ensure that all courses meet acceptable academic and professional standards and expectations in both content and methods of instruction. Programs, course offerings, degrees and certificates are introduced and evaluated through a defined system to assure relevance to the college mission and adherence to accepted quality standards.

All proposals for new courses and programs, or modifications to existing courses and programs are launched via the CurriQunet platform and reviewed by Department Chairs, Area Deans, the Curriculum Committee, and Vice President of Academic Affairs before being sent for final approval (II.A.2.10 https://gavilan.curricunet.com) by the Board of Trustees. All of these entities work closely and in conjunction with one another to help ensure the process is thorough and sound. The Curriculum Committee provides oversight of the curriculum to sustain quality instruction and standards providing jurisdiction over all phases in the development, modification, and updating of curriculum at Gavilan College (II.A.2.1 [http://www.gavilan.edu/curriculum/CC-By-Laws.htm)](http://www.gavilan.edu/curriculum/CC-By-Laws.htm).

In addition, the faculty ensure course quality and that all courses include the elements required by Title 5 of the California Code Regulations – unit values, contact hours, requisites, catalog

description, objectives, and content and emphasis on critical thinking, writing, or problem solving. (II.A.2.11 www.calregs.com)

The Curriculum Committee follows the state procedures outlined in the California Community College Program and Course Approval Handbook. (II.A.2.7 http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf) as well as the Course Outline Guide, which provides guidelines and standards aligned with state and national standards for the development and review of Course Outlines of Record (II.A.2.8 http://www.gavilan.edu/curriculum/PCAH_6thEdition_July_FINAL.pdf).

After implementation, courses and programs are regularly reviewed and evaluated. The curriculum review cycle is every four to six years and the list of courses that are due for updating every semester is posted on the Curriculum Committee website. (II.A.2.2 http://www.gavilan.edu/curriculum/) Deans and Department Chairs report and remind faculty within their respective departments that courses are due for an update. (Evidence II.A.2.3)

As part of the institutional program review cycle, the Institutional Effectiveness Committee conducts a review process aligned with Accreditation Standards, the Education Code of California, Title 5 regulations and board policy (II.A.2.4 www.calregs.com). Faculty review all courses for currency and work with the department chair to update relevancies of the curriculum per state mandate.

Meeting the requirements of state-level changes is an important focus of this work, as has been reflected in the implementation of the Course Identification Numbering System (C-ID) articulation and associate degree for transfer (ADT) patterns (II.A.2.5 http://www.gavilan.edu/admit/adt.php) Since the C-ID process must take place first before the associate degrees for transfer can be submitted, faculty first aligned their coursework (both new courses and modifications of existing courses) with the C-ID standard, receiving approval through Academic Senates for California Community Colleges and California State University Transfer Model Curriculum process. Presently, twenty three (is this the correct number?) associate degrees for transfer that provide students with guaranteed admission to the CSU system are currently offered at Gavilan College.(II.A.2.6 https://www.c-id.net)

The use and assessment of Learning Outcomes also ensure that content and methods of instruction meet generally accepted standards. Outcomes are three-tiered: Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs). In Spring 2018, the College's seven ILOs were reworked into four all-encompassing areas:
- Think Critically and Creatively
- Communicate Effectively
- Practice Social Responsibility
- Cultivate Well-Being

(II.A.2. 12 http://www.gavilan.edu/research/spd/gavlo902.pdf). PLOs are set by individual programs and state what outcomes students should meet upon program/major completion. SLOs are course standards and state what outcomes students should meet upon course completion. Each tier works in conjunction with the other learning objectives, meaning, SLOs should align with PLOs, and PLOs should align with ILOs. All three tiers ultimately align with the General Education Learning Outcomes set by the state and all faculty are responsible for aligning and assessing courses based on these outcomes. A discussion of this process can be found in Standard II.A.3

Analysis and Evaluation for Standard II.A.2

Gavilan College meets Standard II.A.2. The College has emphasized the work of program and course improvement by focusing on systematic, institutional-sponsored assessment work. In the last series of negotiations between the District and the Gavilan College Faculty Association, an agreement was reached that provided compensation for ongoing course and program level outcome assessment and improvement.

Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence for Standard II.A.3

As detailed in Standard II.A.2, Gavilan College faculty develop measurable Student Learning Outcomes (SLOs) for courses and Program Learning Outcomes (PLOs). These are renewed every four to five years is indicated in the Curriculum Review cycle. Faculty ensure that SLOs align with their PLOs and the Institutional Learning Outcomes (ILOs) (II.A.3.1). https://mail1.gavilan.edu/slo/support/index.html)

Once faculty have made the updates in the CurriQunet platform, the course or program (degree or certificate) goes to Gavilan's Technical Review Committee, which ensures that the updates align with Gavilan's ILOs. Special attention is paid to SLOs during this process to make sure that they are in fact measurable. Once the course has been cleared by the Technical Review Committee, it moves to the larger Curriculum Committee. After acceptance by the Curriculum Committee, the course goes to the Board of Trustees for approval. The new Course Outlines are then sent to the Chancellor's office for approval. Once accepted by the Chancellor's office, information from the new course outlines is incorporated into each course syllabus (EVIDENCE< example?) and the college catalog. Programs, once accepted by the Chancellor's Office, are made active in the CurriQunet platform, which populates the catalog. Updated PLOs are entered into the site (II.A.3.12https://mail1.gavilan.edu/slo/relay.php?mode=instruction (.))

When a course or program comes up for review, faculty members are encouraged to be present to answer any questions that the committee may have regarding the course updates. Faculty can get help with this process by accessing the Curriculum Committee webpage: (II.A.3.2 http://www.gavilan.edu/curriculum/)

Support for learning outcome assessment is provided on the Student Learning Outcomes Support Site(II.A.3.3 https://mail1.gavilan.edu/slo/support/index.html) and at the Office of Institutional Research website (II.A.3.4 http://www.gavilan.edu/research/lo/). Help for recording SLO assessment results is available at the Help/FAQ page (II.A.3.5https://mail1.gavilan.edu/slo/help.html). In addition, training on the institution's procedures is provided on staff development days (II.A.3.6 agenda Spring 2018) and at division meetings (II.A.3.7 LAS email 10/13/16). To ensure that courses and programs are successfully assessed, the College provides a 20% reassigned time Student Learning Outcome Faculty Liaison position to help coordinate ILO/PLO/SLO efforts across the campus (II.A.3.8 Gavilan GCFA Contract 25.2.4). All faculty are provided/offered the opportunity to earn stipends to

complete all PLO and SLO (Gavilan GCFA Contract 25.3.65[II.A.3.9] and 25.3.7[II.A.3.10]). Stipends vary depending on the type of LO work that is done.

Every semester a master list is compiled detailing the last time a course was assessed. That information is made available to the faculty at the following webpage: (II.A.3.11 https://mail1.gavilan.edu/slo/report_crse.php)

Institutional Learning Outcomes (ILOs) were updated in FY 2017-2018 to align with course level Student Learning Outcomes and Program Level Outcomes The College is in the process of using CurriQunet to map course and program level outcomes to the Institutional Learning Outcomes. The College is considering how to host Days of Assessment in the 2018-19 academic year to support the mapping work.

Faculty provide syllabi for every course that contain accurate student learning outcomes for every course. All Course Outlines contain SLOs, and instructors are required to put the SLOs on their syllabi. Deans check syllabi for SLOs and the Admin.Summary form for part time staff includes a question about this. All programs have PLOs. The SLO site gives a quick reference of what has been assessed, but Jenny also make a spreadsheet last year..Also, the College reviews syllabi for all faculty engaged in faculty evaluation processes for correct and accurate course SLOs. All full-time faculty currently in their contractual tenure and tenure-review process have their syllabi reviewed by the evaluation committee (insert evidence from GCFA contract regarding eval forms) Part-time faculty in the evaluation process have trained faculty observers (TFOs) who review syllabi for outcomes as part of the process.

Analysis and Evaluation for Standard II.A.3

What % of courses have defined learning outcomes? Programs? What % have been assessed? How many syllabi include this information?

Gavilan College is close to meeting its assessment goals. The system that Gavilan College currently uses provide challenges for tracking exactly what percentage of our courses have been assessed in the last five years. The college is in the process of switching to using CurriQunet's SLO assessment software to make the recording and tracking easier for the faculty and the college as a whole. Upon a visit from an Accreditation Commission member in January 2018, Gavilan began implementation of the recommended method for continuous improvement, which is to focus on two SLOs per assessment cycle and assess those once every one or two years until the target has been reached.

Standard II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting Standard II.A.4

Gavilan College offers pre-collegiate curriculum in Math, English and English for Second Language (ESL), distinguishing pre-collegiate courses from the college-level courses through systematic course sequencing, prerequisites, and placement procedures. Pre-collegiate instruction in Noncredit in ESL is distinguished by unique course numbering and course sequencing that moves from lower to higher levels, where credit courses mirror the Noncredit courses.

> ➤ Curriculum Sequencing and Prerequisites

Pre-collegiate and transfer-level curriculum and course sequences are developed and reviewed by faculty in the given discipline. Courses developed within the departments are submitted to the Curriculum Committee for review before being submitted to the Board for approval [II.A.4.1 Course Approval Process] Courses are reviewed based on how they complement the program and the college's overall mission, goals, and regulations.

All prerequisites and advisories are developed by initiating departments and reviewed by the college curriculum committees through a content review process, in which the exit skills of the prerequisite course are aligned with the skills needed to achieve the learning outcomes of the subsequent course. In addition, the department first determines if a course needs a prerequisite based on requirements of baccalaureate institutions. For example, for our collegiate level math courses, the prerequisites and corequisites are aligned with the equivalent courses offered at UCs and CSUs [II.A.4.2 Prerequisite_Corequisite Plan] [II.A.4.3 IGETC 2017-2018]

Gavilan College courses are numbered according to a system that distinguishes pre-collegiate from transfer-level. Courses from 1-99 are transfer and degree appropriate; courses numbered 100-198 are degree appropriate and potentially transferable; 200-298 are associate degree appropriate and non-transferable; courses numbered 400–499 are for developmental courses, non-degree applicable. Courses within the 500s are for special populations[II.A.4.4 Course Number Info], 600s for adult education, and 700s for Noncredit. Pre-collegiate courses have smaller seat counts to provide higher faculty-student ratios and greater opportunities for faculty to provide student support. [II.A.4.5 Curriculum_Guide_8.26.10]

- Direct Support through Accelerated Pathways, Learning Communities, and Boot Camps

Faculty in math and English have responded to recent research on student progression from basic skills through transfer-level by revising placement methods, increasing the number of accelerated courses, and providing immersive boot camps for students to review and retest prior to enrolling. Responding to the recent passage of AB 705, Gavilan English, ESL, math, and Student Services faculty meet regularly to review the current placement process to ensure compliance and, based on state and local placement data, provide direct access to transfer-level courses for students deemed prepared.

Math faculty have also revised pre-collegiate math courses to increase the number of accelerated offerings. English, Math, and ESL Departments have outlined clear pathways for students to quickly and successfully transition to transfer-level or earn certificates.

- Support Services for Success in Pre-Collegiate Courses

Gavilan College faculty have developed comprehensive systems of support for pre-collegiate and other first-year students taking math, English, and ESL. Through curriculum reform, we have created accelerated courses in order to help students succeed in transfer-level coursework. English students receive in-class support through our Writing Center Fellows Program, which provides in- and out-of-class support from peer assistants trained in reading, writing, and research skills.

Instructional Support Programs:
1. Writing Center II.A.4.6 & Writing Center Fellows (II.A.4.7)
2. Learning Commons (II.A.4.8)
3. Math Lab, Boot Camps, Supplemental Instruction (SI) (II.A.4.9)
4. Animo, Basic Skills Counselor and retention specialist (II.A.4.10)
5. Support Services for Success in Pre-Collegiate Courses (II.A.4.11 SI Schedule)
6. Accelerated courses (II.A.4.12)

Through online platforms, Gavilan College offers additional support with tutoring and building student success skills, such as with NetTutor.

Analysis and Evaluation Standard II.A.4

Gavilan College meets the standard by providing pre-collegiate curriculum in math, English, and ESL to facilitate students' progress into and through transfer level. The faculty in Math, English, and ESL regularly assess courses, sequences, and supports to ensure student success. Accelerated options, learning communities, and boot camps, supplemented by academic and support, have created coherent pathways for students to move through basic skills and into transfer-level.

For example, based on our success with pre-collegiate accelerated courses, English faculty recently initiated a review of accelerated transfer-level courses and revised our freshman composition course (II.A.4.13 English 1A).

EVIDENCE LIST

II.A.4.1   Course Approval Process
II.A.4.2   Prerequisite_Corequisite Plan
II.A.4.3   IGETC 2017-2018
II.A.4.4   Course Number Info
II.A.4.5   Curriculum_Guide_8.26.10
II.A.4.6   Writing Center
II.A.4.7   Writing Center Fellows

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Placement, curric? and prereqs?

http://www.gavilan.edu/admit/assessment/index.php

English sequence

http://www.gavilan.edu/academic/english/acceleration/index.php

Eng 1A

http://www.gavilan.edu/curriculum/course_outlines/ENGL_1A.pdf - II.A.4.13

ESL certificates

http://www.gavilan.edu/catalog/2015-2017/degrees/Gavilan_Degree_ESL.pdf

Courses

http://www.gavilan.edu/academic/esl/classes.php

Supports

WC Fellows http://www.gavilan.edu/student/writing/fellow_program.php II.A.4.7

WC http://www.gavilan.edu/student/writing/index.php II.A.4.6

Learning Commons http://www.gavilan.edu/student/learningcommons/index.php II.A.4.8

Math lab http://www.gavilan.edu/academic/math/mathlab.php II.A.4.9

Basic Skills http://www.gavilan.edu/counseling/basicskills/index.php II.A.4.10

Anima?

Student Services online tools: Stuhttp://www.gavilan.edu/student/tools/

II.A.4.4 Course Number Info

Standard II.A.5

> The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence for Standard II.A.5

Gavilan College abides by established degree and program practices of higher education in the United States. Board policy 4100 Graduation Requirements for Degrees and Certificates outlines general education requirements and learning standards. BP 4100 follows the policy of the Board of Governors of the California Community Colleges to ensure that degrees and certificates offered at Gavilan College "reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines" (II.A.5.1).

In compliance with California Code of Regulations (CCR) Title § 55060, et seq., Gavilan College requires a minimum of 60 semester credits to graduate with an A.A., A.S., A.S.-T, or A.A.-T degree, as well as requiring a breadth of study compatible with the California State University (CSU) general education (GE) or University of California (UC) Intersegmental General Education Transfer Curriculum (IGETC) pattern per Administrative Procedure (A) 4100 Graduation Requirements for Degrees and Certificates (II.A.5.2). Requirements established by the Board of Trustees include minimum times of completion and appropriate course sequencing. These requirements are published in the College catalog (II.A.5.3).

Central to the role of curriculum development are faculty and the Curriculum Committee, a sub-committee of the Academic Senate (II.A.5.4, Curriculum Committee Website). A primary charge for this committee is establishing courses and degree programs, following Title 5 § 55002

(Standards and Criteria for Courses). The specific requirements for the Curriculum Committee are found in BP and AP 4020 Program, Curriculum and Course Development (II.A.5.5 citation) which include review and approval of all new and modified courses, degrees and certificates as well as that it undertake regular review of said curriculum. The committee has wide participation of the College's academic community and departments following the requirements set forth in AP 4020 (citation).

The Committee provides resources for curriculum developers and committee members for consideration in the development and evaluation of curriculum including:

- [Degree and Certificate Development Checklis](#)t (II.A.5.6)

- [Prerequisite/Corequisite/Advisory Form (II.A.5.7](#))

- Rubric for Evaluating Course Outcomes Statements Form (II.A.5.8 citation: link)

- [Prerequisite/Corequisite Plan](#) (II.A.5.9 citation: link)

- [Distance Education Course Accessibility Agreement Form](#) (II.A.5.10 citation: link)

- [Program and Course Approval Handbook](#) (II.A.5.11 citation: link)

Curriculum proposals and updates are initiated in department(s) by faculty members and must be approved by department chairs and area deans before reaching Technical Review. Technical Review committee (II.A.5. 12 citation), a subcommittee of the Curriculum committee, conducts an extensive review of the curriculum to ensure compliance with local and state education code regulations and requirements. Any shortcomings are presented to the Curriculum committee membership for consideration as part of the approval process. Following Technical Review, specific Curriculum Committee members are assigned agendized curriculum proposals and updates for a second level of scrutiny. Finally, the Committee as a whole evaluates the curriculum and determines whether it goes forward to the President and the the Board of Trustees for approval.

In an effort to both streamline the curriculum development process and improve the curriculum approval process, in academic year 2016-17 Gavilan College acquired CurriQunet, a curriculum development and inventory software. During the first year of use substantial improvements have been identified such as an improved streamlined development and approval process (II.A.5. 13 [CurricUNET screenshot](#)), better accountability of changes being made to curriculum being updated (II.A.5.14 [screenshot of "comprehensive changes" mode in CurricUNET](#)), and the ability to map SLOs with PLOs and ILOs (II.A.5.15a [screenshot of CurricUNET learning outcomes alignments](#), II.A.5.15b [screenshot of CurricUNET **Program** learning outcomes alignments](#)). With the addition of CurriQunet as a software platform, Gavilan College is better equipped to assure the requirements for this Standard.

State requirements mandate that the governing boards of colleges offering vocational and occupational training programs must review those programs biannually to ensure that they meet a documented labor market demand, do not unnecessarily duplicate local training programs,

and that they are effective in completion rates and ultimate employment. Gavilan College completed its biannual review of its career technical education (CTE) programs and found that the programs meet these standards.(II.A.5.16 Board of Trustees meeting minutes December 13, 2016)

Analysis and Evaluation Standard II.A.5

The College meets the Standard and ER 12. Board Policy and Administrative Procedure 4020 explicitly require the Curriculum Committee and other stakeholders to ensure that the College's degrees and programs follow practices common to American higher education. These standards and requirements are clearly stated in the College catalog. The College has a rigorous and effective curriculum development and evaluation process that includes substantial resources for both curriculum developers and evaluators. The acquisition of CurriQunet as a software platform demonstrates the College's commitment to continuous improvement in the development and sustaining of exceptional courses, degrees and certificates.

EVIDENCE LIST

II.A.5.1 BP 4100 Graduation Requirements for Degrees and Certificates

II.A.5.3 College Catalog

II.A.5.4 Curriculum Committee Web page

II.A.5.5 BP 4020 Program, Curriculum and Course Development

II.A.5.5 AP 4020 Program and Curriculum Development

II.A.5.6 Course Outline Guide

II.A.5.7 Advisory/ Prerequisite/ Co-requisite Documentation Form

Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting Standard II.A.6

The Educational Master Plan update in 2017 helped the College identify areas for improvement for the College's instructional programs, and to that end, a number of data resources were brought into play so that the schedule could better serve student program needs. Data such as historic academic department schedules (II.A.6.1 Schedule Production Timeline), Argos reports (II.A.6.2 Argos link) and GavData (II.A.6.3 GavData webpage) have provided statistics on which scheduling decisions can be made. GavData tools include success rates, persistence, and degrees and certificates conferred, transfers to university systems by gender, ethnicity and specific campus, success rates and grade distribution by course sequence levels, enrollment trends by term and year, section fill rates, and classroom utilization.

The newly established Enrollment Management Plan has set scheduling guidelines and a review process to ensure that critical courses are offered at the right time. In addition, Guided Pathways informs course sequencing in programs where program mapping is available. Gavilan, IGETC and CSU General Education Breadth patterns (II.A.6.4, 5, 6), CTE and Child Development, Allied Health, Cosmetology and STEM Program Pathways (II.A.6.7, 8, 9, 10) and students' declared goals as identified in their educational plans via DegreeWorks (II.A.6.11) also inform the process.

Data research personnel have been increased with the institutional goal of supporting and encouraging data-based decision making. In 2017 a new administrative position, Dean of Institutional Research and Effectiveness (II.A.6.12 Dean job description) was created and one additional FTE research analyst was hired (II.A.6.13 Analyst job description). The (Academic Scheduling Coordinator) Scheduler position was also created in Spring 2017 in an effort to centralize and optimize institutional scheduling efforts (II.A.6.14 Academic Scheduling Coordinator). Both positions allow for a broad view of schedule effectiveness.

To inform schedule development, periodic trainings in data access and analysis (II.A.6.15 Peter Wruck training 2017?), attendance accounting (II.A.6.16 auditors April 19, 2018), and curriculum (II.A.6.17 Bonnie Donovan trainings Spring 2018) are provided. In addition, Gavilan held a Scheduling Summit in August 2017 to identify scheduling issues and develop responses to scheduling obstacles (II.A.6.18 Scheduling Summit Agenda; II.A.6.18a Scheduling Summit Minutes).

