



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Evidence of Meeting the Standard

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

Standard I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting Standard I.A.1

Gavilan College's Mission Statement describes the institution's broad educational purpose and commitment to overall student success (1A-1: [Mission Statement](#)). It is periodically reviewed and updated to reflect changing circumstances and priorities. The most recent review and update was done following the research, writing, and adoption of the new Education Master Plan. Although the meaning of the mission has not changed, the campus had a desire to communicate that mission in a way that was more concise and relatable.

In Fall 2018, a revised Mission Statement was developed. The new Mission Statement is:

Through innovative practices, Gavilan College cultivates learning and personal growth and prepares students of all backgrounds and abilities for success.

- This mission statement defines the college's educational purpose in the phrase: "cultivates learning and personal growth and prepares students ... for success."
- The mission statement defines the intended student population in the phrase: "students of all backgrounds and abilities"
- The mission statement includes the degrees and other credentials offered, and well as innovative student services and instructional support programs in the words: "Through innovative practices"
- Finally, the mission statement strongly communicates the college commitment to student learning and student achievement with the words: "cultivates learning and personal growth and prepares students of all backgrounds and abilities for success."

Analysis and Evaluation, Standard I.A.1

Gavilan College meets Standard I.A. The mission statement is simple and concise, yet describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Standard I.A.2







The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting Standard I.A.2

Since the last accreditation visit, the district has enhanced a number of data tools to engage all college stakeholder groups in identifying and understanding the sources of data available to make decisions throughout the college. GavData is a public source, available on the Gavilan website and offers numerous data sets to support student success and transfer information. Other data sources include Banner, Gavilan Integrated Data System (GIDS), the Chancellor's Office scorecard and CTE dashboard (I.A-2 <https://doingwhatmatters.cccco.edu/LaunchBoard.aspx>).

Data is shared broadly through the Shared Governance process, and publicly with presentations to the Board of Trustees and links on the college website. A Daily Enrollment Report, generated through GIDS is emailed to the entire staff everyday during peak registration periods.

FIGURE XXX: Screenshot of Daily Enrollment Report

FALL 2018 -- 201870 (JPA Excluded)	
Today's FTES total:	1,858.0
Of Total, Non-Positive Attendance FTES:	1,662.9
Of Total, Positive Attendance FTES:	195.1
Previous Report's FTES total:	1,754.0
Daily FTES change since previous report:	 103.9
Daily percent change since previous report:	 5.9%
Last Year FTES Figure on Same Date:	1,960.8
Of Total, Non-Positive Attendance FTES:	1,691.0
Of Total, Positive Attendance FTES:	269.8
Difference between today and last year's final total:	 -386.5
Difference between today and last year's final total:	 -17.2%
Difference between today and same day last year:	 -102.9
Difference between today and same day last year:	 -5.2%

Data on specific program performances is also generated and shared with stakeholders. For example, in FY 2017-2018 the college community and the Board of Trustees received the following performance reports:

- June 2018: MESA and TRiO Student Support Services program: (I.A-3)
- June 2018: Fresh Success and Food Pantry update (I.A-4): <http://www.boarddocs.com/ca/gjccd/Board.nsf/goto?open&id=AZH8PC66F59D>

- April 2018: Noncredit ESL Transitions(I.A-5):
<http://www.boarddocs.com/ca/gjccd/Board.nsf/goto?open&id=AX93NZ8241FA>
- August 2018: EOPS Comprehensive Evaluation(I.A-6)
<https://www.gavilan.edu/about/research/2018.07.12%20EOPS%20Evaluation%20Compl%20ete.pdf>
- November 2017: California Community Colleges Chancellor’s Office Scorecard (I.A-7)
(November 2017 board minutes)

One concrete example of the use of data for decision making is the 2016 Student Scheduling Preferences Survey (I.A-8):

<https://www.gavilan.edu/about/research/docs/2016.12.01%20Scheduling%20Survey%20-%20Final.pdf>. Based upon the results of this survey and in keeping with the theme of the Year of Renaissance, the institution began the process of a reconstruction of its course schedule, drawing together stakeholders from the entire institution, including students, for a day long summit on scheduling needs and deficiencies. During the year of Practice, the institution began to implement strategies to address the common issues raised by the survey and summit.

An additional example of the use of data for decision making is a comprehensive analysis of accumulated surplus units by major conducted during the preparation for work on Guided Pathways (I.A-9

<https://www.gavilan.edu/about/research/2017.03.29%20Surplus%20Credits%20Analysis%20Full.xlsx>). This report provided a basis for discussion by the Guided Pathways team about efficiency opportunities and areas of focus for degree mapping. Additionally, it informed work by faculty and counselors in the effectiveness and clarity of our existing pathways with an eye towards improving the delivery of these services.

Analysis and Evaluation, Standard I.A.2

Gavilan College uses data assess performance and thereby determine how effectively it is accomplishing its mission, and is engaged in a continuous cycle of improvement leading to student success.

Data is most useful if effective dialogue takes place to increase comprehension and apply meaning to the representation of that data. Gavilan’s shared governance process includes broad discussion of data leading to decisions based on research, review, and conferral. Data and its effectiveness is a central responsibility of the Research, Planning and Institutional Effectiveness (RPIE) Division and the majority of district reports are generated from that division.

Standard I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting Standard I.A.3

Gavilan College's programs and services are aligned with the mission through the Educational Master Plan (I.A-10) and Strategic Plan (I.A-11). The Educational Master Plan is updated every six years (most recently in 2016-2017) and the 3-year Strategic Plan is updated annually through the shared governance process.

The "theme" of planning with a student, mission-based focus has been demonstrated at the beginning-of-the-year Convocation in recent years, setting the tone for the campus culture that ensures that all stakeholder groups are involved in data-driven decision making. In FY 2016-2017 the theme was "Renaissance," with discussions around reorganization based on efficiency and achievement of student outcomes. Last year (FY 2017-2018), the theme was "Practice," with a reconstruction of shared governance and refreshed planning culminating in the comprehensive strategic master plan. This year (FY 2018-2019) the theme is "Service" with an emphasis on the enrollment management plan, the class schedule and implementing the educational master plan.

The Strategic Planning Committee leads the annual development and review of the Strategic Plan and makes recommendations through the President's Council. The committee's annual review includes research into internal and external data and progress made on the prior years goals and objectives. In Spring 2018 the committee voted to change the Strategic Plan from a 5-year to a 3-year Plan in order to be more responsive to changing needs, with the change starting in 2019. (I.A-12 Strategic Planning Committee minutes 2/23/2018)

Gavilan College has a comprehensive program review process monitored by the work of the Institutional Effectiveness Committee. Program reviews are intended to evaluate how well each program functions in relation to its objectives, the mission of the College, the College's institutional goals and priorities, and the needs of the community. The review process is designed to strengthen planning, decision making, and scheduling. It influences program development and improvement; assesses the impact of the interrelationships of programs; improves the use of College/District resources; establishes the basis for changes to the strategic plan; establishes the basis for resource allocation requests for incorporation into program plans and annual department budget requests; and improves student learning. Programs under review use data to assess their accomplishments, challenges and future objectives, contributing to improved institutional effectiveness.

Programs are encouraged to use a collaborative model, which relies upon dialogue within the program and with the Institutional Effectiveness Committee (IEC) to generate the program review report. The members of the IEC review each program review report both individually and

collectively. Representatives of the program under review are given a summary of questions and concerns and are invited to meet in-person to dialogue with the committee to discuss these items. Collaborative recommendations are generated and assessed two years after the review is completed. At the end of each academic year, an executive summary and copies of the final program review summaries are provided to the Board of Trustees. The IEC, a committee of the academic senate, reviews all instructional and non-instructional programs and is accountable to the President's Council and the Board of Trustees.

Gavilan College plans to improve upon the Program Review process over the 2018-2019 academic year. As part of the IEPI process, Gavilan College included the following in its PRT letter:

“One area of need that has continued to emerge through the ISER writing process and has been the basis for institutional dialogue has been the program review protocol, both from a data collection perspective and improvements needed in the annual reporting process.”

(I.A-13_Gavilan PRT Letter of Interest July 23 2017)

The Strategic Plan and Program Reviews are directly tied to the Budget Process. Each fall, programs submit program plans with associated budget requests for the following year. Each request is linked to specific strategic plan goals or program review recommendations. These budget requests are then reviewed and ranked by the college Budget Committee. These rankings inform the development of the following year’s budget.

FIGURE XXX: Program Review Calendar

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)

PROGRAM REVIEW CALENDAR

2018/19	2019/20	2020/21	2021/22
Athletics/ Kinesiology VPAA VPAS Business Services Facilities Human Resources MIS Security	DRC EOPS/CalWORKS Financial Aid Outreach/ Recruitment Hollister Site Morgan Hill Site PUENTE Student Health Services	General Counseling JPA PIO TRIO/MESA Natural Sciences: Biology Chemistry Engineering Mathematics Physical Science	VPSS A and R Assessment ASGC Library Distance Education Tutoring Center Computer Place CDGM/Non-Credit

Analysis and Evaluation, Standard I.A.3

Gavilan College meets Standard I.A.3. The College's programs and services are aligned with its mission through the major planning documents: the Educational Master Plan and the Strategic Plan, which directly informs each program's annual Program Plan. The Program Review cycle uses data to assess fulfillment of the mission, and also informs annual Program Planning. Annual Program Plans are directly tied to the development of the budget. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Standard I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence for Standard I.A.4

On January 16, 2016, at their monthly meeting, the Board of Trustees made amendments to policy as per current CCLC guidelines (I.A-14 BP 1200 approved 1-16-16; <http://www.gavilan.edu/administration/board/documents/Chapter%201.pdf>).

The Mission Statement as approved at that time was:

“Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.”

In Spring 2018, the college reviewed the Mission Statement, in light of the completed Educational Master Plan and newly completed strategic plan. A working group was formed with representation from students, faculty, staff, and administration. This working group met to brainstorm on the components of the mission statement, the “who”, “what” when” and “why” of Gavilan College. (I.A-15 - MATRIX OF INPUT FROM WORKING GROUP.)

Over the summer of 2018, this matrix was distributed and discussed in different forums: including Leadership Council, DCC, and President’s Council and a draft statement was created.

DRAFT: Through innovative practices, Gavilan College cultivates learning and personal growth and prepares students of all backgrounds and abilities for success.

The Board of Trustees provided input during the August 2018 regular board meeting (Evidence 8/18 Board Agenda) and then the draft statement was brought to the whole campus for discussion, editing and approval at the beginning of fall semester 2018. An online survey was administered to generate feedback on the draft statement (I.A-16 - SurveyMonkey Results - Survey not completed yet --) The revised draft was returned to the Board of Trustees at their October meeting, and the new mission statement adopted at the November meeting. (EVIDENCE -- future board agendas)

The new mission statement is:

“ “

The Mission Statement is widely published, appearing:

- on the college web site on the “About Gavilan College” page (I.A-17: <http://www.gavilan.edu/about/index.php>).
- in the annual Report to the Community (EVIDENCE: link to 2018 version, now in progress)
- in the Catalog (I.A-18: https://issuu.com/janbernsteinchargin/docs/gavilancollegecatalog2017_2019/8)
- in the Commencement Program (I.A-19: <https://issuu.com/janbernsteinchargin/docs/gc-2018-program/2>)
- in the Budget Guidelines, which are used to inform the development of the annual budget (I.A.20: http://www.gavilan.edu/administration/budget/final_budget/2018-19_tenative.pdf Attachment B page 1)
- and in other critical publications and documents.

