



STANDARD IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A Decision-Making Roles and Processes

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence for Standard IV.A.1

The institutional leaders of Gavilan College create ample opportunity for faculty, staff, and students to provide input and feedback via a variety of platforms. As a part of the integrated planning process, each academic and support program annually outline their objectives for the year. Included in the plan are the activities needed to accomplish the objectives (IV.A-1). If funding is needed to complete an activity, a budget request is completed within the program plan. This planning process allows each department to identify and plan areas for innovation and improvement and should include input from students, staff, administrators and faculty.

For example, the English department through its planning process identified the need to advance acceleration of students while increasing success in English 1A. This effort led to a series of innovations including the development of a Fellows program and the addition of another unit of 1A (IV.A-2). The program plan for the student life coordinator provides an additional example of how the planning process facilitates innovation. This plan includes several new approaches and activities, such as conducting research and development of training resources, in order to increase student participation in campus life (IV.A.3). Overall, the integrated planning process and annual program plans are intended to provide opportunities for ground-up innovation.

Another platform for encouraging innovation is the campus's Learning Council. The Learning Council model is unique and has been recognized by the California Community Colleges Chancellor's Office (IV.A-4). The Learning Council is made up of representatives from all of the college constituency groups. Staff, faculty, administrators, and students work together to identify areas for improvement. Once an area is identified a Focused Inquiry Group (FIG) is established and begins work. The FIG then collect data and information, pulls in potential collaborators and meets to identify solutions and recommendations (Learning Council Main page). One example of how these FIGs have been effective at stimulating innovation is the development of the campus food pantry partnership. The Information and Resources FIG identified how many students were in need of food resources. They were able to partner with a local non-profit to provide a distribution hub on the Gavilan campus. In the 2016-17 academic year, the pantry served 1,433 unique students (IV.A-5).

The College's efforts on Guided Pathways also serves as an example of cross-functional innovation. The initial effort to gain understanding of Guided Pathways grew out of a Learning Council FIG and the College's Title V grant. Over the course of a two-year period, a series of trainings and workshops were conducted (IV.A-6). With the support of College leadership, in collaboration with the academic senate, a senate task force was established in Fall 2017 and charged with completing a college-wide assessment and five-year plan. Additionally, the task force was delegated the responsibility to recommend changes to the shared governance structure in order to advance Guided Pathways efforts. The task force has had broad representation of voices across the college including staff, students, faculty, and administrators. The task force made an effort to pull normally unheard voices into the planning process. Planning teams were asked to list and contact additional staff, faculty, or students and invite them to planning events. Through this college-wide effort, a series of transformative organizational changes are being planned (IV.A-7).

The college president also holds semi-monthly President Council meetings where members from the Senate, professional support staff, directors, administrators, and ASGC provide counsel and vote on matters related to the college. (IV.A-8). These Council meetings along with other president-led events help create a climate where input and creativity is valued. For example, the president of the college holds monthly "Open Forums with the President", to which all students, faculty, staff, and administrators are invited to discuss any concerns, ideas, and issues related to the college. (IV.A-9).

When ideas for improvement have policy or institutional impacts, the college has processes to ensure effective planning and implementation. Board Policy and Administrative Procedure 2510 details how each constituency group (faculty, staff, students, and administrators) participate in the college decision-making process (IV.A-10). Furthermore, the Shared Governance handbook provides detail on how input from each constituency group shapes college decision-making. In the handbook, there is a diagram that follows the flow of new ideas as they move through the college's shared governance process. The handbook also details the structure/roles of committees as well as their representation (IV.A-11).

The implementation of the solar-electric energy project provides an example of how new ideas for improvement are brought through the College's shared governance process. The initial proposal was submitted for review to the Facilities and Grounds Committee. This committee provided input and approved the proposal, which was then forwarded to the President's Council (IV.A-12). The President's Council recommended approval of the project to the Board and in Fall 2017 the panels were installed.

Analysis and Evaluation, Standard IV.A.1

The College meets the Standard. The processes and organizational structures at the College provide opportunities for innovation and change. When proposals have potential for a broader

impact, the shared governance process ensures more complete review and input across the College's constituency groups.

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence for Standard IV.A.2

The Gavilan College Joint District maintains Board Policies which define the superintendent/president's role in leadership, planning, and institutional oversight. Board Policy (BP) 2430 (IV.A-13) delegates authority for executive responsibility for administering the policies and procedures adopted by the Board and the overall quality of the institution. The CEO is empowered to interpret board policy direction and is granted the power to act if there is no specifically applicable policy.

Gavilan College has established policies and procedures to ensure broad participation in the governance and decision-making processes of the college. Board Policy 2510 (IV.A-10) states that each college constituency group is required to be active participants in college decision-making. The policy outlines the constituency groups and the need for each to have a defined role in shared governance. Administrative procedure 2510 (IV.A-14) provides more detail on the college's shared governance structure. For example, the role and purpose of the President's Council is outlined, along with its required membership. The participation of each of professional support staff, administrators, faculty and students is clearly defined.

The *Gavilan College Organization and Governance Handbook* guides the implementation of the college's policies on participatory governance (IV.A-15). The first section underscores the importance of shared governance on college planning and operations. The *Handbook* includes college organizational structure, types of shared governance groups, and how constituencies groups participate in this system.