In the scheduling process, particular attention is paid to the rotation of GE courses and the sequencing of offerings for transfer, degrees, and certificates in both day and evening to help ensure students can progress in a timely manner. Gavilan College offers its schedule through various delivery modes--online, hybrid, and face-to-face--as well as at four off site locations to

maximize student access to the courses required to complete the GE patterns, major preparation, degrees, and certificates. The College searches for innovative solutions to its limitations in space and facilities when it can; recently, a partnership was created with San Benito High School allowing Gavilan to offer lab science and other classes in the evenings, thus helping to ease the Biology bottleneck on the main campus and serve increased numbers of Hollister students in their home community.

As part of the College's ongoing efforts for iterative improvement, the Enrollment Management Plan (II.A.6.19 Enrollment Management Plan) calls for a semester analysis of the schedule prior to development of future schedules to ensure both efficiency and effectiveness. Findings of such analysis will be shared with pertinent schedule development members for consideration and modifications in future schedule development (II.A.6.20 citation: DC agenda/minutes)

Analysis and Evaluation Standard II.A.6

The College meets the Standard and ER 9. The iterative processes the College ensures that from semester to semester students have an optimized opportunity to complete their educational goals within a period of time consistent with established expectations in higher education. Gavilan College ensures this by using data effectively in developing its schedules, analyzing student educational goals, and distributing course offerings across campuses and formats. Every semester, the outcomes of the schedule are analyzed and such findings inform future schedule development. The College has provided substantial investment and administrative support for data gathering, analysis and reporting, which has resulted in a continuously improved scheduling process and outcomes.

EVIDENCE LIST

II.A.6.1 Schedule Production Timeline

II.A.6.2 Argos Report, Scheduling Data

II.A.6.3 GavData Web Page

II.A.6.4 Gavilan General Education Requirements

II.A.6.5 IGETC Requirements

II.A.6.6 CSU GE Requirements

II.A.6.7 Child Development Pathway

II.A.6.8 Allied Health Pathway

II.A.6.9 Cosmetology Course Schedule

II.A.6.10 STEM Pathway

II.A.6.11 DegreeWorks example

II.A.6.17 Bonnie trainings Spring 2018

II.A.6.18 Scheduling Summit Agenda

II.A.6.18a Scheduling Summit Minutes (Same as II.A.1-15)

II.A.6.19 Enrollment Management Plan

Standard II.A.7

> The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence for Standard II.A.7

Following California Education Code $66010.2 that education be offered "through environments in which each person ... has a reasonable chance to fully develop his or her potential" (II.A.7.1 Ed Code) and the Board of Governors equity policy in 1992 "to ensure that groups historically underrepresented in higher education have an equal opportunity for access, success, and transfer" (II.A.7.2 Student Equity Planning Fact sheet http://www.gavilan.edu/staff/equity/docs/Student_Equity_Fact_Sheet_1-2014.pdf), Gavilan created its most recent Equity Plan in 2015 to address inequities and success for Asian, Foster Youth, Low Income, Latino, Students with Disabilities, Males, Veterans, and African-American students. With the Equity needs in mind, the College offers a variety of delivery modes, uses a variety of teaching methodologies, and provides a range of learning support services to close achievement gaps for disproportionately impacted students.

> ➢ Delivery Modes

As Gavilan students have different needs driven by a variety of factors, the College offers different modes of delivery including dIstance education (hybrid and online), Fast-Track courses, intersession and late start courses, and evening and weekend courses. General Education classes are deliberately scheduled so that courses from each area are available in time and location segments. (II.A.7.3, 4 LAS Morgan Hill and Hollister Fall and Spring scheduling grids) Every face to face class has an online shell that instructors can use to supply resource links, post course documents, facilitate discussions, and provide current information on student progress. Hybrid courses allow students to meet face to face for hands-on activities, discussions, and real time interaction with instructors while completing course reading on their own. Online instruction may include instructor podcasts or recorded lectures as part of the interface.

A percentage of Gavilan courses are also offered with a Service Learning component, allowing students to learn through volunteer activity in agencies related to their course of study. Courses are offered in four, five, six, eight, and sixteen week terms, and accelerated instruction includes such options as two course completion in English or Math in one semester. ESL courses in Credit and Noncredit begin at morning hours when students can get to school, include a high number of night offerings, and are served at various locations in the community convenient for students. The Spanish Immersion program takes students abroad so that they can learn in a cultural context.

The College has a Teaching and Learning Center that offers a help desk, one on one training, scheduled workshops and group trainings. The Center also hosts resources for teaching techniques, theories and tutorials from its website (II.A.7.5 evidence).The College has a faculty release time position for a Distance Education Coordinator (II.A.7.6 Job description?). Distance Education faculty are required to complete an online orientation to teaching online at Gavilan prior to teaching online courses (GOTT Training). Further courses for teaching online, including pedagogy and design, are offered as well.

Gavilan College offers online, face to face, and hybrid classes on the main and satellite campuses days, evenings, and weekends. These delivery modes provide flexibility so students can balance other responsibilities such as working, participating in athletics, raising small children, volunteering, or caring for family members and can participate in the educational process no matter their distance from the physical campuses.

> ➤ Teaching Methodologies:

Gavilan College offers a variety of teaching modalities including visual, auditory, tactile, and kinesthetic learning. Teaching methodologies are diverse and include active, collaborative, inquiry based, learner centered, project based, contextualized, authentic, self-directed, group based, and problem solving models.

A variety of venues offer faculty the opportunity to discuss and learn how to employ these methodologies. The Basic Skills Initiative (II.A.7.7 http://www.gavilan.edu/counseling/basicskills/index.php) has led to deeper reflection on students' learning styles and needs through a college wide assessment, workshops, and the ongoing work of the Basic Skills Student Outcomes Transformation (BSSOT) Grant (II.A.7.8 https://ilearn.gavilan.edu/courses/2912). Other resources on campus that offer an opportunity for faculty to explore different teaching methods include the Professional Learning Committee (II.A.7.9 https://mail1.gavilan.edu/staffdev/index.html), the Learning Council (II.A.7.10 https://ilearn.gavilan.edu/courses/1578) the Teaching and Learning Center (II.A.7.11 http://www.gavilan.edu/staff/tlc/index.php), the Distance Education Best Practices and Faculty Handbook documents (II.A.7.12 http://www.gavilan.edu/staff/docs/debestpractices.pdf)

(II.A.7.13 http://www.gavilan.edu/staff/tlc/docs/facultyhandbook2014.pdf), the English Department Acceleration Handbook and website (II.A.7.14 text and II.A.7.15 https://sites.google.com/view/gavilanenglishaccelerationteam/home) and the Guided Pathways website (II.A.7.16 http://www.gavilan.edu/academic/guided_pathways/index.php).

The college also offers faculty the opportunity to discuss and collaborate at campus flex days. Through best practices shared at flex days, faculty members are able to learn from peers best practices in teaching (II.A.7.17 Convocation Day agenda).

> ➤ Learning Support Services

Student support services are effectively integrated into the learning process at Gavilan. The Library, the Learning Commons, the Writing Center and the Tutoring Center work collaboratively, and Academic Support Services group, which encompasses all the tutoring, supplemental instruction, and peer mentoring services, meets regularly to discuss the needs of academic support for students and to plan events and trainings in common.

Programs such as Basic Skills provide support and information to students who assess into pre-transfer levels of English and Math and a counselor who is available to guide students with further educational plans. Puente students are similarly supported with a program counselor as well as mentors, and activities such as college visits. The Mathematics, Engineering, and Science Achievement (MESA) program supports educationally disadvantaged and historically underrepresented students in the STEM disciplines with the goal of developing a new generation of STEM leaders in California. The STEM grant similarly supports STEM students with supplemental Instruction, Academic Excellence Workshops (AEW), in-class tutoring, and the STEM Center (II.A.7.18). Math Boot Camps help students prepare for the rigorous academic requirements of STEM courses. The Tutoring Center serves a larger number of students, helping them with learning skills and understanding of course content, and grants provide Supplemental Instruction in pre-transfer and transfer courses.

Finally, the Accessible Education Center (AEC) at Gavilan College provides programs, services and support to help students with disabilities such as assistive computer technology and training, alternate media production, media captioning, note-taking, sign language, real-time captioning and test proctoring accommodations.

Analysis and Evaluation for Standard II.A.7

Gavilan College meets the standard. Classes are offered in a variety of delivery modes and across campus locations, day and evening. Faculty support student learning through innovative and equitable pedagogies and practices.

EVIDENCE LIST

IIA.7.26 Learning Commons website

IIA.7.19 Equity Committee site

IIA.7.38 Academic Support Services site

IIA.7.37 Learning Council site

IIA.7.28 AEC Site

IIA.7.6 Universal Access Task Force

IIA.7.20 Distance Education website

(Narrative Draft

The evidence for effectively using delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students, can be found in several areas including the Student Equity Plan (II.A.7.19 Equity Committee website), the Distance Education website (II.A.7.20), The Teaching and Learning Center website (II.A.7.21), the Faculty Professional Learning Committee website (II.A.7.22), student learning services sites(II.A.7.23-24?); EOPS (II.A.7.25), Learning Commons (II.A.7.26), Tutoring (II.A.7.27), AEC (II.A.7.28), Puente (II.A.7.29), MESA(II.A.7.30), TRiO (II.A.7.31), CalWorks(II.A.7.32), Basic Skills(II.A.7.33), Veterans(II.A.7.34), Foster Youth (II.A.7.35), Communications website(II.A.7.36.), Learning Council (II.A.7.37), Academic Support Services Group (II.A.7.38), and STEM (II.A.7.39.)

Standard II.A.8.

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting Standard II.A.8

Gavilan College currently grants credit for nontraditional academic credit (e.g., military service, credit by examination, USAFI, CLEP, AP, etc.) upon proper application and, with the exception of Advanced Placement, the successful completion of 12 credit units at Gavilan College with a cumulative grade point average of no less than 2.0.University of California does not grant credit for College Level Examination Program (CLEP) exams (Evidence from Catalog page 45). Additionally, students who have a cumulative GPA of 2.0 or higher in at least 12 units of college work completed at Gavilan College may petition for credit by examination during any term in which they are enrolled.if they have never taken the class for credit. And if they have experiential background who can meet the objectives of the course. (Evidence from Catalog page 45).

For assessment and placement of students into ESL courses at Gavilan College, the CASAS test is primarily used to place students into the lowest two levels of ESL - Lifeskills 1 and 2, which are only offered in the Noncredit Program. (II.A.8.3 CASAS Assessment website: https://www.casas.org/) In addition, the CELSA and an Oral Interview approved by the Chancellor's Office are used to assess and place students in all levels of ESL, from levels 1 to 7, in the noncredit and credit programs. (II.A.8.4 CELSA Assessment website: http://assessment-testing.capptesting.com/celsainfo.htm) There is a norming session every two years to maintain the rater reliability of the Oral Interview. (II.A.8.5 Gavilan College ESL website: http://www.gavilan.edu/academic/esl/index.php

In addition, a test bias study of Accuplacer was conducted. Findings suggest that Accuplacer is not an accurate way to place students into college level English and Math courses. As a result, Gavilan College is moving toward using Multiple Measures as a means of placing students. Multiple measures, such as high school grade point average and courses taken, have shown to be better indicators of a student's potential to be successful in a college course.

The English Department uses a final portfolio project in ENG 440 and ENG 250. It is 25% of the students' course grades, and it is used to ensure that the students have a common assessment of proficiency at that level. In addition, the portfolio process provides a way for the English instructors to collaborate as a department in working toward a common goal as 95% of the instructors participate. To minimize test bias, there is a norming session for 1.5 hours before scoring the portfolios each semester. (II.A.8.1 copy of English portfolio rubric)

At the Advanced II level of English as a Second Language, there is a board graded final composition before students move on to ENG 250. The board graded composition grades are

used in assessing the ESL Department Program Learning Outcome that states, "By the end of ESL 563, Advanced ESL Composition II, students will demonstrate their writing ability by responding to a prompt that shows their understanding of it and their ability to state a clear thesis, support it, and organize their ideas." (II.A.8.2 Copy of ESL rubric).

Gavilan College prepared students for licensure examinations in a number of career education fields discussed in more detail in Standard II.A.14. Cosmetology, Aviation Maintenance and Nursing are some of the programs that engage in licensure preparation for students. Additionally, the Nursing program does require TEAS testing prior to admission into the RN program as part of the published admissions criteria, criteria consistent with RN programs across the state (EVIDENCE NEEDED: NURsing Student Handbook)

Analysis and Evaluation Standard II.A.8

Gavilan College meets Standard II.A.8. Departments that use a program examination process have implemented norming procedures to minimize test bias and validate the examinations' effectiveness in measuring student and program learning outcomes. For assessment and placement of ESL students, Chancellor approved exams are used and norming sessions are held to increase rater reliability.   Exams administered by licensing agencies are nationally normed and validated by the organizations conducting the exams.

 EVIDENCE LIST

1I.A 8.3 https://www.casas.org/)

1I.A 8.4 http://assessment-testing.capptesting.com/celsainfo.htm

1I.A 8.5 http://www.gavilan.edu/academic/esl/index.php

1I.A 8.6 https://www.ncsbn.org/nclex.htm

1I.A 8.7 http://www.barbercosmo.ca.gov/

1I.A 8.8 https://www.faa.gov/licenses_certificates/

Standard II.A.9.

> The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting Standard II.A.9

The evidence for the awarding of credit, degrees and certificates based on student attainment of learning outcomes can be found (is) on the SLO reporting website (II.A.9.1). When faculty describe how they assessed the SLO, it is typically from a project and/or test questions that are part of the course grade (II.A.9.2). Points are awarded and therefore grades in courses are based on work that assesses SLO attainment; students must meet SLOs to earn points and grades in the courses. Course Outlines (II.A.9.3) are created with the SLOs for each course and are approved through the Curriculum Committee. SLOs are included on each syllabus, and faculty evaluations include syllabus review (II.A.9.4.)

Units of credit awarded are consistent with Gavilan Board Policies and Administrative procedures (II.A.9.5) and follow the Course Outline of Record reference guide (II.A.9.6)of the Academic Senate for California Community Colleges (ASCCC) and the Program and Course Approval Handbook (PCAH,k 6th ed.) from the California Community Colleges Chancellor's Office (II.A.9.7) using Carnegie unit calculations (II.A.9.8.)

The Gavilan College Course Outline Checklist (II.A.9.9) ensures compliance in the development of curriculum, and the Course Outlines (II.A.9.10) show the outcomes. A Gavilan College counselor serves as the articulation officer to four year colleges and universities

Analysis and Evaluation for Standard II.A.9

Standard II.A.10

> The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Retention specialists connect students to counselors to ensure they have the information they need. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting Standard II.A.10

Gavilan College provides students the opportunity to access clear, easy-to-access information on transfer and articulation policies. Students can access the information on the website, in the college catalog, and in the class schedule, or by visiting the Counseling Department, the Career & Transfer Center, and the Admissions & Records office. The college's curriculum and credit awarding policies comply with the Education Code and are approved by the Chancellor's Office.

> ➤ Transfer of Credit Policies

Gavilan's catalog offers students a comprehensive list of all transfer options available at the college (II.A.10.1 Gavilan Catalog, pages 52-55). Students can find information on Transfer Admission Agreements (TAAs); Transfer Agreements with private institutions; California State University (CSU) transfer requirements and Associate Degrees for transfer (ADT); and University of California (UC) transfer requirements and admission policies. The catalog provides a detailed listing of the CSU General Education Breadth requirements and the UC Intersegmental General Education Transfer Curriculum (IGETC)

The catalog also provides an overview of transfer services available on campus through our Career & Transfer Center (II.A.10.2 http://www.gavilan.edu/catalog/cat_pdf_17-19/StudentSupportServices.pdf), as

well as on ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) which is the official repository of articulation for all of California's colleges and universities (II.A.10.3 http://www.gavilan.edu/catalog/cat_pdf_17-19/StudentSupportServices.pdf)

The class schedule, issued each semester, clearly identifies, with a CSU or IGETC designation, all courses which fulfill transfer requirements (II.A.10.4 http://www.gavilan.edu/admit/schedule/2018_winter_spring/pdf/GC-2018Spr-ClassSchedule.pdf).

The Counseling Department provides students with complete transfer information, in-person and electronically. Students meet with counseling staff to discuss transfer procedures and requirements, and articulation. Counselors meet with students on the main campus and in the Hollister and Morgan Hill satellite locations. Program counselors are located in offices across

the Gilroy campus and within their department areas. Students are also able to access counselors through phone and email (II.A.10.5 http://www.gavilan.edu/counseling/index.php).

The counseling webpage provides detailed information on transfer to UCs, CSUs, and private universities. (II.A.10.6 http://www.gavilan.edu/counseling/transferservices.php). The site provides information for students interested in transferring to a UC, including how they can secure a Transfer Admission Guarantee (TAG) and links to each UC campus' admission criteria. Students who are interested in the CSUs can find a link to the academic roadmaps for lower-division preparation before transfer; connect to Cal State Apply (the online portal for CSU Admissions Applications); review the Cal State Application Guide for Transfers and Transfer Credit; and learn more about ADTs. There is also an FAQ page which briefly summarizes what ASSIST, transfer general education patterns, and major preparation for transfer are (II.A.10.7 http://www.gavilan.edu/counseling/faq.php) .

Gavilan's Career & Transfer Center is another resource for students interested in transfer. On the center's website (II.A.10.8 http://www.gavilan.edu/student/ctc/index.php) students can find direct links to the CSU and UC application portals, ASSIST, and transfer planners (II.A.10.9 http://www.gavilan.edu/student/ctc/transfer.php). The center is equipped with computers so that students can explore university and college campuses and transfer requirements. The career and transfer specialist also provides in-person assistance to students visiting the center.

The center regularly hosts university admission representatives, who can meet with students in-person and provide updated transfer information to their campuses. The dates of the rep visits are listed on the transfer center website (II.A.10.10 http://www.gavilan.edu/student/ctc/university%20rep.php), the college website's calendar of events (II.A.10.11 http://www.gavilan.edu/events/calendar.php), and are advertised with flyers and newsletters across campus (II.A.10.12 Transfer Day Announcement). Students can also attend the college's annual Transfer Day (II.A.10.13 http://www.gavilan.edu/student/ctc/transfer%20day.php), where they meet with several admission representatives at once, to collect transfer information. In collaboration with other departments, the transfer center plans regular visits to four-year schools, so that students can learn about campus-specific transfer policies in-person (II.A.10.14 http://www.gavilan.edu/student/ctc/campus-visits.php).

Gavilan College's curriculum is carefully evaluated and vetted by the Curriculum Committee, which is appointed by the Academic Senate. The committee consists of an Academic Senate Representative; Department Chairs; the Vice President of Instruction; the Dean of Career Technical Education; the Dean of Liberal Arts & Sciences; the Articulation Officer; and a Student Representative (II.A.10.15 http://www.gavilan.edu/old/curriculum/CC-By-Laws.htm).

The Curriculum Committee oversees all phases of course development or modification and ensures that the transfer General Education Patterns are in compliance with CSU and UC directives. The Committee also oversees non-transfer General Education Patterns. Course outlines must fulfill the Elements of the Course Outline of Record (COR), as they are listed in Title 5 Regulations, the Chancellor's Office Program, the Course Approval Handbook (PCAH), and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation

standards (II.A.10.16
http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit.aspx).

To facilitate the development of quality curriculum and ensure the course's learning outcomes compare with those accepted for transfer, the college provides multiple resources, including a Course Outline checklist (II.A.10.17 http://www.gavilan.edu/old/curriculum/Course-Outline-Checklist_April_8_2017.doc), Guidelines for writing courses that satisfy CSU-GE (II.A.10.18 http://www.gavilan.edu/old/curriculum/CSU-GE_Breadth_Reqmts_EO_1065_9-16-11.mht) or IGETC (II.A.10.19 http://www.gavilan.edu/old/curriculum/IGETC_Course_Content_Guidelines_4-23-13.docx), and a Guide to Curriculum Procedures (II.A.10.20 http://www.gavilan.edu/old/curriculum/Curriculum_Guide_20110826.doc) . Once curriculum is approved by the Curriculum Committee, the course outline is submitted to the Board of Trustees. If the Board approves, the course is submitted to the Chancellor's Office (II.A.10.21http://www.gavilan.edu/old/curriculum/Course_Approval_Process.docx).

> ➤ Accepting Transfer Credits

Gavilan receives students from several secondary and post-secondary institutions, and awards credit as mandated by the Chancellor's Office, the Educational Code, and Title 5 Regulations. Students are able to gather information on the credit awarding procedure and documentation required by reviewing our catalog, meeting with a counselor, or visiting our Admissions & Records department.