Analysis and Evaluation, Standard I.A.4

Gavilan College has a regular cycle of assessment and review of its mission statement, in conjunction with renewal of the Educational Master Plan and regular review and update of the Strategic Plan. The mission statement and planning documents are approved by the governing board and posted on the college website and in the catalog, Report to the Community, and other institutional documents.

Evidence I.A.

1A-1: [Mission Statement](#)

I.A-2 [California Community College Launchboard](#)

I.A-3 [June 2018: MESA and TRiO Student Support Services](#)

I.A-4 [June 2018: Fresh Success and Food Pantry update](#)

I.A-5 [April 2018: Noncredit ESL Transitions:](#)

I.A-6 [August 2018: EOPS Comprehensive Evaluation](#)

I.A-7 November 2017: California Community Colleges Chancellor’s Office Scorecard (November 2017 board minutes)

I.A-8 [2016 Student Scheduling Preferences Survey](#)

I.A-9 [comprehensive analysis of accumulated surplus units by major](#)).

I.A-10 Educational Master Plan

I.A-11 Strategic Plan, 2018-2022

I.A-12 Strategic Planning Committee minutes 2/23/2018

I.A-13 [Gavilan PRT Letter of Interest July 23 2017](#)

1A-14 [BP 1200; January 16, 2016 Board of Trustees Minutes](#)

I.A-15 MATRIX OF INPUT FROM WORKING GROUP

I.A-16 **SurveyMonkey Results - Survey not completed yet**

I.A-17 [Mission statement in college web site on the "About Gavilan College" page](#)

I.A-18 [Mission statement in the annual Report to the Community](#)

I.A-19 [Mission Statement in the Commencement Program](#)

I.A.20 [Mission Statement in Budget Guidelines Attachment B, page 1](#)

Standard 1B. - Assuring Academic Quality and Institutional Effectiveness

Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence for Standard I.B.1

Gavilan College demonstrates a sustained, substantial, and collegial dialog about student outcomes, achievement, equity, and the continuous improvement of teaching and learning to produce higher academic quality and better institutional effectiveness.

The college begins each year with a theme at Convocation. The past three years have begun with the themes of “Renaissance” in 2016-2017, “Practice” in 2017/-2018” and “Service” in 2018-2019. These concepts bring the college into a culture of continuous engagement with student success trends, data inquiry and touchpoints of discussion that leads to deep dialog about student learning and the impact of instruction, building strategic educational environments and building on past outcomes to lead to future improvements.

There are several examples unique to Gavilan College that illustrate this. The first is the Learning Council, a Chancellor’s Office award-winning component of the shared governance structure where innovation is encouraged and the focus of meetings is to reach into outcomes and student need to develop new programs and services. Focused Inquiry Groups (FIGS) provide “just in time” wrap-around services to strengthen instruction and student services throughout the year. Membership is open and the Learning Council reports purposely to the Academic Senate and the President’s Council to symbolically show the collaboration of these decision making committees on campus.

A report on the activities of the Learning Council was presented to the Board of Trustees at their July 2018 meeting (I.B-1 <https://www.boarddocs.com/ca/gjccd/Board.nsf/public#>). The Learning Council report highlighted the accomplishments of the past three years of their work, contributed through FIGS for each year:

TABLE XXX Learning Council Focused Inquiry Groups (FIGs)

2015-2016 FIGs	2016-2017 FIGs	2017-2018 FIGs
<ul style="list-style-type: none"> ● Information and Resource ● Communication ● Instructional Improvement ● Early Alert/Early Connect ● Veterans ● Academic Support Services ● Habits of Mind ● Professional Learning 	<ul style="list-style-type: none"> ● Information and Resource ● Communication ● Academic Support Services ● Habits of Mind ● Guided Pathways 	<ul style="list-style-type: none"> ● Information and Resources ● Communications ● Guided Pathways ● Homelessness

(I.B-2

[https://www.boarddocs.com/ca/gjccd/Board.nsf/files/B2DVVJ829630/\\$file/2016_2018LearningCouncilreport.pdf](https://www.boarddocs.com/ca/gjccd/Board.nsf/files/B2DVVJ829630/$file/2016_2018LearningCouncilreport.pdf))

A second example is the expansion of the institutional research office, formerly led by a director, to the Division of Research, Planning and Institutional Effectiveness (RPIE) supervised by a Dean. (I.B-3: <http://www.gavilan.edu/about/research/index.php>) This division continues to evolve but is the hub of data resources on student outcomes, institutional effectiveness, the college schedule and is driving departmental conversations about student success. Resources have been allocated and data tools, such as GavDATA (I.B-4 <http://gavilan.higheredprofiles.com/#!/login>) have been developed to aid in the dialog throughout all stakeholder groups (I.B-5, I.B-6).

Since the last comprehensive visit, several established committees and within the shared governance structure have added student learning outcomes and student equity as stated objectives of their committees' goals. These include the Equity Committee, which states one of its purposes as "To raise awareness of cultural competency, spectrum of diversity and the imperative of equity in our college community" (I.B-7 <https://www.gavilan.edu/staff/equity/index.php>). The Institutional Effectiveness Committee, when last updating its bylaws, stated one of its purposes as "The IEC reviews program self-study reports to ensure all programs include Student learning Outcomes including assessment of those outcomes" (I.B-8). The Learning Council, in its mission makes clear the emphasis on equity and its relationship to student success: "Learning Council is an advisory group committed to the development, promotion, and advancement of a student success agenda for prospective and enrolled students at Gavilan College" (I.B-9 <http://www.gavilan.edu/committee/learningcouncil/history.php>).

There are three faculty liaison positions within the GCFA contract that include professional development, instructional improvement, and mentoring. The job descriptions from the three liaison positions include a commitment to equity and learning outcomes (I.B-10 Faculty Liaison Job description #1; I.B-11 Faculty Liaison Job description #2; I.B-12 Faculty Liaison Job description #3)

These efforts have culminated in the revision of the Participatory Governance Handbook, which was revised after a semester-long dialog with all campus groups in Spring 2018. The effectiveness of committees, the resulting outcomes and application of those outcomes to daily practice are now incorporated into the campus culture and will be reviewed and assessed by the Governance Committee which will report to the President's Council at the conclusion of the 18/19 academic year.

Analysis and Evaluation, Standard I.B.1

Gavilan College demonstrates a robust dialog and institutional commitment to student outcomes, equity and continuous improvement. This dialog is supported by student achievement data and in the educational environment that is created and maintained at Gavilan. According to Gavilan's recent benchmark scores on the Community College Survey of Student Engagement (CCSSE) the college scored highest in areas of active and collaborative learning, academic challenge, support for learners, and student effort (I.B-13 **CCSSE Exec report**). Additionally, current scorecard and GavData show increased trends in overall achievement in the following areas:

-
-
-

(EVIDENCE: chart including equity as a metric).

I.B.14 GavDATA Student Equity tool (save a PDF sample as evidence?YES)

I.B-15 Disproportionate impact analysis:

<https://www.gavilan.edu/about/research/2017.08.31%20Disproportionate%20Impact%20Statement%20Final2.xlsx>

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence for Standard I.B.2

All instructional programs and student and learning support services assess their learning outcomes on a scheduled cycle, with each cycle taking 3-5 years. Student support services develop program learning outcomes (PLOs) while instructional programs develop Student

Learning Outcomes (SLOs) for each course as well as for each program. All PLOs and SLOs are aligned with the Institutional Learning Outcomes (ILOs) and linked in the Course Outline of Record (I.B-16 **EVIDENCE: Course Outline of Record. Which one is a good example?**) All Learning Outcomes, including ILOs, are reviewed during the cycle, and adjustments are made as needed for clarity. Assessment of student learning outcomes at all levels is the engine that drives instructional improvement at Gavilan.

The cycle is diagrammed on Gavilan's Student Learning Outcomes Support Page (I.B.1 SL suggests changing number to I.B-17), which also houses a number of resources and best practices for writing, reviewing, assessing, and analyzing learning outcomes.

The learning outcomes, as well as the results of assessment, are reported in several places. On the Learning Outcome Reporting page (I.B.2 SL suggests changing number to I.B-18) each program must include its learning outcomes, the metrics by which they are assessed, the resulting data, and the planned improvements to be made once the data are analyzed. Additionally, each program includes its learning outcomes, as well as the metrics, data and improvement plan, in the Self Study generated every four years for Program Review, all of which are available on the Institutional Effectiveness Committee's homepage (I.B.3 SL suggests changing number to I.B-19). All active courses must include the learning outcomes on the course outlines, which are housed on the Gavilan College Curriculum homepage (I.B.5 SL suggests changing number to I.B-20), and all instructional course learning outcomes are listed on the course syllabus for students to view. (I.B.6 SL suggests changing number to I.B-21) (I.B.8 reference to ILOs.)

Information on learning outcomes is available to the public on a page linked to the homepage and accessible from any page on the website. It includes relevant links and documents for the evaluation of student, program, and institutional learning outcomes. (I.B-22: <http://www.gavilan.edu/academic/slo/index.php>)

We are currently in the process of reviewing and revising these outcomes. A task force has been charged with this responsibility, and as of this writing they have produced a draft of the new ILOs for all stakeholders to examine and evaluate (I.B.7 SL suggests changing number to I.B-23)

The current ILOs are listed on a page linked to the webpage of the division of Research, Planning and Institutional Effectiveness as well as the Student Learning Outcomes page (I.B-24) This site also contains a comprehensive collection of resources on learning outcomes (I.B-25), including the SLO reporting site, guidelines for writing and assessing learning outcomes, the current Gavilan learning outcome plan, a link to outside resources such as the Academic Senate of the state of California, a timeline for learning outcome review, and all necessary forms.

In 2014 and 15(?) Gavilan convened a Learning Outcome Committee to oversee the process and create a plan for ensuring that all learning outcomes are reviewed, assessed and reported on a regular basis. In 2013, the College appointed a Student Learning Outcome liaison. This

position is designed to provide a contact person available to all programs to help them keep their learning outcomes current, viable, and on track to be fully assessed in the four year cycle. I.B.26)

Through 2018, the Institution has been using a database designed in-house to house SLOs. Over the 2018-2019 academic year, the institution will be implementing an SLO module for the CurriQunet software that houses the curriculum. This will have the following benefits:

- Learning outcomes will be automatically aligned from course to program to institution after faculty do the initial mapping.
- Results will be housed in a central repository that is also connected to our student record system.
- Recording of outcomes results will be much easier and faster to accomplish.
- Outcomes will always be up to date, as they are directly tied to the curriculum process via technology
- Reporting of outcomes will become more automated. At present, outcomes reports must be manually generated by a programmer or manually compiled by the assessment liaison.
- Workload will be substantially reduced for IT and RPIE (via curriculum specialist). At present, the site must be manually updated each time an outcome, course, or program changes.