Students are invited, by Retention Services, to meet with a counselor upon enrolling. All incoming students must submit official transcripts to the college's Admissions & Records department. Incoming students who have taken the College Level Examination Program (CLEP) will be awarded credit based on their passing score and number of units completed (II.A.10.22 http://www.gavilan.edu/catalog/cat_pdf_17-19/academicInformation.pdf). Students with exceptional ability who have studied a course on their own, or students with experience in the area covered by a course, can receive credit by examination upon approval by the course instructor, the department chairperson, and area dean (II.A.10.23 http://www.gavilan.edu/catalog/cat_pdf_17-19/academicInformation.pdf). Nursing students can also receive credit by examination if they have met all program entry prerequisites and acknowledged, in writing, that they understand the college's credit by examination policies (II.A.10.24 http://www.gavilan.edu/catalog/cat_pdf_17-19/academicInformation.pdf). International Baccalaureate (IB) students who received a score of 5 or higher on their exams receive credit for IGETC certification (II.A.10.25 http://www.gavilan.edu/catalog/cat_pdf_17-19/academicInformation.pdf).

Transcripts from higher education institutions are evaluated by staff and counselors (II.A.10.26 Gavilan 2017-2019 College Catalog, page 50), who review articulation agreements and general education eligibility on ASSIST, examine college catalogs and course descriptions, and research course equivalencies on the online Transfer Evaluation System (TES) which collects data from higher education institutions across the country. Foreign transcripts must first be

certified, translated, and evaluated by an approved transcript evaluation agency (II.A.10.27 http://www.gavilan.edu/admit/international.php).

Gavilan has a mutual agreement with seven other community colleges to accept their general education courses and graduation proficiencies as completed. Students must submit official transcripts and certifications to receive certification of Gavilan College general education. Students are still required to complete all major courses and prerequisites needed for a degree (II.A.10.28 http://www.gavilan.edu/catalog/cat_pdf_17-19/GeneralEducationTransferPrograms1.pdf). Baccalaureate degree graduates receive credit for their general education courses as long as the degree has been awarded by a regionally accredited university in the United States and the student graduated with an overall GPA of 2.0 or better (II.A.10.29 http://www.gavilan.edu/catalog/cat_pdf_17-19/GeneralEducationTransferPrograms1.pdf).

> ➤ Articulation Agreements

Gavilan College has established multiple articulation agreements with local high schools and Secondary Regional Occupational Programs (SCROP) that promote students' career and technical education. Through these programs of study, students are able to transition from the secondary level of occupational and educational experiences to the post-secondary level, without experiencing delay or duplication of learning.

Students and (the)community (or members) are directed to review information on our high school articulation agreements and process through the counseling website (II.A.10.30 https://www.gavilan.edu/counseling/articulation/index.php). The college currently has 6 agreements with local institutions. To develop these agreements, college and high school faculty compare curricula and identify courses that meet area requirements. High schools must submit a course-to-course articulation form for review and approval. Students can obtain information on credit after completing articulated coursework by submitting an Application for Articulated Gavilan College Credit Form.

In accordance to its mission of developing transfer pathways for its student, Gavilan College has completed lower division course-to-course, major-to-major, and general education agreements with all California State Universities (CSUs), University of California campuses (UC) and a number of private university campuses (II.A.10.31 http://www.gavilan.edu/catalog/cat_pdf_17-19/GeneralEducationTransferPrograms1.pdf). Currently, the college offers Transfer Admission Guarantees (TAGs) with six UC campuses; twenty-two Associate Degrees for Transfer (ADTs) for entry into the CSU system; and transfer agreements with more than thirty private universities (II.A.10.32 http://www.gavilan.edu/counseling/transferservices.php). These agreements ensure that participating universities will accept certain courses taken at Gavilan College to satisfy general education, major, or elective university requirements.

Analysis and Evaluation Standard II.A.10

Gavilan Community College meets Accreditation Standard II.A.10. Students have access to transfer-of credit information in multiple modalities. The college catalog provides comprehensive information on transfer policies, credit awarding, and articulation. The website contains catalog information as well as several links and pages dedicated to transferring credit to and from Gavilan. Students receive transfer guidance by general and specialized counselors, who are available to meet with them in-person, on the main campus and on our satellite locations, but also through phone and electronically. The Career & Transfer Center hosts multiple events that allow students to receive updated, accurate information, directly from university representatives. Our Admission & Records department provides students with valuable information on policies and procedures, as well as an electronic and paper depository of required forms.

The College maintains quality curriculum standards by carefully reviewing and vetting curriculum that is developed for transfer to other institutions. Courses are compared against CSU and UC standards before awarding students General Education certification or degrees. Gavilan has several articulation agreements with UCs, CSUs, and private universities, that allow students to prepare and transfer to post-secondary institutions.

Evidence:

II.A.10.1 Gavilan Catalog, pages 52-55

II.A.10.12_Transfer_Day_Announcement

Standard II.A.11

> The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence for Standard II.A.11

Gavilan College has learning outcomes for all of its programs that address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

> ➢ Institutional Learning Outcomes

This begins with the Institutional Learning Outcomes that represent our commitment that every Gavilan graduate will have the opportunity to gain knowledge, skills, and personal capabilities throughout their studies and experiences.

A. Think Critically and Creatively
B. Communicate Effectively
C. Practice Social Responsibility
D. Cultivate Well-being

Each of these Learning Outcomes suggests common activities that may be used in instruction or services to achieve the desired outcome.
(EVIDENCE:http://www.gavilan.edu/administration/ilo_map/index.php)

> ➢ General Education (GE) areas

Along with the major course requirements needed for each degree major, students must complete all General Education Requirements to be eligible for the Associate Degree. To complete the GE requirements, a student may complete the Gavilan College A.A./A.S General Education, the California State University Breadth Requirements (CSU-GE), or the Intersegmental General Education Transfer Curriculum (IGETC) pattern. All three patterns require coursework in designated academic areas designed to give students competency in communicating, using information, qualitative and quantitative reasoning, ethical reasoning, and diverse perspectives.

The General Education Learning Outcomes are published in the College Catalog (EVIDENCE: Catalog p 49) and match the academic areas in the Gavilan College General Education pattern.

Figure XXX: General Education Patterns

Gavilan College GE	CSU-GE	IGETC
Area A: English Language, Communication, and Critical Thinking Area B: Scientific Inquiry and Quantitative Reasoning Area C: Arts and Humanities Area D: Social Sciences Area E: Lifelong Learning and Self-Development Area F: Cultural Diversity	Area A: English Language, Communication, and Critical Thinking Area B: Scientific Inquiry and Quantitative Reasoning Area C: Arts and Humanities Area D: Social Sciences Area E: Lifelong Learning and Self Development	Area 1: English Communication Area 2: Mathematical Concepts and Quantitative Reasoning Area 3: Arts and Humanities Area 4: Social and Behavioral Science Area 5: Physical and Biological Science Area 6: Language Other Than English

➢ Program Learning Outcomes

Each degree or certificate program has associated Program Learning Outcomes that are published in the College Catalog. For example, the Associate Degree for Transfer in Studio Arts lists the following outcomes:

Upon successful completion of the program, students will be able to:
- *Analyze and describe the historical and contemporary implications of art in terms of aesthetics, content, and meaning*
- *Create artworks using a variety of two-dimensional art media, tools and equipment*
- *Create artworks using a variety of three dimensional art media, tools and equipment*
- *Demonstrate color theory and use color schemes. Students will be able to apply color theory to a variety of art media.*
- *Demonstrate and articulate social, political, and community issues as they relate to art.*

➢ Course-level Student Learning Outcomes

Each course also has associate Student Learning Outcomes. For example, AJ10: INTRO ADMIN JUSTICE has the following associated Learning Outcomes:

- *Discuss the criminological theories used to explain crime and criminality.*
- *Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, including their relationship to race and gender, and the costs of crime.*
- *Explain the historical development of criminal law, discuss the sources of criminal law, and identify crime classifications.*
- *Summarize the history, development, structure, and function of American police, courts, and corrections.*
- *Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and future trends.*
- *Explain how multiculturalism and diversity present special challenges to, and opportunities for, the American system of criminal justice and discuss how this may shape the future of the criminal justice system.*
  (EVIDENCE: http://www.gavilan.edu/academic/slo/slo-detail.php?crse_ID=71

Analysis and Evaluation for Standard II.A.11

Gavilan College meets the standard. With the College's adoption of new Institutional Learning Outcomes in 2017-2018, the College can now move on to establishing GEneral Education Learning Outcomes that map, along with its program level outcomes to these new ILOs which are aligned to the standard.

Standard II.A.12

> The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence for Standard II.A.12

Gavilan College prescribes the purpose, outcomes, and requirements for the general education components of associate and baccalaureate degrees in the Gavilan College Catalog (II.A.12.1)

Students seeking local degrees must fulfill general education units in six areas as part of a major, and transfer depends on the completion of the UC/CSU Intersegmental General Education Transfer Curriculum (IGETC.). The Associate Degrees for Transfer specify completion of Gavilan College's AA/AS general education, the CSU-GE breadth pattern, or

IGETC. The reasoning behind the creation of the general education program is set forth in Board Policy 4025 (II.A.12.2)

General Education courses are prepared by discipline faculty and approved through the Curriculum Committee processes. (II.A.12.3)

General Education Learning Outcomes cover six areas: A. English Language, Communication, and Critical Thinking; B. Scientific Inquiry and Quantitative Reasoning; C. Arts and Humanities; D. Social Sciences; E. Lifelong Learning Self-Development; and F. Cultural Diversity. The General Education curriculum prepares students for and acceptance of responsible participation in civil society in areas C, D and F, for skills for lifelong learning and application of learning in area F, and for a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences in areas A, B, C, and D. (II.A.12.4)

> ➤ General Education Philosophy

Gavilan College states its General Education Philosophy in Board Policy 4025 and makes that philosophy available to students in its catalog. Gavilan's General Education philosophy as stated in Gavilan College Catalog is as follows:

> "Gavilan's General Education (GE) requirements introduce students to a variety of disciplines through which they comprehend and interact with the modern world. The GE requirements are central both to the college's mission and to its associate degrees.

> Completion of the GE requirements will develop students' abilities to think and communicate clearly, both orally and in writing; to use mathematics and employ the scientific method; to understand the modes of inquiry in major disciplines; to be aware of other cultures and other eras; to apply critical thinking to ethical and social issues; and to develop the capacity for self understanding and improvement. The student will also develop a depth of knowledge in a specific field of interest. In completing the requirements, students will come to understand basic principles, concepts and methodologies that may be unique to a specific discipline or universal in the quest for knowledge." (II.A.12.5 Catalog p. 49)

The General Education requirements are reviewed by the IEC on a cyclical basis; the last review was in academic year 2011-2012.

> ➤ Appropriateness of Courses

Curriculum development begins with discipline faculty who, in following curriculum protocol, create curriculum that is tied to student, program, general education, and institutional learning outcomes. (II.A.12.6 Course Outline Checklist) Course-level SLOs are mapped to the General Education Outcomes. Curriculum proposals are reviewed by the technical committee and then twice by the Curriculum Committee as a whole to ensure that all compliances are met. The Gavilan College Articulation Officer submits new courses to the CSU and UC systems for approval. The Board of Trustees supplies final approval for all curriculum.

Analysis and Evaluation of Standard II.A.12

The College meets the Standard. The Catalog explicitly states the philosophical basis for GE curriculum and GE requirements for degrees. Faculty developed curriculum and outcomes undergo a rigorous approval process through the College's procedures and through articulation with institutions of higher learning. Learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

EVIDENCE LIST

IIA.12.1 http://www.gavilan.edu/catalog/cat_pdf_17-19/GeneralEducationTransferPrograms1.pdf .

IA.12.2 http://www.gavilan.edu/administration/board/documents/ApprovedChapter4BPAP.pdf

IA.12.3 http://www.gavilan.edu/curriculum/

IA.12.4 http://www.gavilan.edu/catalog/cat_pdf_17-19/GeneralEducationTransferPrograms1.pdf

Standard II.A.13

> All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence for Standard II.A.13

All Gavilan College Associate and Associate Degrees for Transfer in Liberal Arts and Sciences and Career Technical Education include either required or core courses in the focused area of study or prescribed interdisciplinary areas (Multiple Subjects IIa13.1), Social Sciences, Expressive Arts, Language Arts and Humanities) from which students must select courses. (II.A.13.1 http://www.gavilan.edu/catalog/#). All degrees are developed by academic departments and then approved by the Curriculum Committee according to the degree standards in the California Community Colleges Chancellor's Office Program and Course Approval Handbook. (II.A.13.2)

All course outlines contain Student Learning Outcomes which are linked to appropriate Course Learning Outcomes, Institutional Learning Outcomes, and General Education Learning Outcomes. (II.A.13.3) Mapping efforts will be concluded with the approval of the updated Institutional Learning Outcomes in Spring 2018.(II.A.13.4) Student Learning Outcomes are regularly updated by discipline faculty to reflect key theories and practices within the field of study.

Analysis and Evaluation for Standard II.A.13

Gavilan College meets the standard. Program outcomes are assessed for all degree programs. Career education programs and arts programs use capstone and portfolio classes to assess program learning.

EVIDENCE LIST

II. A. 13. 1 Gavilan College Catalog 2017-2019 http://www.gavilan.edu/catalog/#.

II. A. 13. 2 *Program and Course Approval Handbook*

http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf.

II. A. 13. 3 Gavilan College Curriculum Committee

http://www.gavilan.edu/curriculum/frame_co.html

II. A. 13. 4 CurriQunet https://gavilan.curricunet.com/Approval

Standard II.A.14

> Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence for Standard II.A.14

Gavilan College offers 31 degrees and 47 certificates (check these numbers) in the Career Technical Education division. Career Technical Education programs meet labor market demands for the community and are reviewed annually based on performance indicators in the Vocational Technical Education Act (VTEA) Core Indicators (II.A.14.1 evidence of Core Indicators). In addition, all Career Technical Education departments are monitored by local advisory committees which include employers and external agencies. The programs receive input from advisory members which guides instruction (II.A.14.2.a-advisory committee members, II.A.14.2.b-advisory board agenda/ minutes, II.A.14.2.c - BOT agenda, II.A.14.2.d-BoT minutes). Each program maintains applicable industry standards and prepares students for employment and as applicable; qualify them to take state and local certification/licensure exams that may be required for employment. Through partnerships with industries in the community, Gavilan College offers Work Experience programs for students to earn credit while in an unpaid or paid position in the field. A number of CTE programs have external accrediting agencies that report results of the success rate of Gavilan graduates that take the licensure exams. CTE program faculty and the college monitor success rates on thee examinations (II.A.14.3AMT, II.A.14.4COS, II.A.14.5 - BVN, II.A.14.6 - CNA, II.A.14.7-RA AH success rates on licensure exams).

Licensure and other professional certifications are conducted by organizations outside of Gavilan College. Gavilan only prepares students to take the exams. However, the Allied Health (Nursing) Department utilizes standardized (nationally normed) exams, which mirror the national test plan on all of the nursing subjects, to prepare students for the National Exam. In addition, the Allied Health Department uses a comprehensive predictor exam that predicts whether a student is ready to take the National Exam. Upon passing the National Exam (known as the NCLEX), the students obtain a California license as an LVN or RN. The licensing exam is conducted by NCSBN (National Council of State Boards of Nursing), a national certifying body of which each state Board of Nursing is a participant. The practice exams can measure the effectiveness against state and national data, and then also against whether the students' scores did in fact predict their readiness to pass the actual NCLEX exam that gives them their license. (II.A.8.6 NCSBN website: https://www.ncsbn.org/nclex.htm)

Cosmetology and Esthetics licensing is administered by the California Board of Barbering and Cosmetology. Once students meet state requirements, they are eligible for examination. (II.A.8.7 Board of Barbering and Cosmetology website: http://www.barbercosmo.ca.gov/)

In the Aviation Department, students complete Gavilan's courses in preparation for taking their final testing through the FAA (Federal Aviation Administration). This process is regulated by FAA FAR Part 65 & 147. (II.A.8.8 FAA website: https://www.faa.gov/licenses_certificates/)

Analysis and Evaluation for Standard II.A.14

Gavilan College meets the standard. Through program performance evaluation, advisory committee guidance, partnerships, and adherence to industry standards and licensure requirements, Gavilan ensures that graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence

2 A. 14. 1 Core Indicator Information Sheet

2 A. 14.2 Board Agenda

http://www.gavilan.edu/administration/board/October%2010,%202017%20BOT%20agenda%20packet

2 A.14.3 http://www.gavilan.edu/administration/board/documents/minutes%20Oct%2010%202017

2A.14.4 Advisory Committee List

Standard II.A.15

> When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence for Standard II.A.15

Students in programs that are facing significant changes or being eliminated are directed to counseling for guidance on substituting appropriate courses that can still be applied toward their educational goal. Substitutions are used only as necessary and to bridge temporary gaps. Once a substitution has been found the student can submit an (II.A.15.1 application for substitution to the instructor, counselor, department chair, dean and VP of Academic Affairs. This allows all parties to be informed of the request so that adjustments can be made to the program as needed. Arrangements are also made with other institutions for completion of program requirements. For example, when the Engineering Program was recently discontinued, an MOU

(II.A.15.2 document) was created with Cabrillo College that allowed student access to key courses.

In 2010-11 an Institutional Effectiveness summary report was completed (II.A.15.4 IEC summary report 2010-11) and again in 2011-12(II.A.15.5 attached). Since 2010-2014 courses in Computer Graphics and Design (CGD) consistently remained below the minimum of 20 enrolled per section (II.A.15.6 Argos report). In 2015-2016 classes were cancelled due to low enrollment. The CTE Counselor and Department Chair reviewed transcripts for CGD majors. It was discovered that cancelling (a) course (or courses) in CGD affected graduation requirements for one student. The CTE Counselor and Department Chair worked with the affected student to identify two course substitutions to satisfy completion requirements of the certificate. CGD courses were submitted and approved to be inactive at the February 27, 2017 curriculum committee meeting (II.A.15.7minutes and II.A.15.8 inactive courses).

Analysis and Evaluation for Standard II.A.15

Through annual program planning and budget allocation cycles, programs are evaluated in a timely manner to ensure currency and relevance. Going forward, Gavilan will create a program initiation, viability and discontinuance Board Policy and an Administrative Procedure.

EVIDENCE LIST

II.A.15.1   Application form for subsitution: http://www.gavilan.edu/counseling/documents/WaiverSubstitutionform_SP14.pdf

- Curriculum Committee Website: http://www.gavilan.edu/curriculum/

- Academic Senate: http://www.gavilan.edu/committee/senate/index.php

- College Catalog: http://www.gavilan.edu/catalog/

- Educational Master Plan: http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php

- AP/BP 4020 Program, Curriculum, and Course Development: http://www.gavilan.edu/administration/board/documents/ApprovedChapter4BPAP.pdf

Standard II.A.16

> The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence for Standard II.A.16

Gavilan College improves and evaluates its instructional programs regularly in a variety of ways.

Strategies for improvement and corresponding resource needs for each instructional unit are incorporated into the unit's yearly program plan. (II.A 16-1 https://mail1.gavilan.edu/program_plans/)

> ➤ Program review

The Gavilan College Institutional Effectiveness Committee mission statement:

"The Institutional Effectiveness Committee (IEC) will review all Gavilan's programs and services according to the mandates of the Chancellor's Office. The IEC will use a self-study report provided by each program or service followed by a validation process to accomplish its purpose." (II.A.16.2 - link?) Program review cycle will be between 3-5 years and will be established by a schedule published by the IEC. The Dean's Council may request programs be reviewed out of sequence because of cost, falling enrollment or needs assessment." (II.A 16-3 RotationCalendar.2016thru2022 REV4.docx) Programs write a detailed self-study, answering a series of questions about the program II.A 16-4 https://mail1.gavilan.edu/iec/documents.php and incorporating data provided by the GavDATA system. (II.A 16-5 https://gavilan.higheredprofiles.com/#!/)

> ➤ Program plans

Each program completes a yearly program plan. (II.A.16.6 https://mail1.gavilan.edu/program_plans/)

This is where faculty share their plans to improve their program and make the budget requests necessary to do so. The program plans incorporate planned changes based on feedback from student and program learning outcomes, and data and advice from the program review process. The program plans and their accompanying budget requests are reviewed and ranked by the division deans. The budget committee, led by the Associate Vice President of Business & Security Services, finalizes the ranking of the budget requests, which are then reviewed by the President's Council.

➢ PLOs and SLOs

Program and student learning outcomes are regularly assessed on a five year cycle. Department discussions, as well as individual instructor self-assessment, contribute to the assessments. Program and student learning outcomes are also reviewed and updated on a 5 year cycle through the curriculum process. (II.A 16-7 courses to be updated list)

➢ Curriculum

Curriculum is a faculty driven process at Gavilan College. (II.A 16-8 copy of course outline checklist). The curriculum committee considers all credit and non-credit courses and programs offered through the College.

For each course, the following factors are considered: course description; units and hours; requisites; status as C-ID aligned/basic skills/cross-listed; methods of instruction; method of delivery: face-to-face, online, and/or hybrid; student learning outcomes; methods of evaluation; course content; out-of-class assignments; textbooks, general education learning outcomes; similar courses at other community colleges or four year colleges; local Gavilan College general education learning outcomes; whether it is anticipated that the course will be accepted for transfer; and resources needed to offer the course.

For each program, the curriculum committee considers the following: program requirements; program learning outcomes including a plan for their assessment and a mapping to course level learning outcomes and institutional learning outcomes; the place of the program in the College curriculum; similar programs at other colleges in the service area; units completed by students; equipment, staff, facility, and library resources necessary to offer the program and their associated costs. (II.A 16.9 gavilan.curricunet.edu)

➢ Distance education

Distance education courses are approved through the Curriculum Committee, both through the normal curriculum process and through a separate action that evaluates if the addition of the course increase the programs course offerings via distance education delivery to over 50%, the needs justification, assessment, methods of Instruction, instructional materials and resources, access to library materials, and library support. (II.A 16-10 gavilan.curricunet.edu)

Also considered are accommodations for students with disabilities, and office hours, and instructor contact methods (II.A 16-11 accessibility checklist)

➢ Community Education

The community education director evaluates potential course offerings proposed by instructors. Both content, community need, and methods of delivery are considered. Each class distributes a confidential exit survey to all students in attendance.

> ➤ Non-credit programs

Non-credit programs have their curriculum approved through the same curriculum process as credit courses.

The College has been awarded a number of Federal grants which have the goal of increasing student success and improving College programs. The current 2015 Title V grant builds on previous efforts by scaling up key initiatives such as acceleration, civic engagement, and online education. The Basic Skills Outcomes Transformation grant (2016-2019) addresses persistence and completion in English and Math, especially for Latino and underprepared students. The STEM III (2016-2019) goals include a STEM Support Center that provides centralized, comprehensive academic/ career advising, counseling and tutoring services. This grant supports Guided Pathways as the Articulation and Transfer model to streamline and expedite students' pathways to STEM degrees. (II.A 16-12 grants section of Intranet)

The Learning Council (II.A 16-13) https://ilearn.gavilan.edu/courses/1578, the Equity Committee (II.A 16-14) https://mail1.gavilan.edu/equity/index.php, and the Guided Pathways Committee meet regularly to discuss practices that can improve the Gavilan College students' learning experience.

Analysis and Evaluation for Standard II.A.16

The College meets the Standard. Gavilan College regularly evaluates and improves the quality of all instructional programs and student services, through regular program review, curriculum updates, Institutional Effectiveness Committee review, and the process of assessing student and program learning outcomes. In recent years, faculty and staff have had increasing access to data tools to guide planning and improvement efforts. The College participates in ongoing initiatives and activities designed to improve student achievement and success.

EVIDENCE LIST

II.A.16-2_RotationCalendar.2016thru2022 REV4.docx

II.A.16-5_Copy of Courses_to_be_updated_Fall_2017.xls

II.A.16-8_DE_Course_Accessibility_Agreement.doc

II.B. Student Support Services

Standard II.B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence for Standard II.B.1

Gavilan College supports student learning and achievement with a library and learning centers on the Gilroy campus as well as services at satellite campuses in Hollister, Morgan Hill and Coyote Valley. Students, including Distance Education (DE) students, have access to learning resources and assistance both on campus and online through a variety of learning centers and labs including the Library, Learning Commons, Writing Center, Tutoring Center, Computer Place, English as a Second Language (ESL) Lab, Math Lab, STEM Center, MESA, TRiO, and the Distance Education (DE) program. Gavilan College also provides specialized services for specific populations, including the Accessible Education Center (AEC), Extended Opportunity Programs & Services (EOPS), and the Veterans Resource Center (VRC). Standard II.C contains more detailed information about these specialized resource centers.

➢ Library

The Gavilan College Library in Gilroy is open Monday through Thursday, 8:00 a.m. to 8:00 p.m., and Friday 8:00 a.m. to 3:00 p.m. Classified professional staff provide assistance with printing, basic computing, and wayfinding and provide information about the Library and services available on campus. Classified professional staff also manage the reserve collection of approximately 500 titles, which are checked out regularly.

Whenever the Library is open, a reference librarian is available to provide face-to-face instruction and reference assistance. The reference librarian also monitors a live chat or text module and answers student questions via telephone and email [II.B-1].

The Library has 55 desktop computers and 50 laptops with commonly used software available, including word processing, presentation, spreadsheet, image, sound and video editing software, pdf readers and writers, and scanning software and hardware. The Morgan Hill site offers

computing space and support from site staff Monday through Thursday 8:00 a.m. to 6:00 p.m. and Fridays 8:00 a.m. to 5:00 p.m. A librarian is available on site four hours per week, and the online support available through chat, phone, text and email and is advertised throughout the building. At the Hollister site, a computer lab is available during open hours, Monday through Thursday 8:00 a.m. to 5:30 p.m., and Friday 8:00 a.m. to noon. A librarian is also available onsite for four hours a week in Hollister. In addition, librarians travel to Hollister and Morgan Hill by appointment to provide orientations and instruction to classes. At Coyote Valley, all library support occurs through the online portal, s no staffing has yet been allocated to that site. As with most California Community College libraries, Gavilan's staffing of 3.26 FTEF librarians and 4 FTE classified staff falls below the recommended standards for staffing articulated in the Standards of Practice for CCC Library Faculty and Programs, a position paper published by the Academic Senate for California Community Colleges. Request for additional library staffing has been a regular part of the library's annual program plan [II.B-2].

The library provides instruction in the following ways:

- Research courses LIB 3 and LIB 140

- Noncredit courses connected to discipline specific courses, including LIB 740 (connected to Allied 180), LIB 741 (with Allied Health 3) Health LIB 736 (offered in conjunction with Psych 10, most recently in 2016).

- Class orientations and workshops--115 in 2016-2017 serving over 2,400 students, and 92 in the Fall of 2017 [II.B-3]

- Reference interviews and consultations—over 1,000 annually [II.B-4]

- Online tutorial help through research guides and videos [II.B-5; II.B-6; II.B-7; II.B-8]

- Over 100 custom-built research guides to support both general skill building [II.B-9] and to support specific course assignments [II.B-10]. For the full list of research guides see II.B-11.

In addition to the orientations and workshops referenced above, library faculty have been integrated into some courses with a strong research component. This includes English 1A classes where instructors include writing workshop days during which the instructor and librarian separately conference with students about their work and a collaboration with the Gilroy Early College Academy (GECA), a Gilroy public high school situated on the Gavilan campus. Each week during the research phase of the senior project, librarians met with students for one-on-one consultations about their research.

The library faculty have also been developing online modules in Canvas where students earn digital "badges" if they complete a short instructional unit. The intention is for instructors to assign these units prior to submission of an assignment that requires a specific skill such as website evaluation, basic and advanced searching, forming research questions, using citations, etc. Badge documentation stays in the student's online profile and can be used for other

instructors, assignments, and courses. The first of these, an introduction to library resources, is scheduled for completion prior to Fall 2018 [II.B-12].

The Library provides physical sources in a variety of formats. The print collection includes over 70,000 unique print titles, including nearly 2,500 audio visual items. The Library also loans equipment such as calculators, laptops, flash drives, phone chargers, and other accessories students commonly need. The textbook reserve collection includes over 500 titles currently in use to support courses [II.B-13].

The Library provides electronic resources available to all Gavilan students and employees twenty four hours a day seven days a week. These resources include 54 research database, both general purpose and discipline specific, streaming videos, and access to over 200,000 eBooks [II.B-14; II.B-15].

The Library maintains an active web portal that includes the library catalog, links to databases and information about each, helps for searching and using other library tools, links to research guides, information about current library exhibits, and other information students and other Gavilan library users may need [II.B-16].

The Library also provides access to individuals with disabilities. At least 10 percent of the Library's computer stations are automated and adjustable to accommodate wheelchair access [II.B-17]. These computers are also equipped with accessibility software, including screen readers and text to speech, along with scanners for print materials [II.B-18]. Our AV collection is searchable through the library catalog. DVDs are closed captioned and increasingly come with audio descriptions for the visually impaired [II.B-19]. The Library's online video database is Films on Demand (FOD). These closed captioned videos are available as whole titles as well as segments [II.B-20].

> ➤ Tutoring

Learning support services at Gavilan College include tutoring in a variety of disciplines, formats, and locations, including online. Gavilan College provides tutoring resources through learning centers and labs spread across the Gilroy campus as well as limited services at satellite campuses in Hollister and Morgan Hill. Free peer tutoring, whether face-to-face or online, is available to all students, including Coyote Valley and Distance Education students, from the Learning Commons, the Writing Center, the Tutoring Center, the ESL Lab, the Math Lab, and MESA and TRiO programs.

The Learning Commons and the Writing Center share a large area attached to the Library where space, technology, and resources are provided to instructors, librarians, peer educators and other learning assistance programs to support students in academic skill development outside of a traditional classroom learning environment [II.B-21]. In the Learning Commons, peer educators assist students to use technology, access resources, and develop key academic skills and strategies [II.B-22]. The Learning Commons offers learning activities and workshops to support DE students and students across disciplines [II.B-23].

Currently, Learning Commons support is only offered on the main campus and to a limited extent to Distance Education students. In order to extend services to all students, the Learning Commons, in coordination with other learning assistance programs, is working to increase peer educator wages so they are competitive and attractive to student workers capable of strengthening the quality, delivery, and accessibility of online learning activities and resources [II.B-24]. The Learning Commons is also working to better align online learning activities and resources with best practices for learning assistance and integrate online learning activities and resources into main campus, satellite, and DE courses. Learning Commons usage will be assessed to determine how students' ability to meet course SLOs is impacted [II.B-25].

Writing Center peer tutors assist students via drop-in sessions and as Gavilan Reading and Writing Fellows who are assigned to specific classrooms. In addition to their work with students in the classroom, Fellows facilitate out-of-class study groups. Drop-in peer-tutoring is available at the Gilroy campus up to 12 hours a day and on the Hollister campus for 4 hours per week the first 15 weeks of each semester [II.B-26]. All students, including Distance Education students, can access online assistance from a specially trained Program Specialist who responds to online requests for writing assistance and feedback [II.B-27].

Each semester, the Writing Center provides Fellows to eligible English classes in Hollister and Morgan Hill to facilitate on-site group study sessions. The Writing Center is working to provide funding for on-site peer tutor supervision at the off-site campuses as well. The Writing Center, in coordination with other learning assistance programs, is working to increase peer-tutor wages to be competitive in comparison with other employment opportunities available to Gavilan students in order to draw from a larger pool of employees and meet the needs of the off-site campuses [II.B-24].

To support personnel responsible for student learning and support, the Learning Commons and Writing Center provide extensive training and leadership opportunities for peer educators. A great example of this is the Peer Education Leadership—Basic and Advanced Certificates of Proficiency which students working as peer leaders and educators on campus are encouraged to pursue as they work. These certificates prepare students to serve in a variety of on and off campus peer education roles including tutoring, mentoring, supplemental instruction, and community leadership. Students learn a variety of traditional and non-traditional leadership skills and strategies for interacting with individuals and groups of differing opinions, values, cultures, and frames of reference [II.B-28].

Since 2016, leadership from Tutoring, the Learning Commons, the Writing Center, the Math Lab, and Peer Mentoring have been meeting to coordinate efforts. These coordinations include better promotion of training opportunities across programs, a certificate in Peer Education Leadership, and regular conversations related to best practices [II.B-29; II.B-30]. In addition, at the beginning of each academic term, an Academic Support flyer [II.B-31] is revised and provided to faculty for inclusion in all syllabi for face-to-face and online courses.

The Math Lab provides support at all Gavilan sites, including Coyote Valley, for all students in all levels of math. Students in pre-transfer level math courses complete lab hours to meet course requirements. Math Lab coordinators, peer tutors, and instructors provide assistance for

students taking face-to-face and online courses. Drop-in math tutoring on the Gilroy campus takes place Monday through Wednesday 8:30 AM to 6:00 PM, Thursday 8:30 AM to 3:45 PM, Friday 10:00 AM to 2:00 PM, and Saturday 10:00 AM to 2:00 PM. For drop-in tutoring on other campuses, please refer to the Math Lab website [II.B-32].

The STEM Center is a space dedicated for Science, Math, Engineering, Physics, and Computer Science students to meet and study. Tutoring from instructors and students in all of the above subjects is provided. Academic Excellence workshops are offered for various STEM classes as well. The STEM Center is open on the Gilroy campus Monday through Thursday 8:30 AM to 5:00 PM and Friday 8:30 AM to 3:00 PM. [II.B-33]

The Tutoring Center offers both one-on-one and group tutoring sessions Monday-Thursday from 9:00 AM to 4:00 PM. Online tutoring is offered through NetTutor 24/7. The ESL lab currently employs a substitute instructional program specialist, available 20 hours per week, who provides tutoring services for credit and noncredit ESL students.

> ➤ Labs

The English as a Second Language (ESL) computer lab supports the ESL classes on the Gilroy campus in the mornings and evenings. An instructional program specialist oversees the ESL lab and provides support and instruction to ESL students. Learning support services in the ESL lab include 33 computers [II.B-34; II.B-35] installed with ESL software and CD-ROMS that add supplemental instruction in grammar, pronunciation, writing and listening comprehension [II.B-36]. Additional technology available to students includes: headsets equipped with microphones for recording and listening purposes on all 33 computers, three GoPrint printers [II.B-37], including one color printer [II.B-38], and a TimeKeeper station to track required lab hours [II.B-39]. ESL computers are also installed with software in compliance with Americans with Disabilities Act (ADA) guidelines. One computer in the ESL lab is wheelchair accessible [II.B-40]. The ESL has a study room, with a whiteboard, available to students for independent and group study [II.B-41].

In the Math Lab, students have access to textbooks, solutions manuals, calculators, computers, and other resources to assist them in all math classes. Mathematical software is loaded on the computers and students are able to download free programs to their Texas Instruments calculators [II.B-32]. In the STEM Center, students have access to textbooks, calculators, laptop computers, and other school supplies available for use while students are in the center [II.B-42].

The MESA program offers strategically targeted services to first-generation college students from underrepresented and low-income backgrounds pursuing degrees in STEM with the intention of transferring to a four-year university. Students must meet all the above criteria to receive full MESA services; however, if a student is lacking in one of the criteria, he or she may qualify for limited services as Achievement in Science Engineering and Math (ASEM) students. Learning support services from the MESA program include dedicated academic counseling, early alert strategies and intrusive interventions, peer mentoring, academic excellence workshops, the TRiO/MESA Student Success Conference, a dedicated MESA/TRiO Career and

Personal Development course, tutoring support, and an academic, cultural, and social enclave in the MESA/TRiO center. [II.B-43]

The TRiO program is a federally funded program serving typically underrepresented students who are either first-generation college students, low-income students, or students with a disability. Federal regulations of this grant program stipulate that 2/3 of TRiO students must be first-generation AND one of the other criteria. Additionally, TRiO students may not be current or past participants in the Gavilan College EOPS program. A majority of MESA and ASEM students are also eligible for the TRiO program, which is why these services are often coordinated. The TRiO program aims to improve retention, completion, and transfer rates of underrepresented students. To meet this target, TRiO provides enhanced academic counseling services, personal advisement and guidance, tutoring services, dedicated TRiO grants, transfer and graduation support, peer mentoring, the TRiO/MESA Student Success Conference, and the Summer Bridge Program which helps transition recent, incoming high school graduates to the rigors of Gavilan College. [II.B-44]

The MESA/TRiO student center serves as a centralized hub where MESA and TRiO services are provided as well as an integrated "home space" where students have the ability to integrate the academic, cultural, and social spheres of their lives [II.B-45]. In addition to the services listed above, the MESA/TRiO center also provides access to textbooks and works to bridge the digital divide by providing access to laptops which are available for checkout [II.B-46].

To support personnel responsible for student learning and support, the Mathematics Engineering Science Achievement (MESA) program prepares peer mentors through the MESA Student Peer Leadership Program. Peer leaders serve as peer mentors to their fellow MESA and TRiO students and each peer leader is required to take lead of at least one project per semester. Peer leadership projects include, but are not limited to, community building activities, academic workshops, and newsletter articles. Peer leaders are sufficiently well-versed in academic skill sets to work with students on study skills and teach them academic cultural knowledge. Peer leaders are also encouraged to be involved with campus committees to help provide a MESA and TRiO perspective to the conversation. [II.B-47]

Analysis and Evaluation for Standard II.B.1

Gavilan College supports student learning and achievement in its provision of a wide range of learning support services of sufficient quantity, currency and depth in both face-to-face and virtual modes of delivery. These services are evaluated regularly as part of a continuous cycle of improvement, through program plans, program review, and other summative assessments. Equipment that supports learning service programs is maintained and updated regularly, and ongoing contracts with outside providers are evaluated as part of routine end-of-semester activities.

Standard II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence for Standard II.B.2

The Library has 55 desktop and 50 laptop computers available for student use. The desktops are on a regular rotation cycle articulated in the District Technology plan [II.B-48].

Collection development is based on an ongoing mapping of current curriculum to the Library collection. This process tracks new and updated courses and is integrated into the collection development cycle that keeps the collection relevant over time [II.B-49; II.B-50]. In addition, faculty input occurs both informally—via email and conversations—and formally through a faculty survey [II.B-51]. A new process for deselection was inaugurated in 2017 and allows for resources to be removed as they become outdated or no longer are relevant [II.B-52].

With advisement of librarians and other faculty, the Learning Commons purchased laptops, touch-screen computers, rolling whiteboards, tablets, and a SmartBoard to support use of technology in curriculum and technology literacy. Learning Commons staff and faculty develop workshops and learning activities to support student learning in collaboration with library and discipline-specific faculty [II.B-53; II.B-54].

Writing Center staff and faculty collaborate with Library faculty via special training sessions with peer-tutors regarding research technology [II.B-55]. The Writing Center has 14 computers available for student use [II.B-56] and promotes the sharing of equipment, such as smart boards [II.B-57], technology-equipped study rooms, and laptops and library-led presentations.

In 2015, new computers were purchased for the ESL computer lab [II.B-58]. Two additional computers were purchased for the instructional program specialist, one for the lab and one for tutoring. ESL lab staff coordinated with IT to update existing software to run with the operating system upgrade (Windows 7). In addition to updates of existing software, new software was purchased to support the lab requirements of ESL courses focused on grammar and writing skills. The ESL lab coordinated with ESL instructors who reviewed current ESL software from a variety of publishers and chose the software that best reinforced their curricula [II.B-59; II.B-60; II.B-61]. The ESL lab maintains a small collection of reference materials for ESL students which includes English dictionaries, an English thesaurus, and English/Spanish dictionaries.

TRiO's Summer Bridge Program requires significant coordination with other departments including the Natural Sciences Division, MESA program, STEM grant, the assessment office, Admissions and Records and the Financial Aid Office [II.B-62]. While coordination with these departments does not necessarily translate into the selection and maintenance of educational equipment and materials, this coordination of services directly impacts student success [II.B-63].

Analysis and Evaluation for Standard II.B.2

Standard II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence for Standard II.B.3

The Library uses a variety of metrics to demonstrate a contribution to student learning outcomes. Ongoing evaluation of resources and support services help determine areas needing improvement as well as areas that are successful in meeting student needs and contributing to student success.

An example of using evaluation of learning outcomes to improve services is the LIB 200 pilot course. Much effort went into the development of an information literacy course designed to be taken in conjunction with Eng1A. In the pilot and implementation of LIB200, retention rates increased by 15% and success rates increased by 9%, so improvements were made to the course. In addition, in the spring semester of 2016, success rates in research-related courses were 9% higher for students who had previously taken LIB200 [II.B-64]. The data suggested that the knowledge gained in the course was transferrable and helped build college-level skills. However, the goal in offering this information literacy course was both to increase information literacy and increase success rates in Eng1A, and there was no significant change in that rate over two years. For this reason, the English Department decided to revise its curriculum and increase the units for Eng1A from 3 to 4. The Curriculum Committee recommended against continuing LIB200 as part of a learning community with Eng1A, which ended the LIB200 experiment. LIB3 a general information literacy course not tied to a specific discipline, is offered every semester. Historical data about LIB 3 and LIB 140 are available in the library program review [II.B-65].

Other metrics relate to the support the library provides in provision of quality resources used to achieve learning outcomes. Circulation of reserve materials has increased in the past two years, and use of e-books and periodicals via database subscriptions has grown steadily since 2013 [II.B-66].