Analysis and Evaluation for Standard I.B.2

Gavilan College meets Standard I.B.3. The college defines and assesses student learning outcomes for all instructional programs and student and learning support services.

One area that Gavilan has identified for improvement is in the assessment of SLOs for some learning support services. Some of our support services, such as the Learning Commons, do not yet have learning outcomes defined; for others the SLOs have been defined but not yet assessed. For example, the Writing Center and Tutoring Center have Learning Outcomes in the reporting system, but no reported results. Both of these programs are currently undergoing program review, and it is anticipated that assessing learning outcomes will be among the recommendations of the program review committee. Student support services that lack learning outcomes will be identified during their regular program review process (I.B.27); in the interim period, they are encouraged by their division deans to develop a plan for having those learning outcomes in place by the time their program review cycle begins a new round.

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence for Standard I.B.3

Gavilan College has institutional set-standards for student achievement, and assesses how well it is achieving them on a regular basis.

These set-standards include metrics on completion rates, remedial rates, career education rates, completions of degrees and certificates, and completion of transfer level English and math, among others. For each metric there is a standard, a “stretch” goal, historical data, and a multi-year average (I.B-28).

The source for these performance metrics is the Scorecard posted by the Chancellor’s Office and linked to from every page of the Gavilan College website ([I.B-29 Scorecard](#))

Job placement rates for career education programs (I.B-30), and licensure exam pass rates (I.B-31) online for the public annually on the webpage of the Research, Planning and Institutional Effectiveness Division (I.B-32).

[This performance information is used \(when and where?, \(I.B-33 example of discussion about the scorecard metrics and follow-up actions.\)](#)

Analysis and Evaluation for Standard I.B.3

Gavilan College meets Standard I.B.3. The College has established institution-set standards for student achievement and regularly assesses how well it is achieving them as part of the institutional cycle of continuous improvement. This information is published on the college website.

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence for Standard I.B.4

To help set standards and expectations around learning outcome development, our Dean of Research, Planning, and Institutional Effectiveness has made multiple presentations to the entire campus as well as to departments, programs, and on a one-to-one basis. Attached is one example of a powerpoint session that Wruck led during a Division Meeting in 2016 (I.B-34). In the Powerpoint, you can see that concepts were being defined and clarified (e.g. what “regular” assessment means, what “disaggregation” means, etc.). As well, Wruck focused on the reasons for SLOs. He emphasized that final grades cannot be manipulated in a way to help target areas of interventions like SLOs can. Finally, in his address to new faculty, he made it clear that SLO review (the WHYs and HOWs) is an iterative process. We must not make assumptions about people’s prior knowledge around learning outcomes, and in our ongoing efforts, we must be inclusive. We must support faculty and staff wherever they are at in their level of awareness around outcomes and assessment (Evidence 13).

In February 2017, our SLO Faculty Liaison and four other faculty and staff members were supported by the college to attend the Academic Senate for California Community College’s 5th Annual SLO Symposium at Orange Coast College in Costa Mesa, California. The following month, a presentation was given at a Department Chair Committee Meeting reflecting key takeaways and thoughts about areas where we might adapt learning outcome support and development to our work at Gavilan College, as well as where more cross-campus dialogue is needed. (I.B-35).

► Student Learning Outcomes Faculty Liaison

Gavilan employs an Faculty Liaison for Student Learning Outcomes that is paid at 20% release time. The duties of the SLO Faculty Liaison include creation of professional learning opportunities around learning outcomes and assessment, working collaboratively with faculty and staff around learning outcomes, providing opportunities for campus-wide discussion around learning outcomes, and developing ways to report out outcome data. (I.B-10-12). In 2014-16, the SLO Faculty Liaison created a Student Learning Outcomes Support Site (I.B-36) with much needed information for faculty and staff. This site includes assessment models (I.B-37), support for the measurement of learning outcomes (I.B-38), and responses to frequently asked questions related to outcomes and assessment (I.B-39). This site has is maintained by the SLO Faculty Liaison.

In Fall 2016 the SLO liaison reached out to the entire campus during Professional Development Day in Spring 2017 and helped guide colleagues in the review and reduction of learning outcomes. This was followed up with individual and department consultations, such as is evidenced by notes from a professional learning session with the Fine Arts Department (I.B-40).

In 2017, 39 of the 41 faculty that she contacted had assessed their SLOs for 58 courses (I.B-41) with an emphasis “on courses which had not been assessed in 5 years” (I.B-42) .

In Spring 2017 to the current day, Jennifer Grohol became SLO Faculty Liaison. To support continuous improvement around learning outcomes and assessments, Jennifer reached out to faculty and staff in person, by phone, and through email. Part of her work consisted of helping update SLOs and PLOs through the intranet. She also assessed the percentage of SLO and PLO assessment, gathered assessment data, and formulated her findings in an easy to understand spreadsheet, which were widely distributed to help make visible and identify where we are successful and where we need to channel our efforts (I.B-43) . Grohol holds meetings with our institutional researcher about strategies for improving percentages. Grohol continues to take steps to make sure that our assessment reporting site is up to date, as well as make sure that all information between our reporting site and our catalogue are in sync. As part of her work, Grohol and colleagues presented to the entire campus on Professional Development Day of Spring 2018 to emphasize the value and meaningfulness of SLO development and assessment and helped to create a menu of options for all faculty and staff to choose from to help support their work on departmental, program, and service outcomes and assessment. (I.B-44).

In support of the value our institution places on learning outcome design and assessment, compensation is being offered to faculty for this work. For PLOs, people can work individually or as part of a team at the rate of \$200. For SLO update and assessment, there is a \$150 compensation per class. This is evidenced in the Gavilan College Faculty Association (GCFA) contract from 2017-2020 (I.B-455).

Analysis and Evaluation for Standard I.B.4

Increasingly since the last comprehensive team visit, all stakeholder groups at Gavilan have engaged in a culture of data based decision making behavior. Starting with modifications in the organizational structure to include liaison positions that were contractually created to support instructional outcomes, mentoring and professional development for faculty, the college moved into a practice of monitoring data trends through ARGOS, GIDS, and GavData and then incorporating the findings into daily operations. Student achievement rates in non-credit, especially focusing on ESL pathways to credit courses is an example of how faculty, the RPIE division and the administration used data to change the structure of how services were offered throughout San Benito county leading students to certificate and degree pathways that previously had been fragmented.

Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of meeting Standard I.B.5

The means by which Gavilan College assesses accomplishment of its mission is articulated broadly in the Education Master Plan (I.B-46), and in more detail in the Learning Outcomes website (I.B-17), which assesses Program and Student Learning Outcomes, the Institutional Effectiveness Committee website (I.B-19), which documents the cycle of program review, and the Research, Planning and Institutional Effectiveness (RPIE) website (I.B-3), which provides tools and mechanisms for tracking student achievement. All assessments of Learning Outcomes, student achievement and program effectiveness are ongoing and occur in regular cycles, and begin with an examination of the salient data, both qualitative and quantitative.

➤ Program Review

All instructional and student support services undergo Program Review once every four years. This process uses data and self-study evidence to assess the effectiveness of each program and its contribution to the college's mission. Each program examines and analyzes quantitative data about student achievement in several forms, including student success and retention by program and course (in the case of instructional programs) and number of students served (in the case of student support services). Additionally, all programs collect and analyze qualitative data in various forms, such as surveys, intake forms, user feedback forms, etc. The data and the program's analyses of strengths and areas needing improvement are collected once every four years in the self-study report, which is submitted to the Institutional Effectiveness Committee, who (which in turn?) then provide(s) recommendations for further improvement. Each instructional and student services program also submits to the committee a mid-cycle Status Update report, which details the progress made on each recommendation. Programs are asked to evaluate student success and achievement by analyzing these data, and also by reviewing all Learning Outcomes, professional development and student equity efforts, contributions to shared governance, and any other significant achievements, as well as prominent trends and challenges to the program. Instructional Programs are also asked to review and evaluate the program's course offerings (those that are included in any major or certificate offered by the program, as well as those that meet General Education requirements), productivity, modalities, pedagogical approaches, outreach to the community, workforce preparedness. In addition to assessing student success and effectiveness of the program, the Program Review Self-Studies outline each program's goals and objectives for the coming cycle. These goals and objectives are drawn from the program's official Program Plan, a document

which is updated every year (I.B-47), and from the recommendations provided by the IEC Committee during the last Program Review Cycle.

An example of how a program uses these assessments to improve student success can be seen in the example of the English Department. A significant number of students who enroll at Gavilan do not qualify for its basic college level composition. Program Review revealed that a significant number of students placing into Basic Skills classes (one level or more below the standard college freshman composition class) were not going on to complete degrees or transfers. Additionally, a significant number were not passing the basic freshman comp class even if they did persist. This observation led to the department investigating best practices for supporting students in their goal of passing English 1A, which is a requirement for graduation no matter what major a student declares. The English Program Plan was amended to include the new goals and objectives crafted with these students in mind. New initiatives were designed to support those students, including:

1. making the switch to an accelerated model, which greatly expanded the number of students testing directly into freshman comp,
2. adding a unit to the freshman comp, making it a four unit class,
3. creating a new placement tool using multiple measures,
4. exploring other ways of supporting struggling students, such as implementing Integrated Reading and Writing (IRW) strategies and offering flexible co-requisite support units,
5. identifying professional development and training opportunities for faculty,
6. creating an extensive plan for assessing these new initiatives in partnership with the RPIE and
7. drafting a comprehensive department handbook outlining all the changes and listing further resources. (I.B-48)

Another example of how the Program Review process leads to improvements in student achievements can be seen across all programs in the area of Student Equity. The self-study asks all programs, whether instructional or support services, to assess their student equity efforts by 1. providing evidence for how, in the previous cycle, the program addressed the needs of students identified in the Equity Report, (I.B.49) 2. to identify what gaps remain in the program's Student Equity efforts and 3. to provide the program's goals and objectives for the next cycle that are designed to fill those gaps. Similarly, each program is asked during every cycle to evaluate its efforts to provide online services and Distance Ed course offerings, and to identify and create a plan to address any remaining gaps. (I.B.50)

These are just a few examples of how the Program Review cycle uses data to plan for improvement in the area of student success, and to evaluate program effectiveness in carrying out the college's mission.

➤ **Evaluation of Goals and Objectives**

The Gavilan College Educational Master Plan, and the Strategic Plans that arise from the EMP, outline the college's institutional goals and objectives, including plans for student success and equity. The EMP also includes the Facilities Master Plan, the Budget Plan, and the Technology Master Plan, each of which maintains its own list of goals and objectives. The documents listing

the goals and objectives pertaining to student success are regularly evaluated and updated, and progress toward those goals and objectives tracked, by the Strategic Planning Committee, who then disseminate their findings to the college community, make recommendations to the President's Council and other relevant constituent groups, and develop, track and review any changes to the EMP. (I.B.51) The Strategic Planning Committee is comprised of students, staff, faculty and administrators. The committee gathers environmental data via external scans at the state, regional and local levels, and maintains performance indicators via internal scans. The timeline and process for review of all functions of this committee is outlined in the integrated planning model for the EMP (I.B.-52), and is updated yearly (I.B.-53). The data gathered by the Strategic Planning Committee is forwarded to the Research, Planning and Institutional Effectiveness Office (RPIE) for further analysis and synthesis. The RPIE generates a series of reports based on the data, which are then made available on its website to the college community at large, and presented to the Board of Trustees in a yearly report (I.B.54). This report, and the analyses conducted by the Strategic Planning Committee that provide the data for the report, form the foundation for the next iteration of the EMP. In this way, the cycle of assessing progress toward all goals and objectives, and planning for improvement in future cycles, is assured of being continuous and grounded in sound research and data.