Orientations, workshops, and information literacy-related classroom lessons are geared toward the specific outcomes of individual classes. In 2016-2017, there were 169 such sessions, serving 3380 students. At the reference desk, reference librarians record data about each reference interview. In 2016-2017, 965 questions were answered in support of program learning outcomes related to searching, defining or narrowing a topic, locating books, evaluating sources, or citation [II.B-67]. Library faculty and staff provide support in both academic and non-academic ways: in the last year staff answered over 2,500 questions related to wayfinding, printing, and basic computer use [II.B-68].

The Library faculty maintains approximately 100 research guides (LibGuides) built in collaboration with content-area instructors in support of specific course assignments. These guides not only provide access to high quality resources; they also offer instruction and "helps," such as tips for creating annotated bibliographies, elements to consider in evaluating resources, and methods for distinguishing between scholarly journals and popular magazines. In 2016-2017, these guides were accessed over 11,000 times [II.B-68].

The support of Library faculty and staff seem to correlate to student success more generally, too. In a sample of library computer users during 2016, the average GPA of those computer users was a half-point higher than the GPA of the overall student population (computer-users GPA: 2.4, average Gavilan student GPA: 1.9) [II.B-69]. Computer use remains robust. In 2016-2017, for example, there were nearly 40,000 logins on library desktop computers [II.B-70].

The Learning Commons evaluates the effectiveness of its learning support services, in part, by collecting usage data for the number of classes served, study room usage, and laptop and equipment checkouts [II.B-21]. The Learning Commons recently completed a Program Self-Study Report for the Instructional Effectiveness Committee (IEC) to assess learning support services and evaluated whether those services adequately meet the needs of students [II.B-71]. To improve alignment with this standard, the Learning Commons will begin assessing student growth in key academic skills through pre- and post-surveys for students and their instructor. The Learning Commons will also assess the effect of interventions on course SLOs by pre-intervention and post-intervention assessment.

The Writing Center evaluates the effectiveness of its learning support services by conducting a variety of ongoing assessments which include TimeKeeper data collection, Writing Center online data, "In-take Forms," and student and peer-tutor feedback. TimeKeeper data tracks length of time students spend in the Writing Center and is also helpful for the Writing Center to assess busiest times and staff appropriately. Writing Center online data records students who are making appointments and/or accessing study rooms [II.B-72]. "In-take Forms" are collected from students entering the space. These forms indicate how students are using and experiencing the space and its services [II.B-73]. The Writing Center assesses the effectiveness and impact of the Gavilan Reading and Writing Fellows Program by collecting data from students and peer-tutor facilitators about group study sessions [II.B-74], by working with participating faculty to develop assessment that directly measures the program's effects on student learning outcomes in the classroom [II.B-75], and by working with the Institutional Researcher to measure the impact of the program on student success [II.B-76].

The ESL Lab evaluates the effectiveness of its learning support services with ESL placement assessments and ongoing Comprehensive Adult Student Assessment System (CASAS) testing [II.B-77]. The institution evaluates the learning support services to assure their adequacy in meeting identified student needs by completing regular administrative evaluations of the instructional program specialists who work in the ESL Lab and who tutor students [II.B-78].

The Math Lab has not recently conducted a formal evaluation of its services. Student surveys should be conducted and data from Research, Planning, and Institutional Effectiveness (RPIE) could be utilized to improve services and student learning outcomes. The STEM Center has

only been in operation for two semesters and has not yet conducted a formal evaluation of its services but will do so as part of the STEM grant evaluation.

The MESA and TRiO programs regularly evaluate the effectiveness of their learning support services by collecting and analyzing student success data regarding academic standing, retention, completion, and transfer rates [II.B-79; II.B-80]. This data is used to determine impediments to graduation/transfer and to develop appropriate interventions [II.B-81; II.B-82]. The MESA and TRiO programs also survey students and collect student feedback about how the program is serving their needs, ways it can improve, and overall satisfaction with provided services [II.B-83; II.B-84].

Analysis and Evaluation for Standard II.B.3

Standard II.B.4

> When the institution relies on or collaborates with other institutions or sources for library and other support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence for Standard II.B.4

The library maintains partnerships with a variety of institutions. Its main software, an integrated library system (ILS) is shared with local colleges, Monterey Peninsula College and Hartnell College, under an MOU, and is hosted by a library vendor, Ex Libris. Gavilan maintains memberships in regional consortia (MOBAC and Pacific Library Partnership), a state consortium for resource purchasing through the Community College League of California, and a state professional organization, the Council of Chief Librarians. In addition, the Gavilan Library maintains a variety of service contracts. Each contract is evaluated annually at the time when fees are due; the criteria vary based on the nature of the partnership or contract. A list of partnerships and service contracts is maintained in a shared folder for Library faculty and staff [II.B-85].

The ESL Lab purchases and maintains site licenses with software publishers. Email history and access codes are maintained by the ESL Instructional Program Specialist. Gavilan College's IT department provides maintenance for the computers in the lab and sometimes replaces parts or equipment.

The MESA program partners with STEM-related businesses and industry providing opportunities for students to gain exposure to STEM careers. MESA has secured grants from Lockheed Martin totaling $20,000 and hosted a Lockheed Mentorship Roundtable at Gavilan College. Lockheed employees who are also MESA alumni serve as speakers at various MESA events. MESA students have the opportunity to participate in the Cisco Systems Mentorship Program, which pairs students with a Cisco employee as a mentor and provides access to webinars on various career building topics. In 2015, MESA partnered with NASA to secure several internships for eligible students.[II.B-86] MESA will continue to develop external relationships with business/industry, education, and community organizations that can contribute to the MESA program and MESA students' success. [II.B-87]

Analysis and Evaluation for Standard II.B.4

II.B Evidence

II.B-1	Ask a Librarian button
II.B-2	AY1718 Library Program Plan, highlighted section, p3
II.B-3	Class orientations/workshops
II.B-4	Reference stats
II.B-5	Library tutorial
II.B-6	Research assistance
II.B-7	Academic Research guidelines
II.B-8	Annotated Works Cited
II.B-9	Research paper formatting
II.B-10	Course specific research guide
II.B-11	Complete list of research guides
II.B-12	Canvas Library Intro unit
II.B-13	Library collection stats
II.B-14	Databases
II.B-15	Ebooks
II.B-16	Library website
II.B-17	Adjustable computer station, Library
II.B-18	Accessibility software, Library
II.B-19	Closed-captioned search results
II.B-20	Films on Demand
II.B-21	Learning Commons (LC) usage data
II.B-22	LC Role of Peer Educators
II.B-23	LC workshops
II.B-24	Tutoring Wage proposal
II.B-25	LC program plan, objective 4, Distance Education

II.B-82   TRiO Program Plan, Objective 1, p2, and Objective 2, p 4

II.B-83   MESA – Student Survey Form

II.B-84   TRiO – Student Survey Form

II.B-85   Library Contracts & Partnerships

II.B-86   MESA - Gavilan College Institutional Support Program Self Study, Partnerships, p 7

II.B-87   MESA Program Plan, Objective 3, p 6

II.C. Student Support Services

Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence for Standard II.C.1

In alignment with the College's mission of inclusive, comprehensive educational opportunity, Gavilan College offers a wide variety of traditional support services and those directly related to new initiatives and mandates, such as SSSP, Student Equity and the new Student Equity and Achievement (SEAP) block grant. Students' academic needs and learning styles are assessed through a variety of instruments: Multiple Measures; math, ESL, and English placement tests; the Strong Interest Inventory and Myers- Briggs, Accessible Education Center learning evaluations and other assessments, etc.

The SSSP and Basic Skills retention specialists, as well as General and Categorical counselors, provides follow up and referrals to additional resources as well as "ensuring that students are following enrollment steps, progressing in their course of study, and receiving additional coaching [II.C-1]. These processes will be evaluated and revised as the College moves into the new block grant model and supports Guided Pathways.

Student service programs are assessed annually and every six years through the full program review process. The College encourages emphasis on integration, data collection, and attention to emerging mandates. Increasing student outcomes is a high priority, as are better ways of collecting data, and assessing services related to student achievement. All student support programs are required to go through a review process every five years through the Institutional Review Committee. During this process, programs are asked to review their effectiveness, paying close attention to all students served including those at a distance [II.C-2; II.C-3)

Student surveys, focus groups, and other activities are used to assess services that provide both evidence of quality and feedback on areas that need improvement [II.C-4]. Qualitative and quantitative feedback is regularly gathered as part of this process. At the macro level, Gavilan College administered the Community College Survey of Student Engagement (CCSSE) spring 2018 [II.C-5], and reviewed the results at the August 28th Leadership Council meeting [II.C-6]. Results will be used to further focus on strategic planning for the College's future. The Tutoring Center regularly evaluates the effectiveness of the program through student evaluations given twice every semester. Survey results are then used to propose programmatic changes, including requests for additional resources, through program review [II.C-7; II.C-8].

The Career & Transfer Center [II.C-9; II.C-10], Health Services [II.C-11; II.C-12], and other service providers also regularly evaluate the services offered through student surveys, monitoring workshop participation and satisfaction, and event attendance. The Office of Student Life assessment process includes the administration of student surveys of student activities, maintenance of records of attendance, and monitoring progress and retention of ASGC members [II.C-13].

In EOPS, evaluation of student progress in the program is achieved through mandated staff contacts (three per semester), monitoring of student midterm grades, surveys of students and analysis of EOPS/CARE student population's completion of educational goals compared to the greater campus community. The data does show that EOPS/CARE students achieve their educational goals at a proportionately higher rate than the general college population [II.C-14; II.C-15, II.C-16].

The Gavilan College satellite sites also offer a variety of student services. The Gavilan Hollister site [II.C-17; II.C-18; II.C-19; II.C-20],and the Gavilan Morgan Hill site [II.C-21; II.C-22; II.C-23] collect data from annual surveys to evaluate students' awareness of the student services provided at the sites. The information collected includes types of student services offered, awareness of services, necessary improvements, and course offering preferences. As the results of the Educational Master plan are reviewed and implemented, additional service analysis will be needed to meet the emerging needs of our sites. Using a combination of program plans and student learning outcomes, the sites are able to make changes or additions as needed. This type of work is done in conjunction with other departments such as Financial Aid and Admissions and Records. On the Instruction side, the site directors work with the Instructional Deans to evaluate emerging course needs and sequencing. The Gavilan Coyote Valley site does not yet offer a large number of Gavilan courses, but full-time staff is available to answer general enrollment questions and connect students to services.

The Distance Education program distributes an online survey through Gavilan iLearn to all online students each semester and collects data to improve its services [II.C-24]. Program planning also helps student support programs create program learning outcomes to support all students, including students at a distance. With program review and the yearly program planning, students at a distance are ensured access to the same student support services that on-campus students receive [II.C-25]. In addition, The Distance Education Coordinator attends meetings for Academic Support Services Group and other shared governance committees on campus to provide advice [II.C-26]. The Coordinator also collaborates and makes recommendations for services for students at a distance as needed.

Student Health Services are located on the Gilroy campus, and prior to academic year 2017-2018, the Health Nurse was available by email and phone to students located at other sites. Some functions were distributed across the College following the retirement of the Health Nurse in spring 2018. The College has also collaborated with a mental health care provider to provide services at the Gilroy site twice a week. The College continues to research additional ways of providing remote health care services.

Analysis and Evaluation for Standard II.C.1

The College meets the Standard and ER 15.

II.C Evidence

II.C-1   SSSP, Equity, Basic Skills Integrated Plan

II.C-2   Institutional Effectiveness Program Review Rotation Calendar

II.C-3   Student Services Program Plans

II.C-4   Student Connection Survey Spring 2014

II.C-5   CCSSE Key Findings Report, 8.1.2018

II.C-6   Leadership Council Agenda, 8.28.2018

II.C-7   Tutoring Center SLO Assessment Report 2012-13

II.C-8   Tutoring Center Program Plan 2017-18

II.C-9   Career Transfer Center Program Plan 2017-18

II.C-10   Career Transfer Center SLO Assessment Reporting 2016-17

II.C-11   Health Services Program Plan 2017-18

II.C-12   Health Services SLO Assessment Reporting 2015-16

II.C-13   Office of Student Life Program Plan 2017-18

II.C-14   EOPS Program Plan 2017-18

II.C-15   EOPS and CARE Program Review 2015-16

II.C-16   EOPS Transfer Milestones Study Spring 2014

II.C-17   Hollister Site Survey 2017

II.C-18   Hollister Site Survey 2016

II.C-19   Hollister Program Plan 2017-18

II.C-20   Hollister SLO Assessment Reporting 2016-17

II.C-21   Morgan Hill Site Survey 2017

II.C-22   Morgan Hill Program Plan 2017-18

II.C-23   Morgan Hill SLO Assessment Reporting 2015-16

Standard II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence for Standard II.C.2

Gavilan College provides a wide range of support services (See II.C.1), including those for specific student populations; all are intended to support student success and equity.   All student support services are evaluated through the formal program review process as well as through informal student satisfaction surveys. Learning support outcomes are assessed through the program review process. Assessment data is used to continually improve services, student access, and support for student success, with increasing attention given to student achievement, completion, and collaboration with Instruction.

- ● Defined Student Learning Outcomes

Student Services has responded to new mandates, such as the passage of the Student Success and Support Programs (SSSP) and Student Equity and integration between Student Success and Support Program ,Basic Skills and Equity. Student success and equity outcomes are now part of the Student Services program planning process (II.C.1) .

Gavilan College's Student Services division approaches the Student Success and Support Program (SSSP) and student equity planning in a holistic way. Beginning in 2013, student services' offices participated in regular in-services to collaborate and to disseminate student success related values, priorities, and initiatives. A process was undertaken to re-envision the unit's and programs' goals and begin identifying metrics to support student equity and student success goals. Related initiatives are reflected in the evolving SSSP (II.C.2-2A 2015-16 Credit SSSP Program Plan and II.C.2-2B Non-credit Student Success and Support Program Plan, 2015-16) and Student Equity outcomes assessments, and short- and long-term programmatic goals. (II.C.2-3 Student Equity Plan 2015-16)

Examples of overlapping outcomes embedded across the College include:
- ● Decreased time to degree completion
- ● Local area high school students increasingly engaged with bridge services, High Step (Gavilan courses offered at high schools), and skills building (boot camps).High Step Courses Matrix
- ● Enhanced matriculation process for strong student transitions via counselors and services, retention staff, etc.
- ● Increased persistence and retention via intentional follow up

- Reduced financial aid disqualifications and follow up with students missing financial aid documents
- Enhanced tracking and recognition of student progress and success,
- Improved percentage of students who progress from pre-college to college level course completion through Acceleration, boot camps, etc.

In addition, new SLOs were established and will be addressed in program review, including Equity: Students will access Gavilan College support services and achieve in increasing and proportionate numbers and Student Success: Students will complete core matriculation steps in increasing and proportionate numbers; students will identify and use College resources that support student success.

SSSP and Equity plans are working documents, and were replaced in fall 2017 with the integrated BSI, SSSP, Equity plan. Student equity, in particular, relies heavily on assessment data to establish disproportionate impact benchmarks. Prior Equity baseline date was determined to be faulty and not reproducible, so a new impact report was created in 2017 (see II.C.2-1 SSSP Plans and Integrated Plans). The new SEAP block grant will be implemented during the 2018-19 academic year.

- ## Assesses and Uses Data for Improvement

The Community College Survey of Student Engagement (CCSSE) was administered in spring 2018 and included additional supplemental questions provided by the College to address local issues and priorities (II.C.2-5 Community College Survey of Student Engagement 2018). The findings will be used to evaluate student engagement across the campus, including effective education practices, areas of highest to lowest student engagement, and student connection to the College.

- ## Accessible Education Center

The Disability Resource Center incorporated student and staff feedback into program review and chose to rename the unit Accessible Education Center (AEC) to reduce the stigma associated with disabilities and encourage students to access services more comfortably (II.C.2-6A Accessible Education Center (Disability Resource Center) Program Plan 2017-18, II.C.2-6B AEC SLO Assessment Reporting 2016-17).

Every spring semester since 2007, the Accessible Education Center assesses Program Learning Outcomes through a retrospective survey (2007-08_PLOs_AEC.) In academic year 2010-11, a Customer Satisfaction question was added to the survey. (2010-11_PLOs_AEC) Following concerns from students in 2015-16 about the change in the location of the Test Proctoring Center, a question about this service was added. (2015-16_PLOs_AEC) In 2017-18, in addition to the retrospective survey, data on student success rates was collected and analyzed using a comparison analysis. (2018.02.02-AEC-EET_study). Assessments included students who were enrolled in Guidance 558: Learning Skills Lab course and students who utilized the extended time on test (ETT) service for their mainstreamed coursework. The data

showed approximately a 3-13% difference in success rates for students who used the extended time on test service. (2017-18_PLOs_AEC) AEC will continue to gather evidence on the effects of services on student retention, success and completion rates.

<mark>(The final AEC data from the 2017-18 PLOs will be posted this week. I am just tabulating the data, since I only received the results in July.)</mark>

https://mail1.gavilan.edu/slo/pslo.php?ay_id=17&prog_id=44&submit=View+Program+Outcomes

- Financial Aid

As part of its evaluation process, Financial Aid assessed Pell grant volume over a ten year period and discovered a downward trend for Pell awards (II.C.2-8 Awards and Comparisons - PELL Baseline for 10 years). In Spring 2017, the department requested and received approval from Budget Committee for purchase of an online document management system, Campus Logic, to allow Gavilan students to submit required forms online, eliminating need for paper documents (Campus Logic - Gavilan College Proposal). The department is presently evaluating the decline in College Promise (formerly BOG) grants to determine whether the decline is related to a change in demographic or other condition. (II.C.2-9 BOG Awards CCCO Data). A soft launch of the College Promise (AB 19) occured fall 2018.

- EOPS and CalWORKS

The California Work Opportunity and Responsibility to Kids (CalWORKs), and Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resource for Education (CARE) programs participate in program review.(II.C.2-10 CalWorks SLO Assessment Report 2016-17). Additionally, program improvement plans have been achieved including the EOPS, CARE and CalWORKs scholarship program, full permanent staffing including a reconfigured director position and implementation of midterm progress reports and merit awards. EOPS Program plans are required by the Chancellor's office every year and the plan must include a narrative of program accomplishments achieved in the previous year, including but not limited to information on the number of students served, program objectives achieved, student success, student awards, outreach efforts, advisory committee involvement and overall program evaluation. The office of Research, Planning, and Institutional Effectiveness completed an EOPS Quantitative Outcomes Assessment in July 2018, which provides valuable information about program successes and areas for improvement. (EOPS Quantitative Outcomes Assessment)

- Admissions and Records

Improved service to students needing Admissions and Records and Financial Aid resulted from an eight month relocation to another building. Students felt it was easier to have all their questions answered in one place, rather than having to go to a different building, (even though the buildings were very close in proximity). Based on student feedback, the departments

revised the front counter configuration at their primary location and there is now one counter, staffed by Admissions & Records and Financial Aid. Financial Aid staff were relocated to space in the Admissions building, and this has provided many collaborative opportunities between departments. The new office configuration also resulted in veterans now having space to meet with the certifying official privately.

- Outreach

Gavilan College's Outreach specialist provides campus tours, participates in college fairs in the community, and works with Cal-SOAP to recruit students. Monthly reports are used to assess activities, student yields, and areas for for annual event improvement. This data is used to continually improve support services (II.C.2-11A Outreach & Recruitment Web site).

An Outreach committee includes a number of student services representatives who provide input on the recruitment calendar and work to partner with local high schools to meet new student enrollment needs. Follow up surveys provide information on specific events, such as the results of the first Super Saturday event. (II.C.2-11B Super Saturday, May 2017 survey results).

- Office of Student Life

The Office of Student Life regularly surveys (II.C.2-12 Office of Student Life 2017-18 Events Survey Report) students participating in events, training, and activities such as the Halloween, Veterans' Day, and Club Day and incorporates that feedback into planning. Students and Peer Mentors in the Welcome Center complete satisfaction surveys, and usage data for Gilroy campus Welcome Center activities Student Welcome Center Contact Chart 2017/2018 and for all Welcome Centers Gavilan College: All Student Welcome Centers June 1-June 30 is collected so that areas of need can be identified.

- Student Health Services

Student Health Services identified outcomes that support larger equity and student success area outcomes. Measures include survey results from center and program/activity participants, daily counts of utilization and self- evaluation. Specific results, as well as recommended changes or updates in program are reflected in the spring 2015 program review (II.C.2-13A Health Services Program Plan 2015-16).

Student Health Services has also been instrumental in assessing the need for mental health services on campus. Through a variety of mini-grants and collaboration with different initiatives, Health Services brought Kognito, smoking cessation programs, NAMI kiosk, Student Health 101, Sexual Assault Awareness events to meet the student needs and mandates (II.C.2-13B Health Services SLO Assessment Report 2015-16, II.C.2-13C Health Services Website - Services and Resources)

- Career/Transfer Center

The Career/Transfer Center regularly surveys program participants in workshops, job/career fairs, college tours, and other activities. The survey results are reviewed by the event committee/ facilitator and Career Transfer Center. The surveys assess the degree to which the student feels that the transfer/career activities and workshops, including Transfer Day and Career Fair, have helped in transfer/career understanding and planning. The results are used to modify and reinforce the student's career/transfer strengths. The Career/Transfer Center has continued to expand services when the coordinator position was restored after the recession (II.C.2-14A Career Transfer Program Plan 2017-18), and is collaborating with CTE, Student Equity, Retention and other efforts on campus.

- Tutoring Center

The Tutoring Center data from the last program review showed that the program was meeting its SLOs (II.C.2-15A Tutoring Center SLO Reporting 2012-13).

Additionally, the Tutoring Center conducts surveys at the end of each semester to gauge SLO achievement and to assess tutor performance from the student perspective.(II.C.2-15B Tutoring Center End of Semester Surveys)

- Veterans' Resource Center

 The Veteran's Resource Center (VRC) has established three Program Learning Outcomes. They have gathered data from DegreeWorks and utilized a retrospective survey to assess these learning outcomes. The first research study was done during the Fall 2017 and Spring 2018 semester, and it identified how many student veterans received a completed educational plan from DegreeWorks. This baseline information will be used in comparison with the total number of student-veterans on campus to assess future outreach needs. The Spring 2018 retrospective survey gathered data on the support services such as: registration, education plan, VA certification, and counseling, etc. The survey also gathered information from the VRC students on what accommodations are necessary to be successful in school, self-advocacy, educational goals, and evaluating their own progress toward those goals. They were also asked how satisfied they were with the current services received from the program (2017-18_PLOs_VRC). This data will establish a baseline for future data measurements and the results can be utilized to assist the VRC in improvement of their services.

Analysis and Evaluation for Standard II.C.2

The College meets the Standard. Various ongoing assessment are conducted and evaluated to improve services and outcomes. SLOs have been assessed and updated as new mandates such as SSSP, Equity and integration have occurred. New retention positions in both Student Services and Instruction are collaborating and creating bridges to monitor student progress more intentionally. All student support services are assessed for both learning outcomes and program quality through the formal program review process as well as student satisfaction

surveys and a variety of other means. Based on these processes, Gavilan College student support services continuously improve to serve students effectively and assist in achieving institutional outcomes.

EVIDENCE LIST

II.C.2-1   [SSSP, Equity, and BSI Executive Summary](#)

II.C.2-2A   [2015-16 Credit SSSP Program Plan](#)

II.C.2-2 B   [Non-credit Student Success and Support Program Plan, 2015-16](#)

II.C.2-3   [Student Equity Plan 2015-16](#)

II.C.2.4A   *Decreased time to degree completion*

II.C.2-4B   [High Step Courses Matrix](#)

II.C.2-4C   *Enhanced Matriculation Process*

II.C.2-4D   *Retention Persistence*

II.C.2-4E   *Financial Disqualification Trends*

II.C.2-4F   *Student Progress/Recognition Tracking*

II.C.2-4G   *Student Progress through Acceleration Courses*

II.C.2-5   [Community College Survey of Student Engagement 2014](#)

II.C.2-6A   [Accessible Education Center (Disability Resource Center) Program Plan 2017-18](#)

II.C.2-6B   [AEC SLO Assessment Reporting 2016-17](#)

II.C.2-7A   [AEC Spring 2017 Survey](#)

II.C.2-7B   [AEC Spring 2017 Survey Results](#)

II.C.2-8A   *Financial Aid Pell Awards - 10 Year Analysis*

II.C.2-8B   *Financial Aid Online Management System (Campus Logic)*

II.C.2-9 *BOG/College Promise Evaluation*

II.C.2-10   [CalWorks SLO Assessment Report 2016-17](#)

II.C.2-11A   [Outreach & Recruitment Web site](#)

Standard II.C.3

The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence for Standard II.C.3

In support of the College's mission of cultivating "learning", for all students of all backgrounds and abilities, the College offers comprehensive student support services at Gavilan College, online, and by appointment in off-campus locations. The College has developed application processes more accessible for different populations, especially in the area of Non-credit programs (II.C.3-1 Non Credit Website Program). Services include assessment and placement, the bookstore, California Work Opportunities and Responsibilities to Kids (CalWORKs), Fresh Success, cashiering services, counseling, Accessible Education Center, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), enrollment services, Health Services, outreach, student activities, the Transfer and Career Center, the Tutoring Center, the Writing Center, the Learning Commons, the Math Lab, and the Veterans Resource Center. Services are delivered through a variety of methods and are scheduled at times to meet the needs of as many students as possible. Delivery methods include the newly redesigned website and student portal, various online learning platforms, a variety of day and evening hours on the Gilroy main campus and sites (II.C.3-2 Gavilan College Website), and virtual appointments through Cranium Cafe.

Services offered at the Morgan Hill and Hollister sites include: admissions and records, financial aid, tutoring, library research assistance, and assessment. In-person General Counseling services are provided on regular basis, including services in the evening, winter, and summer; online counseling services at all sites is also available. Virtual appointments using Cranium Cafe reduces the need for face-to face meetings and provides services for students who have transportation barriers. (II.C.3-3 Cranium Cafe). Additional services at the off sites include: AEC, EOPS, and CalWorks, online (NetTutor) and in-person tutoring, counseling, and bookstore services. Site directors provide application workshops and assist with registration and other outreach services as needed.(II.C.??? Hollister website; II.C.??? MH Website- Both MH and Hollister are in now in II.C.1 PDF of their homepages)

Distance Education students have access to student services via Cranium Cafe and online tutoring by way of NetTutor. (About Cranium Cafe, Cranium Cafe - Gavilan College Online Support Directions, NetTutor Overview

- Enrollment Services – Admissions and Records

The Admissions and Records Office is responsible for admissions, records, evaluations, registration, graduation and transfer services. Offices at Gavilan College in Gilroy, Morgan Hill Hollister, and Coyote Valley offer day and evening hours and include evenings until 6 p.m.

(Hollister/Morgan Hill) and expanded hours (main campus) during peak registration periods. Most enrollment services can be completed online (II.C.3-4 Admissions & Records Web page).

To support students who did not participate in recruitment at local high schools, the College sponsors a Super Saturday (II.C.??? Super Saturday Online Announcement) event that offers application, assessment, registration and advisement services.(Super Saturday Postcard Mailed)

- Accessible Education Center (formerly DRC)

Accessible Education Center (AEC), formerly Disability Resource Center, provides support to students with verifiable disabilities, including accommodations and academic adjustments to enhance students' chances of achieving their educational goals.

AEC offers daytime office hours at Gavilan College and is currently assessing the level of student need at the Morgan Hill and Hollister sites; presently services are available by request, with in person appointments available in Hollister for fall 2018. Students can call for appointments or with questions about services directly to 408-848-4767 or TTY 408-846-4924. A variety of links on the AEC website provide distance education students with information about community and College resources (II.C.3-5 Accessible Education Center (AEC) Web page). Cranium Cafe will also be used as online counseling.

- Assessment and Testing

The Assessment and Testing Office presently offers assessment services for new and continuing students, including diagnostic testing in math and English. Testing is offered at both Gavilan College in Gilroy and in Morgan Hill and Hollister as well as on-site at local high schools during the annual recruiting cycle. The English and math placement tests are given during scheduled sessions and by appointment at both Gavilan College and the Morgan Hill and Hollister sites. Practice tests for English and math are available online, to assist students in properly preparing for the exams. (II.C.3-6 Assessment Web page)

Assessment testing is offered days, evenings and Saturdays on the main Gilroy campus, and at the Hollister and Morgan Hill sites. The Placement test schedule is developed with student needs in mind, and additional test sessions are added as needed.

The College has always used a variety of assessment measures to place students, such as standardized tests, Advanced Placement, and prior course history. Effective spring 2018, the College implemented multiple measures criteria per AB 705 and the Research and Planning Group's best practices. Multiple Measures, using both CCCApply self-reported GPA, and a branching tool on the Assessment web site and transcript verification, will be continued with the expectation that Accuplacer will be phased out January 2019. As the use of high school GPA and coursework becomes the assessment norm, reevaluating the use of the Assessment Center will take into consideration additional assessment, proctoring and other testing services. This could include expanding Accessible Education Center (AEC) services.

- Bookstore (LT)

The Bookstore is managed by Follett Higher Education Group. The group offers full services on the Gilroy Campus and limited services at the Morgan Hill and Hollister sites at the beginning of each semester. The Bookstore manages vending machines at each of the sites to provide testing supplies to students. From the Bookstore's website, students can find which course materials are needed for their courses, the prices and the purchasing options available (new, used, rental, digital). Students have the option to order online for in-store pick-up at the Gilroy Campus, have their order shipped for free to the Morgan Hill/Hollister locations, or pay to have their order shipped directly to their home. (Evidence: II.C.3-7 Bookstore Web page)

- CalWORKs

In partnership with Santa Clara and San Benito counties, the California Work Opportunities and Responsibilities to Kids (CalWORKs) program provides education and support services including academic, career and personal counseling, book vouchers, subsidized work-study opportunities, basic school supplies, need based grants, meal cards, and parking vouchers for students participating in the Welfare to Work program. This program provides qualified applicants with monthly cash assistance and employment services to enable students to become self-sufficient.

CalWORKs at Gavilan College offers full daytime hours and is open one evening per week. Counseling appointments are available once per month at the Hollister site and by request in Morgan Hill. Limited enrollment in Coyote Valley has not warranted services there yet. Additionally, the County provides an employment development counselor at the Gilroy campus three days a week and the sites by request. (II.C.3-8 CalWorks Web page). Distance education students are given the option of completing their required counseling appointments by emailing their counselors directly and/or by scheduling phone meetings.

- Cashiering Services (LT)

The Cashier's Office is primarily responsible for accepting and processing student tuition and fees as well as processing student refunds and financial aid disbursements. Additionally, the Cashier's Office coordinates the distribution of categorical aid, parking permits, billing and collections, and third-party invoicing.

The Cashier's Office offers daily hours which coincide with the college's Student Services hours. A student may make a payment at Gilroy's main campus at the Cashier's Office or at the Business Office in the event Cashier's Office is closed. Moreover, students may make payments at the following campus locations: Morgan Hill, Coyote Valley, and Hollister. Students may access their accounts and make payments at any time through their MyGav portal. (II.C.3-9 MyGAV Portal Payment screenshot)

- Non-Credit Access, Programs, and the ESL Office

This office is located on the Gilroy campus where the majority of ESL and non-credit courses are offered; it provides information about applying for non-credit and credit ESL courses as well as information about placement tests and general information about college readiness courses (II.C.3-10 English as a Second Language, General Information Web page).

- Computer Labs

The computer labs at Gavilan College and the Morgan Hill and Hollister sites provide places for students to complete required lab hours for computer, computer science, and business office systems courses. Students can also use these labs to complete homework and get assistance from instructional assistants, and instructors. Online tutoring is also available.

The Computer Place provides computer access for all Gavilan students. There are 28 computer stations available for student use when there are no classes scheduled in the lab rooms. Assistance is given in the Microsoft Office Suite (Word, Excel, Powerpoint) and the Adobe Suite (Photoshop). Net Lab support and CSIS class support is also provided. Internet access and color printing are available. (II.C-3-11 Computer Labs)

- Counseling

The Counseling Department provides programs, classes, orientations, and academic, career, and personal counseling to all Gavilan College students. In addition to offering in-person counseling services at the Gilroy, Morgan Hill and Hollister sites, Counseling also offers extensive online services. In Spring 2018 virtual counseling sessions were implemented. Scheduled appointments and walk-in services are offered throughout the year. Several new counselors hired with SSSP, Equity, Basic Skills, U.S. Department of Education and other funds were assigned to specific areas, such as Athletics, Basic Skills, Veterans, CTE and STEM.

After SSSP implementation, pre-orientations called "Kick Starts" were offered in multiple formats to best fit students' needs, including online, in person (available at Morgan Hill, Hollister, local high schools, and the Gilroy campus), and to special cohorts of students (ESL, AEC, CTE). In Spring 2018, an on-demand, online orientation, using interactive software, was implemented, replacing the in-person workshop. Campus programs have also developed unique orientations. A First-Year seminar course, Guidance 210, is taught by counselors and concludes the orientation process for new students. Guidance 210 classes are offered during the day, in the evening, and on weekends in Hollister, Morgan Hill, and Gilroy, at local high schools, and online.

In conjunction with a local mental health agency, students requiring in-depth therapeutic, short-term counseling sessions can connect with mental health interns twice a week on campus. Interns evaluate the level of care needed and can refer students, as needed, to local agencies for long-term services.

In addition to offering counseling services during business hours at all campuses, the Counseling Office regularly offers in-person counseling in the evening hours, usually three times a week, and more often during peak times (II.C.3-12 Specialized and In-person Counseling Services).

- Coyote Valley Site

Gavilan College began offering classes at the newly constructed Coyote Valley campus in Spring 2017. At the northern boundary of the College's district map, the newly constructed campus is a hub for South Bay Regional Public Safety Training Consortium program, providing all countywide peace officer training. Classrooms are equipped for liberal arts and sciences, career technical education and physical education classes. The spring 2018 class offerings included administration of justice, communications, computer science, kinesiology and mathematics. (II.C.3-13 Coyote Valley Information - Spring 2018).

- English as a Second Language (ESL) Lab

The ESL Lab provides instructional support for students enrolled in ESL courses (II.C.3-14 English as a Second Language — Labs Web). The College does not offer online ESL courses, based on discipline commitment to providing face-to-face instruction. However, students are welcome to use the Online Writing Center as a resource.

- English Skills Labs

These Accessible Education Center (AEC) labs offer courses designed to help students develop the reading and writing skills necessary for success and confidence in their college experience. Classes taught in the labs are individualized and self-paced. Diagnostic tests are available to guide students in their choice of course. Classes may be started and ended any time during the semester, or started one semester and completed the next. Each class requires approximately 48 hours. Students work at their own pace during any supervised time listed on the time chart. Once enrolled, students must spend at least two hours per week in the lab.

- EOPS and CARE

EOPS provides over and above student services including academic, career and personal counseling, book vouchers, basic school supplies, a textbook and calculator lending library, priority registration, and special EOPS scholarships. Additionally, the CARE program provides additional support for EOPS students who are a single head of household and are receiving cash aid for themselves and/or their children (II.C.3-15CARE Web Page).

EOPS at Gavilan College offers daytime hours and one evening per week. Counseling appointments are available once per month at the Morgan Hill and Hollister sites by request. All EOPS distance education students are given the option of completing their required counseling

appointment by emailing their counselors directly. Student education plans are available online via the MyGav Portal. Cranium Cafe offers virtual counseling support as well.

The EOPS office has also developed resources, including counseling, for Foster Youth and Dreamers through a combination of Equity and EOPS funding.

- Financial Aid

The Financial Aid Office provides eligible students with financial aid from a variety of federal and state programs for school and living expenses. Staff at the main campus and the sites are in regular contact and meet on a regular basis to coordinate upcoming registration and application cycles and stay current on new regulations and processes. Offices offer extended hours, including one evening per week. Expanded hours are offered during peak registration periods as well. The Financial Aid website provides a wealth of online resources including policies, disbursement schedules, forms, and announcements (II.C.3-16 Financial Aid Web page).

- Food Pantry

The Food Pantry is a partnership between Second Harvest Food Bank, Saint Joseph's Family Center, Gavilan College EOPS, CalWORKs, Fresh Success and the Associated Students of Gavilan College.

The Food Pantry is staffed by Financial Aid and CalWORKs work-study students. Food and hygiene items are available daily. The Food Pantry is open Monday through Friday during fall and spring terms, and open Monday through Thursday during winter and summer.

The Food Pantry will assess student needs and outcomes related to student success through surveys and sample student data (II.C.3-17 Food Pantry Web Page)

- Fresh Success

Fresh Success provides supportive services to students who are receiving or are eligible to receive CalFresh (SNAP) benefits, living in Santa Clara or San Benito County, enrolled in eligible courses or who have a declared major within the area of Career Technical Education (CTE) and are attending Gavilan College. Services include: academic, career and personal counseling, book vouchers, parking permits, rental, utility, vehicle repair assistance, and ancillary payments.

Fresh Success services at Gavilan College are available daily and one evening per week. Counseling appointments are available once per month at the Hollister off-site. Distance education students are given the option of completing their required counseling appointments by

emailing their counselors directly and/or scheduling phone meetings. (II.C.3-18 Fresh Success Web Page)

- Library

Gavilan College Library provides a safe, respectful and welcoming environment in which the educational community and its work are supported via the delivery of traditional and emerging academic research tools and methods. Students are encouraged to explore, discover, investigate and develop research skills for personal, professional and lifelong learning.

Gavilan College Library affirms the principles and details of the the American Library Association Library Bill of Rights and Code of Ethics including a commitment to patron privacy. Cranium Cafe provides access to remote library services. (II.C.3-19 Library Web Page).

- STEM Center

The STEM Center, located in MA102, is a space dedicated for Science, Math, Engineering, Physics and Computer Science students to meet and study. Tutoring from both instructors and students in all of the above subjects is provided. In addition, textbooks, calculators, laptop computers and other school supplies are available for student use while they are in the center. Free coffee and sometimes snacks are provided.   Academic Excellence workshops are often offered for various STEM classes as well .

- Student Health Services

Student Health Services have been available to all registered adult students and include first aid, care for short-term illnesses, screening tests including TB, blood pressure, health counseling, education, referrals to low-cost community clinics, and immunizations. The retirement of the college nurse resulted in a change in how services are delivered, and those changes are presently under discussion. Health educational events will continue as will access online to the health information magazine, Student Health 101 and the online avatar interactive program to assist students, Kognito. Online interactive programs on sexual assault, bystander intervention and more will continue to be available. Information on the website is available 24 hours per day and includes links to information such as the Affordable Care Act and more than 20 timely topics, such as drug and alcohol information. (II.C.3-21 Student Health Services Web Page). A part-time health clerk is available as a resource for other services on and off the Gavilan campus. Mental Health counselors are also available at the Gilroy campus twice a week.

- Student Life

The Office of Student Life (OSL) (II.C.3-22 Office of Student Life - ASGC page) is the hub for the Associated Students of Gavilan College (ASGC), registered student clubs and a connection

OSL is open during regular daytime business hours at Gavilan College. ASGC has a separate office located in the Student Center that is open at least 20 hours per week (II.C.3-23A ASGC Web Page - Home). Hours of operation for the ASGC office, however, are dependent on ASGC Leaders' availability as the office is run by them. ASGC also has a computer lab located in the Student Center building that is open to all students. The ASGC website houses all of the forms and related information for ASGC such as membership, governing documents, meeting agendas and minutes, events and activities, student discounts, campus clubs, and community resources (II.C.3-23B ASGC Student Events and Activities Web page). The ASGC Facebook page is also utilized to keep students informed about student events and activities (II.C.3-23C ASGC FaceBook Page). Finally, with the launch of the Grad Guru phone application, ASGC has another venue for students, staff, and faculty to receive up-to-date information (II.C.3-23D - Student Welcome Center - Grad Guru).

- Technology Enhancements

Student Services departments have implemented a variety of technology enhancements over the last several years to improve service delivery and access to students. These tools include the following services in the indicated service areas:
- Academic Works- Financial Aid Scholarships
- Campus Logic – Financial Aid Award Efficiency
- Enrollment Checklist – Banner - SSSP
- CCCApply Multiple Measures – Admissions
- Grad Guru – Admissions reminder software
- Assessment MM Branching tool- SSSP
- Online Kick Start (Go2Orientation)- SSSP (II.C.3-20A Kick Start Fall 2016 Schedule, 20B Kick Start Spring 2017 Schedule, and 20C Kick Start Summer 2017 Schedule)
- Online Student Workshops – Student Lingo- SSSP
- Cranium Café – Online virtual office/appointment space- SSSP
- Not Anymore – Sexual Violence Video- Equity/SSSP
- Student Health 101 – Equity
- Maxient – Behavior Intervention and Conduct tool - Equity
- Online tutoring – Net Tutor
- Online Faculty/Staff Workshops – Go2Knowledge - Equity (II.C.3-24 Vice President of Student Services Presentation to BOT)

- Career/Transfer Center

The Career/Transfer Center offers Gavilan College students resources related to career exploration, admissions assistance, and transfer information. The remodeled center at Gavilan College offers a computer lab, workshop area for meeting with University representatives, and exploration software, Eureka.Distance education students can access tools and information on

the website. A Transfer Club was established in spring 2018 (II.C.3-25 Career/Transfer Center Web page).