One example of how the cycle works to improve progress can be seen in the college's most recent EMP (I.B.55), specifically with the implementation of some new statewide student success initiatives included in SB 1456. With the passage of this bill, Gavilan was prompted to evaluate a number of policies and procedures, leading to significant changes in the way the college responds to the needs of basic skills students, and in the goals and objectives for supporting students and helping them quickly and efficiently complete the necessary requirements for graduation and transfer. The current EMP outlines the plan for implementing and evaluating a new system for student placement, for providing students with comprehensive orientations and counseling services, for establishing pathways that efficiently move students toward their educational goals, and creating a scorecard metric to evaluate our progress in these areas, specifically with regard to student groups identified in the equity report. The plan identifies how Gavilan can improve student success in every area on campus, both instructional and student service-based, beginning from the moment a student makes first contact with Gavilan to the moment the student moves on to the next phase, and even beyond, as we track their progress to the next levels with the eye of using the information gleaned from that tracking to plan the next cycle.

▶ **Student Learning Outcomes**

Gavilan consistently uses Learning Outcomes at all levels, from institutional to program down to course outcomes, to evaluate student achievement and to plan for future improvements. IN academic year 2017-2018, the college convened (please pick a tense) a task force charged with revising Institutional Learning Outcomes, with the goal of streamlining them and making it easier for programs to align their PLOs and, by extension, their SLOs. The college now has a dedicated coordinator to help facilitate the assessment and revision of LOs in a timely manner, though the plan on the website is outdated and needs to be replaced with the current timeline. (I.B.22) Similarly, the SLO guidelines have not been updated in close to a decade (I.B.24), though the

principles governing the guidelines have not changed significantly. The primary directive of the LOs is to provide a snapshot of how effectively any particular program, or the college as a whole, is marshalling students toward master of those LOs. Each program is responsible for assessing all LOs in a timely manner, for using the results of their assessments to make improvements to instruction and student services, and for updating their LOs as needed, especially with the goal of aligning the course, program and institutional outcomes.

An example of how analysis of Learning Outcomes leads to improved student success can be seen in the Math department. An analysis of the CLOs led the department to the conclusion that students needed more support, as well as a more rigorous standard for placement, in order to make improved progress at the higher levels. This observation led to the creation of a new placement model, which established multiple measures as placement criteria instead of the single placement test that had been the norm. Raising the cutoff scores and the criteria for placement into college level math classes ensured that student would have reasonable expectations of success while allowing the department to maintain their rigorous standards. At the same time, the LOs revealed that students who didn't place directly into college level math would need more intervention and support in order to make their way up to college level math, and would continue to need support once they got to that level. This led to the development of a number of student support initiatives, such as math boot camp and the implementation of an acceleration model, complete with flexible co-reqs to support students once they arrive in transfer level math classes.

Program and Course Learning Outcomes are updated on a regular cyclical basis by department faculty using the Curriculum Committee's process, and the data collected and disaggregated by the RPIE office. This ongoing assessment cycle ensures that the Learning Outcomes remain effective as a tool to track and improve efforts toward student success. (I.B.18).

➤ **Student Achievement**

Student achievement remains one of the mainstays of Gavilan's mission, and the majority of initiatives and policy changes undertaken by the college do so with the goal of student success foremost in mind. To that end, Gavilan remains committed to developing and using proven data-gathering tools and techniques, and to providing training opportunities for the constituent groups who use those tools to track student success. The RPIE office is where the bulk of the data is stored, and disaggregated in various ways (I.B.56). Those responsible for implementing student success initiatives have free access to all manner of data that they can use to identify gaps in support services, as well as to provide documentation for the success of the services that are in place. Not only are these reports and data collections accessible on the RPIE website; the office also disseminates salient information regularly to all stakeholders, highlighting areas that are of particular interest to those stakeholders' goals. The RPIE is also instrumental in providing support for constituent groups wanting to develop metrics for further measuring student success. For example, the RPIE has been working closely with the English and Math departments as they begin to implement their respective acceleration programs. Both programs needed to have various ways of measuring the impact of acceleration on student retention, persistence and success in the areas of course completion as well as transfer and graduation

rates, factoring in student race/ethnicity, sex/gender and class. Furthermore, both programs needed to develop metrics to gauge the impact of the support initiatives that attended the implementation of acceleration, such as the new Multiple Measures placement tool, Boot Camp, Summer Bridge programs, Supplemental Instruction, Early Connect, Basic Skills counseling services, and more. With the assistance of RPIE, both programs have been able to create flexible, reliable tools for measuring the impact of acceleration on student success in a variety of contexts, all of which will be invaluable as the next phase gets underway.

Analysis and Evaluation, Standard I.B.5

The college meets this standard. Gavilan's assessment of the achievement of its mission is ongoing, using reliable data drawn from the program review process, from evaluation of Learning Outcomes at all levels, in conjunction with our regularly-updated goals and objectives in the Educational Master Plan. Student success is measured in a wide variety of ways, using sound methods and clear parameters and benchmarks. All results are tracked and recorded systematically, and made accessible to all stakeholders, in electronic and hard copy form, in centrally located areas that are easy to locate. Reports are also proactively provided to the appropriate groups on a regularly scheduled basis, with the relevant material highlighted and the conclusions synthesized where appropriate. These reports are the foundation for future plans to improve student success in all areas, and those plans are further articulated and recorded in planning documents that are also accessible and disseminated to the college community, and the wider public, in a variety of ways.

Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence for Standard I.B.6

As has been narrated throughout this standard, Gavilan College has taken steps to embed integrated planning into the fabric of the college culture through the completion of the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, the Strategic Plan, the annual convocation themes and more. Continuing to build an outcomes-based culture is at the forefront of decision making and can be demonstrated in the dialog in department chair meetings, in division meetings, and in department meetings.

Data sets are available for all stakeholder groups through the RPIE Division and are pushed out to the campus community for enrollment management purposes which can lead to deeper dialog regarding achievement for subpopulations of students. As gaps are identified, departments work with the Deans to identify strategies and assessment protocol as appropriate.

The college employs an online data access system available to all employees, and in a more limited form, the general public. This data system includes built-in tools for evaluating disproportionate impact down to the course level. The system includes the ability to evaluate twenty different student outcomes disaggregated by up to twenty eight different broad categories of student demographic and academic characteristics. RPIE's interactive data system, GavDATA, is used by employees an average two hundred times per month, with each user session lasting an average of ten minutes with an average of two reports accessed. (GavDATA packets: Milestone report, cohort tracking report, equity reports, basic skills flow tracking, division reports, and retention reports). Additionally, RPIE posts most comprehensive reports to its public website for viewing by any stakeholder.

The college regularly disseminates and discusses this information in a variety of settings (evidence examples include board minutes for any November meeting (I.B-57), equity committee (I.B-58) and senate minutes for presentation of disproportionate impact report (I.B-59) - must find specific meeting notes). Actions are taken based upon these data.

For example, when RPIE analysis revealed that most students who achieve 30 units will go on to graduate regardless of multiple background characteristics (I.B-60 GavDATA milestone report), student services began a second year initiative project to boost unit completions. Additionally, these data fed into academic affairs as they plan for the College Promise program and a campaign for encouraging full-time enrollment.

An additional example is the recent comprehensive EOPS program evaluation (I.B-61 EOPS program evaluation report, B.1-32 RPIE downloadable reports website). This evaluation

included disaggregation of student data by 26 characteristics in an effort to separate the effect of student demographic academic, and program participation statuses from the effect of participation in EOPS. Results of the evaluation are leading to planning for scaling of intrusive advising and nudge points that are a cornerstone of the EOPS program (I.B-62 Leadership Council minutes, July 2018).

Implemented strategies and resource allocations addressing these gaps include our BSI initiatives, the hiring of a basic skills counselor, the hiring of two retention specialists, focused on implementation of multiple measures placement and acceleration, increasing touchpoints for students through use of technology such as GradGuru, 85% check-ins by counselors, and a second year experience initiative. Additionally, once gaps were identified in the data, our data access system was revised with specific tools to allow departments and disciplines identify stop-out points among their students.

-Peter, Randy needs to supply an an example here of the mirrored classes and achievement rates.

Analysis and Evaluation for Standard I.B.6

The examples provided in this standard show the continuous improvement and progression that Gavilan has made since the last accreditation cycle. Disaggregating data in math and english will continue to be a focus as faculty strive to address the mandates of AB 705 and the entrance requirements for students in gateway courses. Non credit students moving through ESL through mirrored courses will continue to benefit from enhanced tutoring and academic support services that will provide supportive success strategies as they move into credit courses. All of these support the mission of the college and are embedded in data driven decision making that is evidenced by demonstrations of outcomes analyzed from our institution set achievement standards.

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence for Standard I.B.7

Policies and procedures are regularly reviewed at the institutional level through the shared governance process. The President's Office is responsible for receiving the annual updates from CCLC and then distributing the updates to the various instructional and service areas for review, modification, and to ensure policies are processed through the governance process to approval. In the spring 2018, the President formed the President's Council Policy Committee to assist in streamlining the annual and six year process as well as encourage an institutional discussion on the meaning and operational application of policies across campus.

At the Leadership Council meeting on August 14, 2018 a draft of the Board Policy and **Administrative Procedure Review Cycle** was circulated and discussed (I.B-63)(**EVIDENCE - get from Nancy Bailey**). The review cycle has two goals:

1. an Annual Review of policies and procedures, incorporating biannual legal update revisions issues by the Community College League of California, and
2. a six year review cycle of all policies and procedures.

The Board Policy Manual is posted online at the Gavilan College website (I.B-64 **EVIDENCE** <http://www.gavilan.edu/administration/board/policies.php>). In 2018, the BoardDocs platform was adopted to house meeting agendas, documents, and minutes. Over the next year the Policies and Procedures manual will be transferred from the current pdf-based document format to the searchable BoardDocs platform.