Annual Career and Transfer data events bring students, universities, employers and the community organizations to campus. Collaboration with CTE and Counseling is ongoing to bring additional events and resources to students. Transfer Day Flyer

- ● Welcome Center

The Welcome Center, located in the student services building at the Gilroy Campus and in the lobby at the Hollister Campus, is the first point of contact for all new and returning students seeking assistance with admissions and records, financial aid, counseling, student health services, and other campus support programs. The center is staffed by well trained student peer mentors, and provides access to computers to print required documents. The mentors assist students with the matriculation process, filing applications and forms, purchasing parking permits, scheduling counseling appointments, and setting up student portal accounts. Welcome Center services are offered during peak registration times at the Morgan Hill Campus. (II.C.3-26 Welcome Center Web Page) Peer mentors are encouraged to complete a Leadership course, and work toward a Leadership certificate. Mentors are given ongoing training, and services are regularly evaluated for numbers and types of services offered and referrals made. (Welcome Center Data - Student Services 2017-18; Welcome Center Data Comparison 2012-13 through 2017-18)

- ● Writing Center

The Gavilan College Writing Center serves the campus community by fostering, celebrating and encouraging writers and the varied and multiple purposes and audiences that writing serves.

The center assists writers in identifying and developing tools and strategies to meet goals for their writing both in and out of the classroom. Likewise, the center collaborates with instructors to identify and develop best writing teaching practices across the curriculum. It offers space for exploration and reflection on a wide range of written material, promotes an appreciation for literature and literacy, and cultivates diverse writers' voices and the communities that nurture them. (II.C.3-27 The Writing Center Web Page).

- ● Veterans Resource Center

In November 2014, the new Veterans Resource Center opened at Gavilan College. In addition to providing a variety of resources, the center also is a place where veteran students can gather to study, relax, and connect with other veterans. A dedicated part-time counselor for veterans is available to provide academic support as well as disability accommodations to student veterans. The website hosts a variety of links to information about about emergency loans, scholarships, workshops and more. (II.C.3-28 Veteran Services Web page), The community is invited to Veterans' events, such as Veterans' Day and veterans participate in local events, such as "Walk a Mile" and parades.

- Tutoring Center

The Gavilan College Tutoring Center is open Monday through Thursday. The Center offers one-on-one and small group tutoring sessions in multiple subjects, including: Math, Sciences, Accounting, ESL, Chemistry, History, Biology, Communications, and Spanish.

Also, online tutoring with NetTutor is available 24/7 and can be accessed from the student's computer, laptop, or mobile device. Online tutors are subject matter experts who are trained to engage students using the Socratic Method. Every tutor has at least a BA and experience teaching or tutoring in the American education system. Tutoring training is aligned to CRLA/ATP guidelines, and tutors participate in ongoing professional development.

All NetTutor sessions are private and one-on-one. Sessions are recorded and saved in the student's private archive. NetTutor is FERPA compliant. (II.C.3-29 Tutoring and Learning Center Web page)

- The Computer Place

The Gavilan College Computer Place offers free assistance for: Microsoft Office Suite (Word, Excel, Powerpoint), Adobe Suite, including Photoshop, Net Lab, CSIS classes, Internet access, and Color printing (II.C.3-30 The Computer Place).

Analysis and Evaluation for Standard II.C.3

The College meets the Standard and ER 15. Gavilan College provides appropriate, comprehensive, and reliable student support services for students using multiple methods that assures equitable access for all. Student support services are offered face-to-face at both Gavilan College and the Morgan Hill and Hollister off-sites as well as online. The majority of students attend face-to-face classes at Gavilan College, which is where most of the service centers are located as noted in the 2016 Student Scheduling Preference Survey. Satellite services available at the Morgan Hill and Hollister off-sites where hours are more limited due to lower enrollment. Many services provide extended hours during peak times to accommodate student need.

The College is evaluating the need for additional services at Coyote Valley as class offerings expand. Full time Admissions staff were assigned to the site in fall 2017.

Overall, Gavilan College's services are long-standing, and with provisions from additional State funding, extra staff and student workers have been hired to more fully meet student need, especially at the main campus. Student services are reliable and appropriate to the College's student population.

EVIDENCE LIST

II.C.3-1   *Non Credit Website Program*

II.C.3-2   *Gavilan College Website*

II.C.3-3   *Cranium Cafe*

               Hollister Home Page

               MH Home Page

II.C.3-4   *Admissions & Records Web page*

               Super Saturday Webpage

II.C.3-5   *Accessible Education Center (AEC) Web page*

II.C.3-6   *Assessment Web page*

II.C.3-7   *Bookstore Web page*

II.C.3-8   *CalWorks Web page*

II.C.3-9   *MyGAV Portal Payment screenshot*

II.C.3-10   *English as a Second Language, General Information Web page*

II.C.3-11 *Computer Labs*

II.C.3-12 *Specialized and In-person Counseling Services*

II.C.3-13 *Coyote Valley Information - spring 2018*

II.C.3-14 *English as a Second Language — Labs Web*

II.C.3-15A   *EOPS Web Page*

II.C.3.15B   *CARE Web Page*

II.C.3-16   *Financial Aid Web page*

II.C.3-17   *Food Pantry Web Page*

II.C.3-18   *Fresh Success Web Page*

II.C.3-19   *Library Web Page*

II.C.3-20   *Math Lab at Gavilan College*

II.C.3-21   *Student Health Services Web Page*

II.C.3-22   *Office of Student Life*

II.C.3-23A *ASGC Web Page - Home*

II.C.3-23B   *ASGC Student Events and Activities Web page*

Standard II.C.4

> Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence for Standard II.C.4

- Athletics

Gavilan College provides athletes with the opportunity to compete in an intercollegiate athletic program. As part of the overall mission of the College, intercollegiate athletics cultivates learning and personal growth in students of all backgrounds and abilities. Intercollegiate athletics is committed to providing equitable opportunities and fostering success for all members of our diverse community (II.C.4-1 Athletics Department Philosophy Web page, II.C.4-2 Student Athlete Handbook 2017, Gavilan College). In accordance with Title IX of the Education Amendments Act of 1972, the Kinesiology and Athletics Department is fully committed to the principles and practice of equal opportunity for men and women. In addition, the department is dedicated to creating an environment that values cultural and gender diversity and does not discriminate on the basis of gender, race, ethnicity, religion, sexual orientation, or socioeconomic status (II.C.4-3A Central Coast Constitution Bylaws, Article VIII on Title IX , II.C.4-3B Title IX, Education Amendments of 1972).

The athletic program staff at Gavilan College are committed to sound education policies that allow every student-athlete to physically and mentally challenge himself or herself to excel in a competitive atmosphere through participation in a varsity sport. By way of Board Policies (II.C.4-4A Board Policy 5700 and Administrative Procedures (II.C.4-4B Administrative Procedure 5700), Gavilan College is an active member in good standing within the California Community College Athletic Association (CCCAA), the governing body for community college athletics in California (II.C.4-5 CCCAA Constitution), and agrees to abide by all the rules of the CCCAA and the Coast Conference (II.C.4-6 Central Coast Constitution and Bylaws). In addition to general guidelines provided by the Gavilan College Student Code of Conduct Student Code of Conduct, Gavilan College Handbook, student-athletes must also follow the Student-Athlete Code of Conduct participation agreement (II.C.4-8A Student-Athlete Code of Conduct). To participate, each student-athlete must sign this code acknowledging he or she is aware of the additional standards and expectations required for participation. Student-athletes must also maintain progress toward an educational goal, carry a full-time unit load, and maintain a 2.0 cumulative grade point average to compete on a college intercollegiate athletic team (Student Athlete Handbook - Academic Progress and Requirements 2017). (II.C.4-8B Athletics Academic Report 2017)

In the Fall of 2017, Gavilan's football team was found to be in violation of multiple recruiting bylaws. The institution, under the direction of the President, Dean/Athletic Director, and legal counsel took immediate action to address the violations, self-report its findings, and improve upon processes to ensure that these violations do not repeat themselves in the future.(Gavilan Letter to Commissioner RE: Self-Report of Gavilan Football Violation dated 9/17/2017, Letter to Gavilan From Commissioner RE: Sanctions/Finding dated 9/14/2017)

The intercollegiate athletic teams which currently compete at Gavilan College are football, men's soccer, women's indoor volleyball, men's and women's basketball, men's baseball, women's beach volleyball, and women's softball. Gavilan College uses the college's athletic interest survey to identify prospective student-athlete interests (II.C.4-9 Prospective Student-Athlete Form). The data is reviewed every year by the athletic department to gauge athletic interest. The athletic interest survey shows that Gavilan College is offering the appropriate men's and women's athletic programs. Many of the College's athletic teams have excelled, most recently the 2017-2018 men's basketball team which won a conference championship (2018 Basketball Championship - Gavilan College) and the coach earning Coach of the Year awards.(2018 CCCMBCA Coach of the Year - Dallas Jensen)

All funding for athletic teams is provided by the District. Operational costs associated with athletic teams which are not covered by the District budget are compensated by the Department's booster fundraising accounts (II.C.4-10 Gavilan College Athletic Booster Accounts).

Given that many athletes at Gavilan are from underrepresented, low income populations, the College created a full time athletics counselor position. This counselor works with the Equity liaison, the Behavior Intervention Team, and tutoring services to improve student outcomes and increase wrap around services.

- Other Co-Curricular Programs

A variety of co-curricular programs and services are offered through the Office of Student Life (OSL) and the Associated Students of Gavilan College (ASGC). Every semester, the OSL and the ASGC collaborate with other student services areas to create a schedule of student workshops, activities, and events that are suited to the institution's mission and goals of a holistic student experience. For example, Women's History Month activities featured a Student Research Symposium where students from a variety of disciplines--digital media, history, art, theater, certified nursing assistants, and campus clubs--presented their academic research projects based around women and women in history. The Women in Leadership Speaker Panel featured three influential local, career women. They shared their experiences, rises to success, struggles, and future goals. (II.C.4-11 Women in Leadership Panel flyer). Other events that are organized through the OSL and the ASGC that support students' social experience include Black History Month, a Halloween Bash, Valentine's event, egg hunt event, stress-relief workshops, and a graduation reception. The Student Life Coordinator position was reinstated

after the recession, using Equity funds. This was done with the knowledge that engaged students are more likely to be retained and meet their educational goals.

In collaboration with the Career/Transfer Center (CTC), the OSL and the ASGC also assisted in organizing Career Day(II.C.4-12 Career Job Faire Day 2017 and Career Job Faire Day 2018) and Transfer Day(II.C.4-13 Transfer Day 2017) events to provide students with the opportunity to engage with local employers and four-year institutions. At the Career Day event, students learned about local agencies that were hiring, presented local employers their resumes, engaged in networking, and, in some cases, were hired. Similarly, at the Transfer Day event, students had the opportunity to learn about baccalaureate degree opportunities, programs of study, and admissions requirements for transfer students. These events help students effectively plan for transfer and future careers.

Associated Students of Gavilan College (ASGC) also serves an important role in encouraging student involvement, professional and personal skill development, and leadership development. ASGC leaders participate in leadership and parliamentary procedure training through their attendance in bi-annual statewide conferences, such as the California Community College Student Affairs Association (CCCSAA) Conference and the Student Senate for California Community College (SSCCC) General Assembly Conference (II.C.4-14 CCCSAA Conference 2017, CCCSAA Attendance 2017 Information, Student Senate Conference 2017 Attendance Information.) ASGC leaders advocate for Gavilan College students through the various Shared Governance committees, councils, and task forces at local, regional, and state levels. Currently two ASGC members serve as Directors for Legislative Affairs and Systems Affairs for Region IV (II.C.4-15 ASGC Leaders).

ASGC also provides direct support to students through textbook and other scholarships. ASGC allocates $15,000 each year for textbook scholarships and awards qualifying students up to $200 each. (II.C.4-16 ASGC Textbook Scholarship) In addition, ASGC also allocates $8,000 each year for scholarships dedicated to new, continuing, transfer, and ESL students who have demonstrated leadership.

Gavilan College also has a vibrant community of clubs that reflect the variety of interests of the student body. The list of clubs appeals to a multitude of student interests, including academic, cultural, political, social, and special interests. Some examples of student interest clubs include The Comm (Communications) Club, the Film Club, the Literary Club, the LGBTQ Club, and the Veterans' Club. Many of the clubs are involved with the local community through Service Learning and Civic Engagement projects, such as the Veterans' Club fundraising and participation in the Walk-A-Mile in Her Shoes event.

The Inter-Club Council (ICC), under ASGC, sponsors two club days each semester, which give interested students an opportunity to learn about the various clubs on campus and allow clubs to increase their memberships. Another function of ICC is to provide funding and event clearance in an effective, organized, and fair manner so that all clubs have the opportunity to thrive. Funds are available to all active clubs. Funding for these opportunities primarily comes

from ASGC, which is the governing body over the student fees that each student pays annually (II.C.4-17 ASGC Inter Club Council).

All student life activities and events are scheduled during College Hour, Tuesdays and Thursdays 12:50pm-1:50pm. (II.C.4-18 College Hour) Though College Hour was intended to provide students, faculty, and staff the opportunity to engage in meaningful events and activities, there has been an increased challenge to participation because of the high number of classes scheduled during this time.

Analysis and Evaluation Standard II.C.4

The College meets the Standard. Co-curricular programs and athletic programs at Gavilan College contribute to the social and cultural dimensions of the educational experience of Gavilan College students. As part of the overall mission of the College, intercollegiate athletics provides equitable opportunities and fosters the success of student athletes. The Student Life Coordinator position liaises with Instruction, clubs, student government, student health and wellness and fosters a collaborative and holistic focus on students.

Gavilan College's commitment to nondiscrimination is clearly articulated in its athletics and co-curricular programs. These programs are conducted with sound educational policy and standards of integrity. Gavilan College has responsibility for the control of these programs, including their finances.

EVIDENCE LIST

II.C.4-1   *Athletics Department Philosophy Web page*

II.C.4-2   *Student Athlete Handbook 2017, Gavilan College*

II.C.4-3A   *Equity in Athletics Disclosure Act (EADA) Data Collection*

II.C.4-3B   *Statement of Compliance of Title IX Gender Equity, Athletic Interest table*

II.C.4-4A   *Board Policy 5700*

II.C.4-4B   *Administrative Procedure 5700*

II.C.4-5   *CCCAA Legislation*

II.C.4-6   *Coast Conference Legislation*

II.C.4-7   *Student Code of Conduct, Gavilan College Handbook*

II.C.4-8A   *Student-Athlete Code of Conduct*

Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence for Standard II.C.5

Gavilan College's Counseling Department offers counseling services to all prospective, new, and returning students. The counseling faculty assist students in developing educational and career plans to efficiently achieve their goals. Counseling faculty develop educational plans for all students seeking transfer, degrees and certificates, basic skills English as a second language (ESL) education, and lifelong learning. Counselors also provide orientations to help students transition to college life and develop strategies to overcome barriers to college success. Counselors host workshops and classroom visits to assist in the transfer process. Counseling appointments, in-person or online, are one-on-one and highly personalized to meet the unique needs of each student (II.C.5-1 Counseling Web page).

In spring 2018, student survey feedback of ten (10) full time counselors and their satisfaction with their appointments. A positive average score of 90.71% of students agreed or strongly agreed the counseling received was helpful and effective; (II.C.5-2 Spring 2018 Student FT Counseling Satisfaction Survey). Counselor evaluations and student surveys also support the positive role and assistance counselors provide. (II.C.5-X Student Counselor Evaluation template; II.C.5-Y Student Counselor Evaluation template SAMPLE V.Parakati)

Counselors offer classroom presentations to ESL credit and noncredit classes. Counseling faculty teach college success and career planning courses to provide students with success strategies in developing educational and career goals. The Department has designated counselors at the Morgan Hill and Hollister sites. In addition, counselors with various speciality areas support programs in CTE, Basic Skills, STEM, MESA, Non-Credit, Veteran's, EOPS, CalWorks, Foster Youth, AEC, Trio, and Athletics. The Department is collaborating with the Guided Pathway task-force to ensure efficiently mapping courses and creating meta majors. (II.C.5-3 Counseling Department SLO Assessment Report 2016-2017)

Additionally, counseling faculty are represented on College governance and planning committees such as the Facilities Planning Committee, Student Success Committee, Equity, Academic Senate, the Curriculum Committee, Basic Skills, and the Distance Education Committee.

The Counseling Department also provides asynchronous online counseling services and, effective spring 2018, is offering virtual synchronous services. Regular evening individual counseling appointments are offered at the Gilroy, Morgan Hill and Hollister sites.

- Supports Student Success

Gavilan College offers a variety of counseling and advising support for students that assure they understand their program's requirements and receive other information that will help them succeed. Some of those programs and services are shown in II.B.1 and highlighted below.

- Pre-Orientation

The "Kick Start" pre-orientation, covers a variety of topics, such as financial aid, enrollment services, counseling services, student conduct, and transportation, and includes the completion of the student abbreviated education plan. (II.C.5-5 Abbreviated Ed Plan Review) Prior to Fall 2017, sessions were offered in person and via a distance education platform at all sites and local high schools (II.C.5-4A Kick Start Fall 2016, II.C.5-4B Kick Start Spring 2017, II.C.5-4C Kick Start Summer 2017). To expand delivery services, counselors developed an 24 hour interactive, customizable, pre-orientation program that includes the student education abbreviated plan and knowledge checks to ensure students comprehend and absorb the material.

Noncredit counselors continue to conduct face-to-face orientations for ESL and incarcerated students. These orientations are done in small group sessions in a classroom setting. Service is provided as needed. (II.C.5-6 Non-credit Counseling Student Review)

Pre-orientation Kick Starts directs students to the First-Year seminar, which completes the requirements for the New Student Program. The First Year seminar provides information on college policies and procedures and student support services, which culminates in the completion of the comprehensive education plan. The First Year Seminar data for GUID 6, 210, 560 and KIN 1 is available on Gav Data (II.C.5-7A Data for GUID 6, II.C.5-7B Data for GUID 210, II.C.5-7C Data for GUID 560, II.C.5-7D Data for KIN 1). Student seminar offerings are also tailored for individual needs, such as transfer, athletes, AEC, and Distance Education. The counseling faculty plan to develop a "second year" module to support Guided Pathways.

The college sponsors Super Saturday once a year in May, a "not too late" event for graduating high school seniors. During this event, wrap around services and program representatives provide information and resources for students to enroll in their classes. The inaugural event took place on May 6, 2017 (II.C.5-8A Super Saturday Registration Event 5-6-2017 and II.C.5-8B Gavilan College Inaugural super Saturday May 2017),with the second event occurring on May 5, 2018 Super Saturday 5-5-2018 postcards, Super Saturday 5-5-2018, Student sign-in for counseling, Super Saturday 5-5-2018 Registration, Super Saturday 5-5-2018 Baseline Data.,

The Counseling Department, in collaboration with Outreach, hosted Strengthening Partnership meetings with local high school counselors, administrators, and support staff. These meetings provided a forum for the sharing of new processes and regulations, and streamlining the onboarding processes. It also provided information to high school partners about financial aid, student support programs, and college majors. (II.C.5-9 Strengthening Partnerships Event Fall 2015, Fall 2016, and Fall 2017). These partnerships meetings will continue in fall 2018 to share AB 705, AB 19, and other new mandates with high school staff

- ### Career/Transfer Center Activities

The Career/Transfer Center sponsors career and transfer events. Counselors deliver workshops on career exploration, Transfer Agreement Guarantee, Transfer Planning Preparation, University/College information, writing personal statements, next steps for accepted university student, application lab assistance for the University of California (UC/CSU) (II.C.5-10 Career Transfer Center 2017 Lab Session).

Transfer Day is an annual event hosted by the Career/Transfer Center each fall. Representatives from various CSU, UC, California private, and out of state colleges and universities attend. Students are encouraged to prepare transfer-related questions to ask representatives, to check their degree audit to track their degree and transfer progress, and to submit graduation or certificate completion paperwork (II.C.5-11 Transfer Day 2017).

The Career/Transfer Center sponsors an annual Career Fair where local organizations and companies come to the Gilroy campus to seek students and community members for internships and part-time and full-time positions. (II.C.5-12 Career Fair 2017).

The Career/Transfer Center also hosts representatives from individual colleges to facilitate transfer information/workshops related to decision making and promoting a smooth transfer to a 4-year university. Representatives also host tables in the Student Center and Career/Transfer Center to display information and assist students with questions.   (II.C.5-13 Career Center Representatives Calendar)

The Career/Transfer Center provides students with an opportunity to visit a university campus, experience campus life, and talk with transfer students. (II.C.5-14 2016 Career Fair Survey and 2017 Career Fair Survey and 2015 Transfer Day Survey and 2016 Transfer Day Survey).

These events are advertised on CTC website, at Gavilan College events, on Grad Guru, and through flyers and Gavilan College announcements (II.C.5-15 Career Fair 2017 and Career Fair 2018 and Transfer Day 2017).