Another example of policy review include how the Instructional programs review their policies and practices internally, via department and division meetings and via email. For example, the English Department last year reviewed and revised its policy for collaborative decision making (I.B-65). A task force was convened to draw up a draft of the steps in the policy. This draft was posted to the department's shell on Canvas, the college's course management software, and also distributed via email to all English faculty, including part timers, for review and comments in advance of the discussion at the monthly department meeting. Everyone was invited to weigh in on each successive draft, either by proxy, by email, or at the meeting. The task force compiled all feedback and incorporated it into the next draft. From first draft to final official draft, the whole process took about three months and involved all members of the department. (I.B-66)

Another way instructional programs have of evaluating their policies and practices is through the yearly program plan, and the program review process, which happens once every four years. (I.B.19). Faculty are expected to solicit input from the whole department for these

reports. The Program Review Self Study report asks departments to identify policies and practices specifically relating to the college's mission, and the goals and objectives of the Strategic Plan (I.B.67), and to identify larger trends affecting those policies and practices, as well as articulating the department's particular strengths and challenges. Each program scrutinizes the information in GavDATA about retention, students success, and other categories, and provides an analysis of the numbers (I.B.68) Additionally, each department is asked to evaluate its policies and practices with regard to equity; the report specifically calls for a review of how the department currently works to close identified equity gaps, and for a summary of what gaps still remain and what plans the department has for addressing those gaps in the coming program review cycle. (I.B.69). The program review committee then makes a series of recommendations for the department to work on, based on the Self-Study report (I.B.70). Midway through each review cycle, programs are required to submit a Status Update detailing the progress made on each recommendation (I.B.71). The Self-Study report, the Program Review recommendations and the Status Updates are all compiled in the Annual Report of the Institutional Effectiveness Committee, which is then presented to various constituencies, including Cabinet, President's Council, Academic Senate and finally goes to the Board of Trustees for a final vote before it is made available to the entire college on the intranet. (I.B.72).

Lastly, instructional programs use the college's Enrollment Management Plan (I.B.73) to examine how their offerings fulfill the college's mission and the goals and objectives of the Strategic Plan. This comprehensive document looks at policies and practices of scheduling and staffing classes, and in doing so allows all instructional faculty to review and analyze the data generated by their departments on student success, retention and persistence, including the groups identified in Gavilan's Equity Report.

Support Services likewise review their policies and procedures internally, with each service having its own method of review. For example, the Writing Center conducts weekly meetings with the drop-in tutors and Supplemental Instructors, advising them on any policy changes, but also soliciting their opinion as to what's working and what is not. (I.B.74). Additionally, the coordinator of the Writing Center delivers a standing report at all English Department meetings, detailing any changes in policy and/or practices and allowing faculty to offer suggestions for improvement. (I.B.75). All student support services, like all academic programs, are required to submit yearly Program Plans and undergo Program Review every 4 years, with a mid-cycle Status Update report falling due after the first two years of the cycle. As always, authors of the Self Study reports are asked to explain how their policies and practices address the goals and objectives delineated in the Strategic plan (I.B.67)

Analysis and Evaluation for Standard I.B.7

The addition of the President's Council on Policy Committee has added a new layer of structure to the policy review process at Gavilan. The bi-weekly review process of policies at leadership Council will provide a forum for dialog regarding application and integration of policy. All areas will continue the review of policy to meet the annual and six year timeframe as established, but with a focus on how policy is made "real" in the college-wide environment.

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence for Standard I.B.8

Gavilan College communicates the results of assessment and evaluation activities through broadly accessible data tools, the college website, and the Shared Governance Process.

The Chancellor's Office provides several tool the public can use to access and evaluate information about college performance. These tools, provided to the college and communicated through our web page, provide baseline data for all stakeholder groups.

- The Student Success Scorecard (I.B-29)(<https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=441>) which is linked to from every page on the Gavilan College website, and displays success metrics in Math/English ESL achievement, program completion, and career education achievement.
- The Chancellor's Office MIS DataMart (I.B-76) (<https://datamart.cccco.edu/>) allows more specific data searches by college and student characteristics, including
- [The CE Launchboard,\(I.B-77\)](#)
- SalarySurfer ((I.B-78) <https://salarysurfer.cccco.edu/SalarySurfer.aspx>) provides wage information for those who have completed programs of study, aggregated statewide and linking to colleges with the named majors.

To provide more meaningful data at the local level, the district uses

- Gavilan College has contracted with Higher Education Profiles to create GavData ([EVIDENCE https://gavilan.higheredprofiles.com/#!/login](https://gavilan.higheredprofiles.com/#!/login)), an interactive, searchable database available to the public as well as to the campus community. GavData lets users query a wide range of questions about student persistence, retention, transfer, and evaluation. All groups on campus were trained on this tool and use it as needed in various departments across campus.
- The Research Planning and Institutional Effectiveness (RPIE) webpage (I.B-3) provides one-stop access to the Chancellor's office data tools and "Quicklinks" to basic college, data, downloadable reports and other publications, planning documents, Institutional Learning Outcomes, and surveys.
- CurriQunet - over the 2018/19 academic year, the College will be implementing the Student Learning Outcomes module for [CurriQunet \(I.B-79\)](#) ([EVIDENCE:https://gavilan.curricunet.com/Search](https://gavilan.curricunet.com/Search) which will replace the internally-developed system that has been in use for a number of years. (I.B-24)
- [Data and reports are also communicated through the Shared Governance process. For example,](#)

Analysis and Evaluation for Standard I.B.8

Gavilan College broadly communicates the results of all of its assessment and evaluation activities through the website, shared governance, and online tools.

The college internally developed a tool for tracking and assessing Student Learning Outcomes many years ago. Unfortunately, the local tool best served only course and program outcome assessment; it lacked the capability to map course to program to general education to institutional learning outcomes. Using the new CurriQunet system, faculty and staff will be able to have mapped assessments that will expedite the overall assessment processes. With the approval of Gavilan College's new Institutional Learning Outcomes, and with the work started on establishing General Education Learning Outcomes, the College needed a newer system that connected to the curriculum process and that serves as a central repository for all learning outcome assessment.

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence for Standard I.B.9

Gavilan College engages in a continuous cycle of planning and evaluation at the Board, institutional, functional, and program levels.

► Master Plans

Integrated planning has taken a predominant focus for the past two years as Gavilan has developed major comprehensive planning documents, such as the Educational Master Plan (I.B-46) and the Facilities Master Plan (I.B-80), along with a number of ancillary plans to form a culture of continuous assessment and evaluation in all areas of campus instruction and service.

- The Five-Year Strategic Plan (I.B-67)
- Program Plans (I.B-47)
- Self-Studies (I.B-81)

At the program and department level the college's system for broad-based evaluation and planning is outlined on the webpage of the Institutional Effectiveness Committee, the shared governance committee that conducts program reviews for all areas on campus, including administration, operations, support services and instructional programs. (I.B-19) Program review is continuous in that every area on campus undergoes review once every four years, through which each completes a comprehensive Self-Study detailing the accomplishments and challenges of the past cycle and analyzing the data compiled during that time. (I.B-81). The goal of program review is to reflect on what was or was not effective during the past cycle, but even more prominently, to use those reflections to plan for the future and improve performance. All Self-Study reports begin with a review of the Mission Statement and the goals and objectives of the Strategic Plan and continue with an analysis of how the department's activities address those larger concerns and the more detailed concerns under that umbrella, such as Equity and Student Success.

The Self-Studies are largely based on the material from the yearly Program Plans, which detail the goals of the department and the accompanying request for funds, and from the data gleaned from GavDATA and from HR detailing the department's statistics regarding student success,

retention and persistence. The departments are notified in the spring that they are to begin their self study process and are given an orientation by the chair of what has historically been called the Institutional Effectiveness Committee, but which recently changed its name to Program Integration, Planning and Research (PIPR). (I.B-82). The department representatives are walked through the program review process at this orientation, which includes the timeline, an explanation of how program review is linked to budget allocation practices and to the larger Strategic Plans and college Mission, an introduction to the process for gathering the necessary data on student success and equity, an elucidation of department demographics and organizational structure (I.B-83) and LO assessments (I.B-18), and tips for how to analyze the data in a meaningful way. (I.B-84). Additionally, each department representative is introduced to their support team, which consists of two or more members of the PIPR committee who are specifically available to answer any questions or provide any necessary help throughout the process.

The department submits a first draft of the self-study to the committee at the end of Fall semester and the committee reviews the drafts at the beginning of Spring semester. They offer suggestions for revision, ask questions for clarity, and request more specific information as needed. The support team meets with the program representatives to go over the feedback in person. (I.B-85) The second draft of the self-study is due about $\frac{3}{4}$ of the way through Spring semester. When the committee has all the second drafts in hand, the next step is to provide a list of recommendations for the program to address in the coming cycle (I.B-70). These recommendations are based on the information from the self-study, specifically targeting the stated goals of the program and the plans that the program has developed for achieving those goals. The self studies and recommendations are compiled into an Annual Program Review Report at the end of Spring semester, along with an overview and evaluation of that year's process. The Annual Report is presented to Cabinet, Academic Senate and President's Council before being presented to the Board of Trustees to vote on. When the vote is final, the Annual Report is published on the Gavilan College Intranet and made available to the entire Gavilan community. (I.B-72).

The committee's recommendations are also forwarded to the Budget Committee, which is responsible for resource allocation recommendations. The Budget Committee's formula for funding the budget requests of any department or program on campus is based in part on whether or not that request has a recommendation from the IEC accompanying it. (I.B-86). Once the Annual Report is published, the program review cycle is complete and the program can now begin to make progress on the committee's recommendations in preparation for the next cycle. Midway through the cycle, all programs submit a Status Update report to the IEC committee, which lists all the recommendations from the last program review cycle, and gives a narrative update on what progress has been made toward completion of the recommendation.

Because the program review process is tied to the institutional goals and objectives laid out in the Educational Master Plan, and is designed to help individual programs and departments align themselves with those goals and objectives, every year the IEC committee assesses the process and makes changes as needed. For example, every year for the last several years, the form used for the Self Study report has been revised (I.B-87). [The most recent review cycles](#)

(AY 2016-2017 and AY 2017-2018) have issued (in??) comprehensive amendments not just to the form, but to the process itself. For example, during the review of the 2016-2017 cycle, it was noted that a majority of the first drafts of the self study came to the committee late, which reduced the time allotted for revision and recommendations. The committee decided that it would, in the future, extend the deadline for the first drafts and adjusted the timeline accordingly, beginning the process for 2017-2018 in May of 2017 instead of September of that year. This change allowed programs to begin their self-studies significantly earlier than in years past, and the result was that all programs were able to submit their reports by the deadline, and the committee was able to finish up its work in a timely fashion. Additionally the committee created training materials, including a presentation and a video, on how to collect and examine relevant data through GavDATA and HR. (I.B-88).

Analysis and Evaluation for Standard I.B.9

In response to the assessment of the current cycle, large changes are being planned for the next cycle, 2018-2019, including a restructuring of the committee from a stand-alone independent committee to being under the supervision of the newly created office of Research, Planning and Institutional Effectiveness.

The PIPR committee, in conjunction with the RPIE division, is currently working on a substantial redesign of our program review process. The college was recently approved for a Professional Resource Team (PRT) through the California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI) to expand upon these efforts. The main goal of the redesign is to shift the process from an emphasis on retrospective review to an emphasis on prospective planning. The new process will be called Program Integrated Planning and Review (PIPR). Each program will be asked to form a mini strategic plan for their program that outlines specific goals, activities, resources, responsible parties, cross-functional operations opportunities, tie of the goal to the college mission and strategic plans, timeline for completion, and an evaluation strategy. This becomes the basis for the annual program plan/budget requests, and the evaluation results from the goals become the foundation for the next program review cycle. It is hoped that this new process will turn program review self-studies into more of a living document that is referenced throughout the review cycle, rather than a self-study that is most pertinent when proximal to the review.

Evidence:

- I.B-1 [Learning Council report to Board of Trustees, July 2018 Minutes](#)
- I.B-2 [Learning Council Report](#)
- I.B-3 [Research, Planning and Institutional Effectiveness webpage](#)
- I.B-4 [GavData Main Page](#)
- I.B-5 [Social Science Department Meeting](#)
- I.B-6 [Social Science Minutes 3-8-2017](#)
- I.B-7 [Student Equity Website](#)
- I.B-8 [IEC Committee Bylaws](#)
- I.B-9 [Learning Council History and Mission](#)
- I.B-10 Faculty Liaison Job description #1
- I.B-11 Faculty Liaison Job description #2
- I.B-12 Faculty Liaison Job description #3
- I.B-13 **CCSSE Exec report).**
- I.B.14 **GavDATA Student Equity tool (save a PDF sample as evidence?YES)**
- I.B-15 [Disproportionate impact analysis:](#)
- I.B-16 **Course Outline of Record. Which one is a good example?**
- I.B-17 Gavilan's Student Learning Outcomes Support Page
- I.B-18 Learning Outcome Reporting page
- I.B-19 Institutional Effectiveness Committee homepage
- I.B-20 Gavilan College Curriculum homepage
- I.B-21 Instructional course learning outcomes listed on the course syllabus
- I.B-22 [Student Learning Outcomes web page](#)
- I.B-23 [ILOs on webpage](#)
- I.B-24 SLO webpage
- I.B-25 Learning Outcomes

- I.B-26 SLO Faculty Liaison (Job description is listed above - I.B-10-12 - . If job description is used here as evidence, we can eliminate this reference. And renumber.)
- I.B-27 Program Review Process
- I.B-28 [Institutional Set Standards and Performance Annual Report](#)
 - I.B-29 Chancellor's Office Scorecard
 - I.b-30 [Job Placement rates for CE programs](#)
 - I.B-31 [Licensure Exam Pass Rates](#)
 - I.B-32 [Downloadable reports on the RPIE website](#)
 - I.B-33 Example of follow-up actions based on scorecard metrics
- I.B-34 PWruck Powerpoint presentation 2016
- I.B-35 Department Chair presentation March 2017
- I.B-36 Student Learning Outcomes Support Site
- I.B-37 SLO assessment models,
- I.B-38 support for the measurement of learning outcomes
- I.B-39 Responses to frequently asked questions related to outcomes and assessment
- I.B-40 Fine Arts Department Professional Learning minutes
- I.B-41 Assessment of SLOs in 58 courses
- I.B-42 Courses that had not been assessed in five years
- I.B-43 SLO-PLO Assessment Status Spreadsheet
- I.B-44 Spring 2018 Professional Development Day Presentation
- I.B-45: GCFA SLO assessment compensation per class
- I.B.-46 Education Master Plan
- I.B.-47 Department or Program Plan
- I.B-48 Comprehensive Department Handbook
- I.B-49 Equity Report
- I.B-50 Plan to address Equity gaps

- I.B-51 Strategic Planning Committee tracking document (?)
- I.B-52 integrated planning model for the EMP
- I.B-53 updated yearly Planning Model
- I.B-54 RPIE presented to the Board of Trustees in a yearly report
- I.B-55 EMP, regarding implementation of statewide student success initiatives included in SB 1456.
- I.B-56 Student Data stored in RPIE area
- I.B-57 board minutes for any November meeting,
- I.B-58 Senate minutes for presentation of disproportionate impact report
- I.B-59 equity committee and senate minutes for presentation of disproportionate impact report
- I.B-60 GavDATA milestone report
- I.B-61 EOPS program evaluation report
- I.B-62 Leadership Council minutes, July 2018
- I.B-63 Leadership Council minutes, August 14, 2018
- I.B-64 Board Policies and Procedures home page
- I.B-65 English Department Collaborative Decision-making policy
- I.B-66 Three month timeline for policy completion
- I.B-67 Strategic Plan 2018-23
- I.B.68 GavData report with data regarding retention or students success
- I.B-69 Self Study doc focusing on review of how the department currently works to close identified equity gaps, and for a summary of what gaps still remain and what plans the department has for addressing those gaps in the coming program review cycle.
- I.B-70 IEC recommendations based on the Self-Study report
- I.B-71 Status Update
- I.B-72 IEC Program Report Website
- I.B-73 Enrollment Management Plan

- I.B.74 Writing Center Minutes where policy changes are discussed
- I.B.75 Writing Center report for English Department
- I.B-76 DataMart
- I.B-77 CE Dashboard
- I.B-78 Salary Surfer
- I.B-79 curriQunet website
- I.B-80 Facilities Master Plan
- I.B-81 Blank PIPR Document
- I.B-82 PIPR Website
- I.B-83 elucidation of department demographics and organizational structure
- I.B-84 tips for how to analyze LO data in a meaningful way
- I.B-85 Sample of IEC/ PIPR Feedback to Self-Study author/ team
- I.B-86 The Budget Committee's formula for funding the budget requests of any department or program on campus is based in part on whether or not that request has a recommendation from the IEC accompanying it.
- I.B-87 every year for the last several years, the form used for the Self Study report has been revised
- I.B-88 IEC Training Materials

Standard I.C. Institutional Integrity

Standard I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence for Standard I.C.1

The Gavilan College Public Information Office, staffed by a Director of Public Information and a full-time Marketing Communications Specialist, works with college programs, departments, and administration to ensure the clarity, accuracy, and integrity of information provided by the institution to students, staff, and the public. A member of the Public Information Office sits on all event and planning committees, and consults with all departments on their production of printed materials and marketing collateral. The Director of Public Information also chairs the college subcommittee on the Website.

The Mission Statement is published on the college website and in major college publications, such as the College Catalog, and the Report to The Community.

Student Learning Outcomes (SLOs) for the institution and information for all academic programs are published in the College Catalog (I.C-1) and posted on the website. Course level SLOs are published in the course syllabi (I.C-2), which are posted to the Banner course registration system and available to students as they choose their classes. Over the 2018/19 academic year, the SLOs and SLO assessment process will be moving over to the CurriQunet platform, making this information more searchable and accessible.

In preparation for this change, work was done over the summer of 2018 to ensure the accuracy of information in CurriQunet. This initiative was led by the Director of Public Information, with support from the Dean of Research, Planning and Institutional Effectiveness and the Director of Institutional Technology. An outside consultant was hired to go through the CurriQunet database, the DegreeWorks platform, and the Chancellor's Office Program Inventory, compare them, and identify any discrepancies in the information contained in the three systems. This information was then shared with the Vice President of Academic Affairs who took the lead on making the corrections necessary to ensure accuracy and compliance across the three systems. The data clean-up occurred over Fall 2018 and the online CurriQunet-based catalog went live for Spring 2019 (I.C-3).

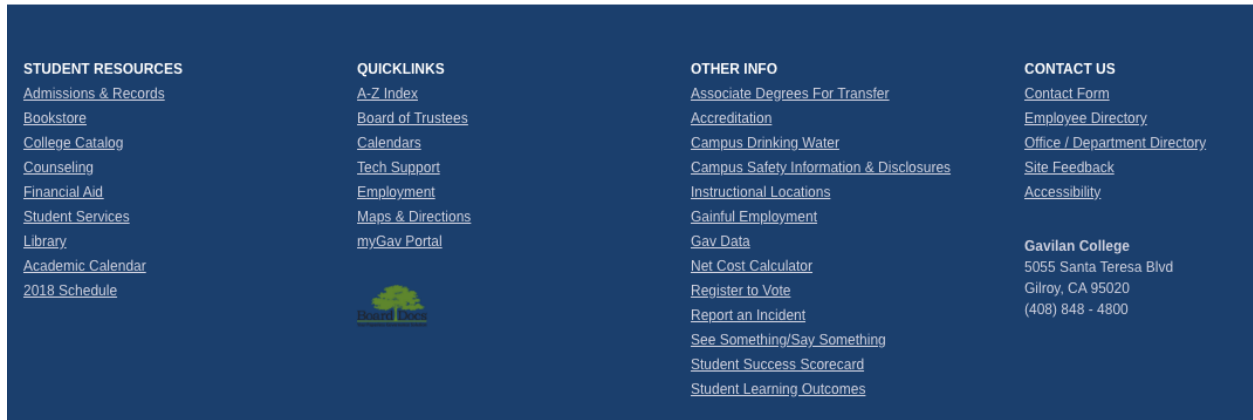
Student support services are listed, described, and publicized in numerous formats. Each service has one or more pages on the college website, maintained by that department. Accuracy is monitored through a process of verification (I.C-4).

Student Support Services -

Website, Grad Guru, Planner, Semester Guide

A link to the Accreditation webpage (I.C-5) is located at the bottom of every page of the Gavilan College website, just one click away from the homepage.

FIGURE XXX: website Footer with Accreditation link



Accreditation_ website, link on all pages, information to the Board at public meetings

Blurb in Semester Guide

Catalog

Shared Governance process

Stephanie Drocker's visits to the college (September 2017 and 2018)

Analysis and Evaluation for Standard I.C.1

Gavilan College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services, and has policies and procedures in place to ensure accuracy.

The institution gives accurate information to students through the student government and having student members on committees. The public is informed through Board meetings and posting the final approved ISER on the website. In addition, the college has had visits from our support person on the Accreditation Commission in order to keep our accreditors updated. (It said "ER 20" here. What's that? Ken)

Standard I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence for Standard I.C.2

Gavilan College has published a catalog every two years. These catalogs can be accessed through the Gavilan College website ([I.C-6](#)) and can be viewed online via a look book format, broken down by section, downloaded (in pdf form) or purchased ([I.C-7](#)). Corrections and additions to the catalog can be easily identified and are posted near the top of the Catalog web page.

The catalog includes current information on facts, requirements, policies, and procedures as listed in the “Catalog Requirements” and as shown in **Figure XXX, Inventory of Catalog Requirements, where the page numbers indicated are those in the printed and pdf files of the catalog.**

Figure XXX: Inventory of Catalog Requirements

**Inventory of Catalog Requirements
2017-2019 Gavilan College Catalog**

Requirement	Page
1. General Information	
<ul style="list-style-type: none"> • Official Name, Address(es) Telephone Number(s), and Website Address of the Institution • Educational Mission • Representation of accredited status with ACCJC, and with programmatic accreditors, if any • Course, Program, and Degree offerings • Student Learning Outcomes for Programs and Degrees • Academic Calendar and Program Length • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 	<ul style="list-style-type: none"> Pages 4, 5, 258, 259, 264 Page 6 Page 7 Pages 70 - 246 Pages 70 - 165 Page 38, 68 Page 8 Pages 31-32 Pages 26 - 35 Pages 254- 257 Page 5
2. Requirements	
<ul style="list-style-type: none"> • Admissions • Student Tuition, Fees, and Other Financial Obligations • Degrees, Certificates, Graduation, and Transfer 	<ul style="list-style-type: none"> Pages 22-24 Pages 22, 23, 24, 25, 68 Pages 49-67
3. Major Policies and Procedures	
<ul style="list-style-type: none"> • Academic Regulations, Including Academic Honesty • Nondiscrimination • Acceptance and Transfer of Credits • Transcripts • Grievance and Complaint Procedures • Sexual Harassment • Refund of Fees 	<ul style="list-style-type: none"> Pages 12 -13 Page 9 Page 25 Page 11 Pages 18-21 Page 11 Page 25

Links for general education requirements in addition to requirements for transfer are located at the top of the home page ([I.C-6](#)).