The Career/Transfer Center publishes an online calendar of transfer/ career events, including university representative visits, career development and financial aid/Scholarship workshops, and university campus visits. In collaboration with Counseling, the Career/Transfer Center has hosted an annual Signing Day in 2017 and 2018 celebrating transferring students. (II.C.5-16 Signing Day 2017, II.C.5-XX Signing Day 2018

The Counseling webpage offers additional transfer related information, including agreements with private/independent colleges; transfer preparation; agreements, and resources. Counselors provide individual assistance to facilitate the transfer process (pre/post transfer services).

- High School Outreach

The Outreach committee develops a shared calendar each year during the recruitment cycle. This includes campus tours, peer mentors assigned to attend off campus events, Financial Aid, Admissions, and Assessment workshops. Prior to 2017-2018 with the implementation of SSSP mandates, Kick Start pre-orientation workshops were offered at local high schools.

In collaboration with South County Cal-SOAP, the College president presented Educational Forums in 2016-2017 and 2017-2018 at feeder high schools; she provided an overview of the College's future, college programs and services, and an opportunity for parents and students to ask staff and faculty additional questions. (II.C.5-17 President's High School Ed Forums 2017 and President's High School Ed Forums 2018)

The Career Technical Education division also expanded high school-college partnerships by increasing the number of courses offered at high school sites. New staff was hired to further develop pathways and alignment with high schools.

In May 2018, the College had its second Super Saturday event for students to begin or complete enrollment steps. Programs and services were available at information tables, and there were opportunities for students to use Career Exploration software, take a campus tour, and register for classes.

The District serves high schools in Morgan Hill, Gilroy, San Benito, San Juan Bautista and alternative high schools throughout the district. In collaboration with Cal-SOAP and when invited, Outreach staff also visit high schools outside of the district.

Program-specific counselors (Puente, STEM) directly recruit from the local high schools through student information sessionS and/or high school referrals. Additionally, participate in local educational forums organized by the College to provide high school seniors and their families information and resources.

- Clear Program Requirements and Pathways

The College is actively involved in the state Guided Pathways project, having submitted an implementation plan to the Chancellor's office, and sent a cohort of faculty, staff, and students to Chancellor's Office-sponsored workshops. There is a robust Guided Pathways Task Force and several academic programs have pilot pathways in development. (II.C.5-18 Guided Pathways Web Page)

- DegreeWorks Audit and Educational Planning Tool

Counselors use the DegreeWorks tool to help students track progress toward educational goals. They use the What If feature to review degree and certificate requirements for a multitude of educational goals and the Planner feature to develop one semester individualized comprehensive education plans. (II.C.5-XX Sample DegreeWorks comprehensive Student Educational Plan, II.C.5-XX Sample Degree Works Student Ed Plan showing "What If" tab).

Counselors collaborate with instructional faculty and department chairs to encourage two-year course projections and offer half-hour appointments to meet with students to discuss their career and educational goals and to develop a comprehensive educational plan as part of the First Year Seminar curriculum. The option is also available to students who do not complete the course. These outlines help students understand course rotations and provide a resource to Instruction for making course projection assessments.

The recently revamped Enrollment Management committee took on the task of developing a student-centered scheduling process to map course offerings to educational plans (SEP) and has developed an overarching enrollment management framework in the Dynamic Enrollment Management Plan. RPIE Dynamic Enrollment Management Plan Some programs, such as Administration of Justice, Child Development, and Kinesiology, are involved in creating two year schedules in anticipation of Guided Pathways implementation.

Counselors visit basic skills and CTE classrooms around campus to promote service and events that explain requirements for pathways to complete degrees and certificates.

The Retention Specialist runs a report each semester of students within a range of program completion. These students are encouraged to meet with a counselor to review their educational plan, discuss graduation and transfer deadlines, and complete required paperwork.

The College catalog is available online and contains relevant academic policy requirements for degree completion, and certificates and degrees offered.

- In-Service Trainings

Staff and faculty from a wide variety of departments across campus provide in-service training to counselors during Counseling department meetings. In addition, community agencies, university representatives, and industry representatives provide information and training during these meetings. These trainings are designed to increase counselor knowledge to share with students. Counselors regularly attend professional development in the form of conferences, webinars, workshops, with an emphasis on emerging trends in serving special populations (II.C.5-19 Counseling Professional Development 2015-2017,

Counselors consistently provide new and continuing counselors with training and information to ensure uniform counseling practices. A training handbook was revised in January 2017 and made available to all counselors in iLearn. Follow up assessment of training needs occured at

- Collaboration with Faculty, Staff, and External Professionals

Counselors participate in faculty meetings and committees to discuss and develop cohesive program directions and goals. Counselors serve as instructional department liaisons and attend department meetings to share information and provide insight as to student needs. Guest speakers in counseling classes from other campus departments enrich counselors' knowledge of relevant services, policies, course offerings, and other advising-related topics.

The Counseling Department, along with members of the Outreach committee and office of the Vice President of Student Services, hosts a high school partners luncheon twice a year. The agenda includes information about the Student Success Task Force, collaboration opportunities, and new changes to processes, such as AB 705 implementation. (II.C.5-21A High School Partners Lunch 2017 Sign In, II.C.5-21B High School Partners 2017 Agenda)

- Mental Health Services

In collaboration with Student Health, the Mental Health committee, and Discovery Services, the Counseling department oversees referral and scheduling appointments for students needing mental health support. The services are paid for by Equity funds and reviewed annually by the Equity committee. (II.C.5-22 Mental Health Services Report to Equity Committee)

Analysis and Evaluation for Standard II.C.5

The College meets the Standard. Gavilan College counselors host and participate in a wide range of activities to ensure that students understand the requirements of their program and receive services and support that will help them achieve their goals. Counselors teach courses, provide orientations and one-to-one sessions with students, and participate in developing and implementing learning communities and outreach programs. In addition, Gavilan College counselors both share information to educate faculty and staff who inform students and invite faculty and staff to provide information for their own learning—all of which contributes to personnel with the knowledge and skills to help Gavilan College students succeed.

EVIDENCE LIST

II.C.5-1	*Counseling Web page*
II.C.5-2	*Student Evaluation of Individual Counseling Session, 2014*
II.C.5-3	*Counseling Department SLO Assessment Report 2016-2017*
II.C.5-4A	*Kick-start pre-orientation Kick Start Fall 2016*

Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence for Standard II.C.6

- Admission Policies

The institution ensures its admission policies are consistent with its mission by maintaining a membership and subscription to the Open CCCApply admissions application offered through the California Community Colleges Chancellor's Office. Open CCC takes responsibility for accurately interpreting legislative policy and regulations for the community colleges of California.

The Student Services Division at Gavilan College regularly reviews, updates, and creates needed changes in order to keep admissions policies and procedures current, relevant, and in compliance with Title V and State Education Code and to meet the needs of the community and new mandates, such as Noncredit programs. These policies are clearly stated on the Gavilan College website (II.C.6-1 Policies and Procedures on Gavilan Website, II.C. 6-2 Gavilan College Catalog--Policies and Procedures, II.C. 6-3 Gavilan College Board Policies and Procedures).

Gavilan College has an open admissions policy and serves students of all ages. Eligibility to attend is satisfied by meeting at least one of the following requirements:
- 18 years old on or before the first day of instruction for the term of application
- high school graduate
- equivalent of a high school graduate, i.e., you have passed the G.E.D.or a state's high school proficiency examination.

Also, Gavilan College admits high school students and those under age 18 who have not yet earned a high school diploma or the equivalent and are currently attending high school. Students under the age of 13 or who are in 8th grade or below and wish to take classes may receive permission to attend based on the outcome of an interview with the VP of Student Services. More information about admission and enrollment policies for high school students or younger is available on the Gavilan College website (II.C.6-4 Gavilan College High School Students Web Page).

International students may apply for admission in the credit program (II.C.6-5 Enrollment Services, International Students Web page). These students must complete all forms required in the International Student packet plus meet a financial requirement for one year.

Additionally, Gavilan College provides courses within its Noncredit and Community Education Programs, offering courses within the Gavilan College community for self enrichment and

personal growth. II.C. 6-5B Non-credit Web page - Registration information, II.C. 6-5C   Adult & Career Education - Registration and information, II.C. 6-5D Community Education - Registration and information

- Clear Pathways

The College advises students on clear pathways to degrees, certificates, and transfer goals with the assistance of DegreeWorks, an educational planning tool that the student and counselor use to create schedule and degree or certificate completion planning.

A Retention Specialist was hired with SSSP funds to increase the number of students completing their programs and transferring. The Retention Specialist contacts students who have earned a certain number of units to remind them to review their educational plan with a counselor. Students within a certain percentage of completing their degree or transfer requirements are also contacted to meet with a counselor and complete graduation or transfer paperwork. The Retention Specialist also works with the Transfer counselor to facilitate the ADT process.

Counselors assigned to specific areas, such as Career Technical Education and STEM, further advise students regarding their options for career, degree, and transfer options with the intent of increasing completion and achievement outcomes.

The College has been actively involved in laying the groundwork for the state Guided Pathways project. Plans are currently underway to define Gavilan meta-majors, integrate counselors into meta-major areas, and incorporate peer mentors into discipline blocks. In 2017-2018 several academic programs, such as STEM, Child Development, and Administration of Justice, had pilot pathways in development. Guided Pathways Web Site

- GECA

The Dr. T.J. Owens Gilroy Early College Academy (GECA) is a 9-12 grade high school that offers a college-prep program on the Gavilan College campus. Students are concurrently enrolled in both high school and college classes, many earning an AA degree by the time they have completed their high school diploma. GECA and College staff work closely together in such areas as enrollment management, security, curriculum, and degree completion. The GECA principal and Gavilan Vice President of Student Services (VPSS) meet monthly and the VPSS supports GECA during recruitment and senior project evaluations. The GECA counselor also works closely with instructional faculty on course needs projections, prerequisites, enrollment management and student support issues. (II.C. 6-6 TJ Owens Gilroy Early College Academy)

Analysis and Evaluation for Standard II.C.6

The College meets the Standard and ER 16. Admission policies comply with state and community college system requirements and open admission aligns with Gavilan College's mission of serving a diverse community through a variety of educational options. Admission requirements are clearly defined and accessible in various locations online. In addition, Gavilan

College has created admissions documents accessible to non-traditional populations through Noncredit and ESL programs, which do not use CCCApply.

EVIDENCE LIST

II.C.6-1   *Policies and Procedures on Gavilan Website*

II.C.6-2   *Gavilan College Catalog--Policies and Procedures*

II.C. 6-3   *Gavilan College Board Policies and Procedures*

II.C. 6-4   *Gavilan College High School Students Web Page*

II.C. 6-5A   *Enrollment Services, International Students Web page*

II.C. 6-5B   *Non-credit Web page - Registration information*

II.C. 6-5C   *Adult & Career Education - Registration and information*

II.C. 6-5D   *Community Education - Registration and information*

II.C. 6-6   *TJ Owens Gilroy Early College Academy*

Standard II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence for Standard II.C.7

As stated in II.C.6, Gavilan College uses CCCApply for it admissions application, which provides validation and conforms to state regulations and system policies. The Colleges' Assessment and Testing Office placement tests—English and math Accuplacer (II.C-7.1 2014 CCCApproved Assessment Instruments)

)—were validated when the test was first implemented and cut scores established. Regular additional validation of the instrument and cut scores did not occur due to a lack of institutional research resources.The Assessment office presently administers placement tests to new students as required by SSSP guidelines. Placement follow up is also offered to students enrolled in specialized math boot camps and summer bridge programs to determine placement advancement. (II.C-7.?? 2018 High School Placement Results)

Prior to the passage of AB 705, the College piloted Multiple Measures on a limited basis with one target high school. Limited college level eligibility occurred in this cohort, but for those that were placed at college level, completion rates were on par with RP Group research. (II.C.?? - MM Pilot Report)

In fall 2017, the College implemented a branching tool based on the Sierra College model, developed in conjunction with RP Group data on placement criteria and best practices. Students are able to go to the Assessment website and use the tool to help determine their eligibility for college level courses. They are subsequently asked to submit a high school transcript for verification. (II.C.7-3 Branching Placement Tool)

After further discussion, the English department requested using only self-reported GPA from CCCApply. This evaluation began for new applicants entering spring 2018. The math and English disciplines also modified initial branching criteria per input from RP Group research. Institutional Research will evaluate the effects of using multiple measures when fall 2018 grades are available.

Based on direction from the Chancellor's office, the College will terminate Accuplacer as a placement tool and move to full Multiple Measure assessment by Fall 2019. Future decisions will have to be made regarding the use of diagnostics or other assessment for students without transcripts, 9-11th grade concurrently enrolled, AEC, GECA students, or those without math recency.

Analysis and Evaluation for Standard II.C.7

The College meets the Standard.

EVIDENCE LIST

II.C.7-1	*California Community Colleges Approved Assessment Instruments, spring 2014*
II.C.7-2	*2018 High School Placement Results*
II.C.???	*Multiple Measure Pilot Evaluation results*
II.C.7-3	~~*Multiple Measures Assessment Report 2017*~~ Branching Placement Tool

Standard II.C.8

> The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence for Standard II.C.8

- Maintains Records

The College's policies and procedures pertaining to student records are contained in Board Policy (BP) 5040 Student Records and Directory Information (II.C.8-1 BP 5040 Student Records and Directory Information), Administrative Procedure (AP) 5040 Student Records and Directory Information (II.C. 8-2 AP 5040 Student Records and Directory Information), and AP 5045 Student Records—Challenging Content and Access Log (II. C. 8-3 AP 5045 Student Records — Challenging Content and Access Log). The Admissions & Records Office maintains documents completed by the student, such as applications, petitions, transcripts from high schools and other colleges, Advanced Placement levels, and College Level Examination Program (CLEP) scores for the period of time required by law. These records, as well as a permanent record of all academic work completed at the College, are maintained by the Director of Admissions & Records and are housed in the Banner SIS.

<mark>Following imaging any destruction of documentation follows Board Policy and Administrative Procedure 3310 - Records Retention and Destruction (BP 3310, AP 3310)</mark>

The institution maintains all student records behind a locked office door with an alarm system until such time as any and all documents can be imaged via Xtender BDMS software in the Admissions & Records Office. Xtender software is only accessible on a limited number of staff computers and only to authorized users with login and password protection. All records containing personally identifiable information that constitutes an education record are protected under Family Educational Rights and Privacy Act (FERPA) regulation guidelines that are published annually on the College website (II.C.8-4 Authorization for Release of Information - Family Educational Rights and Privacy Act (FERPA) on Gavilan Web) in the Students Rights, Responsibilities and Academic Standards handbook (II.C.8.-5 FERPA Information in Student Rights and Responsibilities Academic Standards Handbook 2018-19 (p 28)) in the annual College catalog (II.C.8-6 FERPA Information in College Catalog) and in the Semester Guide (II.C.8-7 FERPA Information in Semester Guide Spring 2018 (p 25) each semester. Academic records prior to 1992 are kept on microfiche in the Admissions & Records office in a steel, fireproof vault.

Student Disciplinary files are kept within the Office of the Vice President of Student Services. Records prior to June 2017 have been scanned and are maintained in electronic folders with hard copies maintained on campus in the document storage facility.

Disciplinary files for incidents occurring after June 2017 are stored in the Maxient software system, which is maintained remotely by Maxient, LLC. These files are checked weekly by Maxient. Access to Maxient is limited with permission granted by the Office of the Vice President of Student Services.

Requests for a student disciplinary files/records follows AP 5040.

External transcripts or test scores received from other institutions are matched weekly with enrolled students or applicants and scanned into Xtender software, which is backed up nightly. After an independent review to confirm that the documents appear in the correct file of the student record, the originals are shredded. External transcripts or test scores that are unmatched are checked weekly against student records and if unmatched, retained for three years. External transcripts and test scores are date stamped when received and checked for whether they were provided in the properly secured method. Copies of transcripts from other colleges are kept in the Admissions & Records office. Transcripts from other institutions received by Gavilan College will not be copied or released to the student.

For employees, the Gavilan College District is in the process of implementing the formal process outlined in both BP and AP 5040 and the Banner Data Standards Guide Data Access Form. Furthermore, Admissions and Records and Financial Aid staff have completed FERPA training. MIS staff will complete a FERPA training video provided by the California Community College Chancellor's Office (CCCCO).

- ● Release of Student Records

Student records are released in accordance with FERPA regulations and BP 5035 Withholding of Student Records (II.C.8-8 BP 5035 Withholding of Student Records) and AP 5040 Student Records and Directory Information

The privacy of student records and exceptions under which the College may authorize access to student records are set forth in AP 5040. In addition, Gavilan College follows the U.S. Department of Education, Family Policy Compliance Office practices. Students may file a written complaint with the Family Policy Compliance Office regarding an alleged violation under FERPA. The complaint must be timely (submitted to the office within 180 days of the date that the complainant knew or reasonably knew of the violation) and state clearly and succinctly specific allegations of fact giving reasonable cause to believe that the school has violated FERPA.

Any currently enrolled or former student has the right of access to all of their Gavilan College academic records. Students wishing to inspect their records may obtain forms from staff in the Admissions and Records Office. The Director of Admissions & Records will make arrangements for access and notify the student of the time and place where records may be inspected. Qualified personnel will assist the students in interpreting their records, if necessary.

The Director of Admission & Records/Registrar will provide forms for any student who wishes to challenge the content of their records, excluding grades. Criteria and procedures exist and are followed when such challenges occur as described in AP 5045.

- ● Directory Information

Directory information includes: the student's name, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, Currently, enrolled students may request that directory information be permanently kept confidential by filing a Request to Withhold Directory Information with the Admissions & Records Office.

- ● Others' Access to Student Records

Access to student records is permitted pursuant The College is required to respond to the written request of the student or in accordance with a legal subpoena or a judicial order. Others entitled to access without notification of the student are listed below:

1. Gavilan College officials and employees may inspect records if they have a legitimate educational interest.

2. Authorized representatives of the Controller General of the United States, the Department of Health, Education and Welfare, or the United States Office of Civil Rights; the administrative head of an education agency; and state education officials or their respective designees may have access to information necessary to audit or evaluate a state or federally supported education program, or pursuant to a federal or state law.

3. In response to an ex parte order, Gavilan College will release to the attorney general (or their designee) the educational records requested that are relevant to an authorized investigation or prosecution of an offense as listed in Section 23326 (g) (5) (B) of Title 18 United States Code or an act of domestic or international terrorism as defined in Section 2331 of that title.

4. Other state and local officials or authorities may inspect records in accordance with requirements of state law adopted prior to November 19, 1974.

Gavilan College may release information without student consent to the following:

1. Officials of other public or private schools or school systems with legitimate educational interests, including local county or state correctional facilities where educational programs are conducted and/or where the student seeks or intends to enroll or is directed to enroll, subject to the rights of students as provided in Section 54610 of Title 5 Regulations on Student Records (Chapter 6, Division 5).

2. Agencies or organizations at which a student has applied for or received financial aid, provided that personally identifiable information is released only as necessary to

determine the student's eligibility for aid, to decide on any conditions to be imposed, or to enforce those terms or conditions.

3. Accrediting organizations carrying out their functions.

4. Organizations conducting studies for educational agencies or institutions for the purpose of developing, validating or administering predictive tests and/or student aid programs, and improving instruction, provided that such studies are conducted in a manner that will not permit the personal identification of students or their parents by anyone except representatives of the organization and that any personally identifiable information be destroyed when no longer needed for the study.

5. Appropriate persons in connection with an emergency, if such information is deemed necessary to protect the health or safety of the student or other person, or subject to such regulations as may be issued by the secretary of health, education, and welfare.

6. All alleged victims of sexual assault on District property shall be kept informed, through the Title IX Coordinator (Associate Vice President of Human Resources) or the Campus Police of the status of any student or employee disciplinary proceedings or appeal (AP 3435, Discrimination and Harassment Investigations and AP 3540, Sexual and Other Assaults on Campus) (II.C.8-9A AP 3435 - Discrimination and Harassment Investigations and II.C.8-9B AP 3540 - Sexual and Other Assaults on Campus).

7. The Internal Revenue Service in accordance with provisions of federal law. A log is maintained in the Admissions & Records Office, as specified in California Education Code Section 76222, for each student's record which lists authorized persons, agencies, or organizations requesting or receiving information from a student's record without a judicial order, or a legal subpoena, or the student's consent (refer to II.C.8-1 BP 5040 Student Records and Directory Information and 8-2 AP 5040 Student Records and Directory Information).

Analysis and Evaluation for Standard II.C.8

The College meets the Standard. Gavilan College follows federal and state regulations and practices and Board policies and procedures in maintaining and releasing student records. The College maintains student records using secure mechanisms and procedures. It releases records as required and publishes those requirements on a regular basis in multiple forms, including the College's website, catalog and semester guides.

EVIDENCE LIST

II.C.8-1   *BP 5040 Student Records and Directory Information*
II.C.8-2   *AP 5040 Student Records and Directory Information*