Links in the website include information about Gavilan College, a directory of key people within the college, policies and procedures, academic honesty, admission, student success and support services, academic freedom, general education and transfer programs.

Copies of catalogs dating back to 2005-2007 academic years are located at the bottom of the web page and can be easily accessed. Earlier editions of the catalog can be found in the Gavilan College library on the Gilroy campus.

Beginning with the 2019-2020 Catalog and in partnership with CurriQunet, we will be updating the catalog annually. The catalog review process is initiated in the Public Information Office, which is responsible for gathering of data, preparation, and proofing of the catalog, with design, and editorial assistance by identified departments throughout the college.

Analysis and Evaluation for Standard I.C.2

The College provides an accurate, precise, and updated online catalog for all students and prospective students and it includes all the facts, requirements, policies, and procedures listed in the “Catalog Requirements”.

Standard I.C.3.

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence for Standard I.C.3

As mentioned in Standard 1.B.5, student success is at the center of any policy or initiative changes undertaken by the college. To that end, Gavilan remains committed to developing and using proven data-gathering tools and techniques, and to providing training opportunities for the constituent groups who use those tools to track student success. The RPIE office is where the bulk of the data is stored, and disaggregated in various ways (I.B-56).

On the 'Outcomes' ([1.C-8](#)) page of the Research, Planning and Institutional Effectiveness (RPIE) web page, multiple tools used in evaluating student learning outcomes are listed. Student learning outcomes are itemized on the Gavilan College outcomes webpage, with a PDF linked at the page end ([1.C-9](#)).

Student learning outcomes for each course are listed on the Academic SLO website ([1.C-10](#)). In the drop-down menu under each main area of study, each course is listed (Child Development is used as an example:[1.C-11](#)). Once a course is selected, both the course description and learning outcomes are detailed ([1.C-12](#)).

On Gavilan College's intranet ([1.C-13](#)), course SLO assessment results are listed by course. Using ACCT 105 as an example ([1.C-14](#)), students can drill down to a year – in this case 2016-17, see what the program outcomes are, with assessment/measurement identified, the result, and the use of results are shown and explained.

The Gavilan College Student Success Scorecard ([1.C-15](#)), created by the Chancellor's Office and listing general demographic and success information, is posted on the Research page of the college's website.

Finally, downloadable reports on the RPIE website ([I.C-16](#)) include such information as trend analysis, degrees and certificates awarded, program comprehensive effectiveness evaluation reports, flow success rates, etc.

Analysis and Evaluation Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. Student and program learning outcomes are searchable and available to the public via the Gavilan College homepage.

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence for Standard I.C.4

Board policy (BP) 4100, located in Board Policies and procedures, Chapter 4 – Academic Affairs, page 31 ([I.C-17](#)) describes in detail what a student must do to be eligible for graduation and the process in which a degree or certificate is awarded. This includes A.A. and A.S. degrees, additional Associate degrees, and Certificates. This was initially board-approved in June, 2002 and amended in May, 2008.

Approved curriculum information is accessed through CurriQunet, a curriculum management system used to streamline and improve integrated planning of the curriculum process. Course and certificate descriptions as well as degree and certificate requirements are maintained and extracted from this system and reviewed and updated by the department chairs or program members for accuracy. All information is then forwarded to the appropriate college dean for approval, forwarded to the Curriculum Committee for approval, and finally passed forward to the Vice President of Academic Affairs. Once all information is reviewed and approved by the Board of Trustees and the Chancellor's Office ([I.C-18](#)), the Public Information Office assembles it into the catalog format and publishes it in a variety of ways, as listed in Sub-standard I.C.2.

Gavilan College describes its certificates and degrees in a number of locations available to students, both online and in person. Printed materials are reviewed for clarity and accuracy by department personnel, deans, and committees. Student learning outcomes are included in degree and certificate program descriptions in the course catalog. General education outcomes are explained in detail beginning on page 49 of the 2017-2019 course catalog. Transfer information begins on page 52 of the same catalog ([I.C-6](#)). Instructors also include student learning outcomes on their course syllabi ([I.C-2](#)), which are reviewed by division deans each semester.

Students are directed to the Counseling Department for guidance and direction regarding degrees and requirements. The Counseling Department web page ([I.C-19](#)) offers a link to DegreeWorks ([I.C-20](#)), a web-based tool to help students monitor progress toward Gavilan degree or certificate completion. This page also serves as a FAQ area for best practices and general information. The counseling web page offers the ability to request both face to face and online counseling appointments. There is also a tab in the Quick Links section which leads to a

FAQ page([I.C-21](#)). Information near the end of the page specifically addresses Degree and Program questions.

Analysis and Evaluation for Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes and makes the information available to students and prospective students on many different platforms.

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence for Standard I.C.5

Gavilan College reviews its policies, procedures and publications and regularly revises its policies for all areas of the institution. Copies of all procedures are readily available to the public through the Office of the President ([I.C-22](#)).

The process begins with updates from the Community College League of California (CCLC). This review happens twice a year due to legislative changes and legal reviews. CCLC provides templates for updates as well as ongoing feedback on policies and procedures which are legally required or advised. Also, the Board of Trustees undertakes a separate chapter-by-chapter policy review of all policies over the course of several years.

In March 2018 the President's Council Policy Subcommittee held its first meeting. All constituent groups are represented on this subcommittee, which focuses on reviewing Gavilan policies to identify where the college may have "gaps" that need to be addressed and to ensure that all are informed or aware of changes made to policies.

Draft policy review also may begin at the Academic Senate, where it is discussed and approved and then sent to the President's Council. If approved there, it is then moved to a Board subcommittee for review before being sent to the full Board for review. At any point in this process, the draft can be sent back for revision ([I.C-22](#)).

Policy and Procedures require Board of Trustees approval, which includes a two-part adoption process (informational submission for a first reading and action item on the second reading). A majority vote of the whole board is required for approval.

The College catalog, the credit and non-credit class schedule, and the College website are the primary methods used to communicate to prospective and current students, personnel and the community. The catalog was reviewed bi-annually, and beginning with the 2019 publication, will be reviewed annually. This process is overseen by the Public Information Office in collaboration with the departments, committees, the deans, and the Vice President of Academic Affairs.

The College uses social media and maintains official pages on Facebook, Twitter, YouTube, and LinkedIn, and the President has a monthly podcast. In an effort to maintain institutional integrity represented in a variety of departmental, service and social media sites, Gavilan College has set up guidelines for those using social media as an engagement tool ([1c5.3](#)).

Analysis and Evaluation for Standard I.C.5

The institution reviews institutional policies, procedures, and publications on a regular schedule to assure integrity in all representations of its mission, programs, and services. In addition, it has set up guidelines for those using social media on the college's behalf in order to assure integrity in that platform.

Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence for Standard I.C.6

Gavilan College accurately informs current and prospective students regarding total cost of their education. On Gavilan's financial aid website ([I.C-25](#)) both California residents (living with parents and living away from parents) and non-resident students are able to project costs for attending Gavilan. These projections are based on a 12-unit course load and calculate expenses such as tuition, books and supplies, housing and food, transportation and personal costs. Calculations are for both nine-month and eleven-month enrollments.

Each semester, Gavilan produces a semester guide, an informational booklet with helpful information including steps for new students, payment deadlines, fees, financial aid, counseling services, FAQs, student services, instructional supports, tools for success and more. The accuracy of this information is reviewed and approved by the Director of Admissions and Records. Booklets are distributed to local high schools, all college campuses, and off site locations such as grocery stores, libraries and other high traffic areas. Included in this guide is information that details costs and fees for the semester.

Gavilan also posts an informational page under the Career and Transfer Center regarding gainful employment. [Links are provided to cost and completion disclosure information by discipline and certificate](#), and to Salary Surfer where students can view the median annual income for graduates from 179 of the most widely enrolled California Community College programs ([I.C-26](#)).

Once a student is enrolled in courses, he or she can look on Gavilan's bookstore website ([I.C-27](#)), to determine cost of books and supplies in each course. Gavilan supplies free or reduced cost textbooks to students in specific groups or those that indicate financial need. In addition, some introductory Math classes provide loaner books for all students in the class. These books were purchased through the Basic Skills Student Outcomes Transformation grant .

The Financial aid department also sends an email to students no less than two weeks before the beginning of classes reminding them that tuition and fees are due and gives them a total [amount of what they owe](#).

In anticipation of the following academic year needs, every spring semester the Office of Academic Affairs reminds Deans, Administrators, and Department Chairs to update the Instructional Materials List for any courses that require them ([I.C-28](#)). Once all the updates are received, they are compiled and sent to the board for approval ([I.C-29](#), page 4).

Analysis and Evaluation for Standard I.C.6

The institution accurately informs all students regarding the total cost of an education at Gavilan College.

Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence for Standard I.C.7

Gavilan's Faculty Academic Freedom policy, BP 4030 ([I.C-30](#)) clearly defines the extent of academic freedom faculty have in his/ her classroom. As provided by the U.S. constitution, all faculty may discuss their area of competence in the classroom, along with other relevant matters, so long as they distinguish between personal opinion and factual information. Faculty are also free from harassment, inference, or restrictions based on political views, and can assign relevant readings and assignments. This policy was approved in June, 2002 and amended in May of 2008. Academic freedom is also addressed on page 8 of the 2017 – 19 student handbook ([I.C-31](#)).

Academic Freedom is also addressed for students. In the online policies and procedures manual ([I.C-32](#), page 6), academic freedom is outlined for the students and also helps students recognize conflicting philosophies of an instructor and provides steps on how to address an instructor should there be a difference of opinion. Encouraging a student to discuss an issue (perceived or otherwise) is critical to each student's success. In addition, if the student is unable to resolve the issue to the student's satisfaction, the policy includes the formal resolution process taking the issue through the department chair, the dean, a vice president, the superintendent/president, and, if necessary, ultimately to the Board of Trustees which would make the final decision.

For faculty, Article 7 of the GCFA Collective Bargaining Agreement ([I.C-33](#)) addresses academic freedom. This is a mirror document of the board policy.

Analysis and Evaluation for Standard I.C.7

The college's Academic Freedom policy clearly states the Board's commitment to maintaining institutional and academic integrity. The policy makes clear to both students and faculty what their rights and responsibilities are in order to maintain academic integrity. The policy also includes a resolution process for students, Academic freedom is also included as a separate article in the faculty contract.

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence for Standard I.C.8

The Principles of Community provide a foundation on which to build an environment of dignity, truth, and excellence. It states that there is an expectation to maintain the highest ethical standards in order to establish and atmosphere of civility, honesty, cooperation, professionalism, and fairness ([I.C-34](#)).

Board Policy BP 5500 ([I.C-35](#)) and corresponding Administrative Procedure AP 5500 ([I.C-36](#)) address Standards of Conduct and clearly define student conduct that is subject to discipline, potential disciplinary actions, including up to student expulsion. This involves behavior on and off campus, and academic issues including cheating, plagiarism and academic dishonesty are discussed.

Upon hiring, all employees (faculty, staff, administration, and students) are given a brief orientation through Human Resources which includes reviewing a hiring packet. This packet contains paperwork including the sexual harassment policy, drug free [workplace](#) policy, safety orientation, disaster service worker agreement and confidentiality agreement (I.C-37).

In the Gavilan College catalog 2017-2019, the section on Academic Honesty ([I.C-38](#)) clearly defines academic honesty, what constitutes academic honesty and lists procedures regarding honesty in the classroom. Faculty members inform students of the ethical standards required in their courses along with a statement referring to honesty on the syllabi. Students may be directed to the current catalog to learn about the honesty policy, their rights as a student, and the consequences of dishonesty.

Although academic honesty depends on the integrity of the student, it is the responsibility of the instructor to take appropriate action based on procedures. Items that would initiate procedural action include academic dishonesty, cheating and/or plagiarism and each are defined in the academic honesty policy.

In order for a faculty member to begin reporting procedures, s/he must believe and have evidence that substantiates the dishonesty claim. The faculty member then follows a set of detailed steps, beginning with a student/ faculty conference where the student is informed of the allegation, evidence, and probable cause of the infraction. The instructor then can

use discretion to determine if further action needs to be taken, informing the student of sanctions to be recommended or assessed in accordance with the policy. A student has a right to appeal at any time.

There are two major sanction classifications: academic and administrative. Academic sanctions are related to coursework and grades. Faculty are responsible for this type of sanction. Administrative sanctions concern a student's status on campus and are delivered by the Vice President of Student Services.

Standards of Student Conduct is published in the 2017-2019 College Catalog ([I.C-39](#)). The student Handbook was updated in Spring 2018. Included in the standards is conduct that constitutes cause for discipline, discipline procedures, administrative corrective measures for misconduct, disciplinary appeal hearing process, and appeal process after hearing panel decision. Included in the Student Conduct standards are conduct such as 15. "Academic dishonesty, such as but not limited to: cheating plagiarism, (including plagiarism in a student publication)", and 21. "Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes..." Actions for such incidents can be as slight as an admonition to as severe as expulsion.

Students can request a hearing and can represent him/ herself or by someone of his/ her choice. Hearings are closed and confidential, with testimony being taken under oath. A decision as to the student outcome will be delivered to the President's office within 10 days of the hearing.

In addition to the Gavilan Standards of Student Conduct, student athletes additionally follow the Student-Athlete Code of Conduct ([I.C-40](#)). Revised in Spring 2018, the code of conduct addresses topics including class preparation, respect of coaches and facilities, dress code, and on and off campus behavior. Students sign this document, acknowledging their responsibility to adhere to the terms of the contract and the resulting consequences if they do not follow such guidelines.

In the Faculty handbook published in Spring 2017 ([I.C-41](#), beginning on page 106), faculty are informed of their role in working with student issues related to behavior, standards of conduct, or issues related to academic integrity and honesty. For detailed information, faculty are directed to the college catalog. In general, faculty are directed to appropriate vice presidents for assistance in:

- VP, Instructional Services – academic honesty and integrity, and faculty academic freedom.

- VP Student Services – Standards of student conduct

Analysis and Evaluation for Standard I.C.8

Gavilan College has clear, well-established, and well-publicized policies regarding academic honesty and integrity. These apply to all constituencies and promote honesty, responsibility, and academic integrity throughout the college.

Standard I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence for Standard I.C.9

Article 7.2 in the GCFA Collective Bargaining Agreement ([I.C-42](#)) focuses on academic freedom and states that “In the exercise of this freedom the faculty member may, as provided in the U.S. and California Constitutions and other applicable laws, discuss his/her own subject or area of competence in the classroom, as well as any other relevant matters, including controversial matters, so long as he/she distinguishes between personal opinions and factual information.”

Faculty follow this standard in the classroom, in syllabi, and in other academic situations with students. Should there be a disagreement by a student, the student Academic Freedom policy clearly details the steps and responsibilities of both student and faculty member to resolve the situation ([I.C-31](#)).

Analysis and Evaluation for Standard I.C.9

The college policies and procedures clearly state faculty rights and responsibilities and the student dispute resolution policy enables students to resolve any academic freedom issues they might have in the classroom.

Standard I.C.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence for Standard I.C.10

Gavilan College does not require conformity to specific codes or seek to instill specific beliefs or world views. In fact, the college does quite the opposite and is guided by our Principles of Community ([I.C-34](#)), a code of conduct of sorts which, in part, states "... As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect. The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness."

Starting from this foundation, the college has created faculty ([I.C-41](#)) and student ([I.C-43](#)) handbooks, and has listed policy and procedures ([I.C-44](#)), addressing issues such as academic honesty ([I.C-38](#)), student conduct standards ([I.C-39](#)) and problem resolution ([I.C-45](#)) in our current catalog and can also be found on the webpage.

Analysis and Evaluation for Standard I.C.10

Gavilan College does not require conformity to specific codes of conduct and does not seek to instill any specific beliefs or world views. Therefore, this standard does not apply.

Standard I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

This standard does not apply as Gavilan does not operate in foreign locations.

Standard I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence for Standard I.C.12

Gavilan College has filed timely reports, forms, midterm reports, and other information requested or required by the Commission over many cycles. This include the Institutional Self-Evaluations every six years, the midterm reports three years hence, and any other information or reports requested by the Commission based upon recommendations from the visiting teams. In addition, Substantive Change Forms have also been filed in a timely manner.

As can be seen on the Gavilan College Accreditation web page ([I.C-5](#)), the voluntary participation of this self-regulation system is developed to evaluate overall educational quality and institutional effectiveness. Publication of accreditation self-assessments and follow-up reports show compliance with Commission guidelines.

Analysis and Evaluation Standard I.C.12

The College complies with all the eligibility requirements, standards, policies, and guidelines of the Commission. When directed by the Commission, the college has provided all requested information in a timely manner. In addition, it discloses to the Commission any requested information or material necessary for the Commission to make its recommendations and carry out its accrediting responsibilities.

Standard I.C.13.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence for Standard I.C.13

Gavilan College demonstrates honesty and integrity with external agencies, as exemplified by a number of recent examples

- Obtained from the Santa Clara Valley Habitat Agency Participating Special Entity status for the required environmental impact mitigation at the Coyote Valley Education Center. This occurred after the agency initially declined the PSE status. After working closely with Agency staff, the district prepared the requested amendments to the previously approved Environmental Impact Report for the site. This approval allowed for the construction to proceed on the first phase of facilities at the center.
- Due to construction delays and after working closely with regional Federal Aviation Agency staff, Aviation Maintenance Technician School Certification was successfully transferred to the new facility at the San Martin Airport to begin instruction in Fall 2016.
- Worked with ACCJC staff and visiting team, Aviation Maintenance Technology program and South Bay Regional Public Safety Training Consortium to achieve a substantive change approval for new instructional sites at the Coyote Valley Educational Center and San Martin Airport.

Gavilan College describes itself in consistent terms to all accrediting agencies and communicates changes via the Gavilan College Accreditation website (1c13.1). ?????
Communication follows standard formats and is directed by administrative staff.

Name all of the Accrediting agencies -- CTE

Analysis and Evaluation Standard I.C.13

The College meets this Standard. It addresses issues with honesty and uses consistent procedures in its communication with external agencies.

Standard I.C. 14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence for Standard I.C.14

Gavilan College has no investors, parent organizations, or external interests. Its sole purpose is to give the highest quality education to all students and to support our community to grow and

develop over the years by educating community members in all our communities. Board policy and procedure provide for AP 6300 Fiscal Management (I.C-46) and the safeguarding of Districts assets is maintained by sustaining effective internal controls and an organizational structure that incorporates clear delineation of fiscal responsibilities and staff accountability (I.C-47). Gavilan College funds are invested by Santa Clara County Treasurer in compliance with the county's investment policy (I.C-48) as specified by AP 6320 Investments (I.C-49) and no Board members, administrators, faculty, staff, or students have any financial investment in the college.

Analysis and Evaluation Standard I.C.14

Since the college has no investors, parent organization, or supporting external interest, the sole purpose of the college is to provide the highest possible quality education for all our students and to support the growth and prosperity of our local communities. The District's policies and organizational structure ensure careful stewardship of all available resources. The safeguarding of Districts assets is maintained by sustaining effective internal controls and is verified by annual audits by outside auditors.

Evidence

I.C-1 SLO Evidence In Catalog

I.C-2 Course Level SLOs in syllabi

I.c-3 CurriQunet-based catalog

I.C-4 email from webheads regarding departmental web page accuracy

I.C-5 [Accreditation Website](#)

- I.C-6 Catalogs on the web site
- I.C-7 Catalog for purchase on Amazon.com
- I.C-8 RPIE Outcomes Page
- I.C-9 Institutional LO's (Replace with New ILOs)
- I.C-10 Academic SLO website
- I.C-11 Child Development List of courses
- I.C-12 Example of LOs by course
- I.C-13 Course SLO Report
- I.C-14 ACCT 105 SLO Assessment
- I.C-15 2017 Gavilan College Student Success Scorecard
- I.C-16 Downloadable reports on RPIE website
- I.C-17 BP 4100 (need BP)
- I.C-18 Curriculum Flow Chart (need)
- I.C-19 Counseling Department Website
- I.C-20 Degreeworks
- I.c-21 Counseling FAQ
- I.C-22 AP 2410 - When and how Board Policy/ Administrative Procedure Review is Initiated
- I.C-23 Social Media Guidelines
- I.C-25 Financial Aid 2017-18 Cost Estimates
- I.C-26 Career Transfer Center Gainful Employment page
- I.C-27 Gavilan College Bookstore Online
- I.C-28 Instructional Fees reminder email
- I.C-29 BoT Agenda, page 4; June 13, 2017
- I.C-30 BP 4030 Academic Freedom
- I.C-31 2017-2019 Student handbook, page 8
- I.C-32 Policies and Procedures online Manual, page 6

- I.C-33 GCFA Collective Bargaining Agreement, Article 7
- I.C-34 Principles of Community
- I.C-35 BP 5500, Standards of Conduct
- I.C-36 AP 5500, Standards of Conduct
- I.C-37 Human Resources Hiring Packet (need)
- I.C-38 Gavilan College Catalog, Page 12-13, Academic honesty
- I.C-39 Gavilan College Catalog, Page 14-17, Standards of Student Conduct
- I.C-40 Student Athlete Code of Conduct
- I.C-41 Faculty Handbook, Page 106 -??? (Need to Isolate page) (Whole doc is used in I.C.10)
- I.C-42 GCFA Collective Bargaining Agreement, Article 7.2 (page 11) **Currently same doc as I.C-33 unless we isolate pages.**
- I.C-43 Student Rights, Responsibilities and Academic Standards Handbook
- I.C-44 Policies and Procedures
- I.C-45 Problem Resolution
- I.C-46 AP 6300 Fiscal Management
- I.C-47 Business Office Organizational Chart
- I.C-48 Santa Clara County Investment Policy (as seen in III.D.1)
- I.C-49 AP 6320 Investments (**Need**)