The recent update of the *Gavilan College Organization and Governance Handbook* illustrates how shared governance operates. The suggestion to update this manual was brought forward by Academic Senate representatives who identified areas of the previous handbook that needed further clarification (IV.A-16). A sub-committee was established with representatives from various constituency groups to further research shared governance and to refine the previous edition. The sub-committee developed a draft which was reviewed by academic senate and moved through the College's shared governance process. All constituency groups, which included faculty, staff, and students, were provided the opportunity to review and shape the handbook through their representatives in shared governance. The updated handbook was approved by the board in Spring 2018.

Student participation in the decision-making process is addressed by Board Policy 2105, which states, "A Gavilan college student elected by the Associated Students of Gavilan College shall serve as a member of the Gavilan Joint Community College Governing Board in accordance with California Education Code Section 72023 (IV.A-17). The student trustee participates in all open meetings and can provide input in any discussion of board matters.

As detailed in BP/ AP 2510, The Associated Students of Gavilan College (ASGC) provide formal representation of student input in shared governance policies. The ASGC is responsible for making student appointments to shared governance committees. As members of these committees, students are able to provide input and vote on any matters that come before these committees. BP 2510 states that student input will be given reasonable consideration as a part of the college's shared governance and decision making processes (IV.A-10, IV.A-14).

Integrated planning policies and procedures (IV.A-18, IV.A-19), in particular the program planning process, outline how programs can bring forward ideas to support college improvement. Each program develops objectives and activities which will advance the college strategic goals and objectives. These ideas are rated and ranked by administrators and the budget review committee. These annual program plans also provide the foundation for program review and are used to inform and refine the college's strategic plan.

Analysis and Evaluation of Standard IV.A.2

The College meets the Standard. Together the College's policies and procedures allow for classified professionals, faculty, and students to actively participate in college decision making. All constituency groups can bring forward ideas or proposals through the shared governance system at multiple points in the decision making process.

Standard IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence for Standard IV.A.3

The administrators and faculty of Gavilan College have clearly defined roles and influence upon institutional policies, planning and budget. These roles are detailed in AP 2510 (IV.A-14). Additionally, the *Gavilan College Organization and Governance Handbook* outlines the overall institutional governance process and structure (IV.A-15). The annual planning and budget process also incorporates faculty and administrative input (IV.A-20).

One of the main representative bodies for faculty is the Academic Senate. As stated in AP 2510, "The Academic Senate serves as the representative of the faculty in making recommendations to the administration of the College and to the Board of Trustees with respect to academic and professional matters, on which the Board of Trustees relies primarily upon the advice and judgment of the Academic Senate". AP 2510 further states that, "while consulting collegially, the Academic Senate retains the right to meet with or appear before the Board of Trustees with respect to its views and recommendations". In addition, the Academic Senate may present its recommendations to the Board of Trustees after consulting with the administration. (IV.A-10, IV.A-14).

The main deliberative body for Gavilan College management is the Leadership Council. According to AP 2510, the Leadership Council "meets regularly as a management group to address educational matters and to provide a leadership role in the collaborative review, interpretation, and implementation of policies and procedures as they relate to the mission and goals of the institution, and to provide an effective coordination of instructional and student services programs and activities. [They also] represent the interest and concerns of instruction and student services". The Leadership Council includes administrators, directors, and managers.

Administrators are represented in shared governance by the Leadership Council, and Directors and Confidentials, plus Supervisors, are represented by the Directors and Confidentials Council (IV.A-12).

► Policy

Board and administrative policies are jointly developed and modified with staff, faculty, and administrative input. Updates are put forward by either administration or faculty. The revised proposals are moved through the shared governance process. Once approved through college shared governance, the policies move forward to the President's Council, then on to the board subcommittee on policies. Throughout this process, faculty and administrators have multiple

opportunities, individually and through their representatives, to provide input (IV.A-10, IV.A-14). An example of this policy development can be observed in the refinement of the administrative procedure on grants. Academic senate representatives provided input on the need for more centralized and systematic grant seeking policy. A sub-committee was established to further develop criteria and forms related to the grant seeking process. The policy, once approved through shared governance and approved by the board, was incorporated into Administrative Policy 3280 (IV.A-22, IV.A-23).

➤ **Planning**

Faculty, staff, and administrators work together to develop annual program plans. Each plan is reviewed and rated each year by the administrator in charge of the program and then the vice-president in charge the area (IV.A-24). Faculty and administrators also develop the cyclical program review submission. Updates to the College's master plans and the strategic plans are shaped through input from both faculty and administrators. For example, the Spring 2017 update to the Educational Master plan was informed by focus group discussion with faculty (IV.A-25). Each of these plans, once they are completed, are reviewed through the shared governance process. Again, administrator and faculty representatives can provide input to strengthen these planning documents throughout this process.

➤ **Budget**

There is faculty as well as administrative representation on the College's budget committee (IV.A-26). The purpose of the Budget Committee is to advise the President's Council on financial issues affecting the District. The committee also disseminates information regarding budget issues to college constituency groups which enables faculty and administrators to be more informed and provide input via their representatives.

As described above, each instructional program within its program plan, can request funding for additional activities. These budget requests are built into each annual plan and rated by administrators and the budget committee. College budgetary allocations are made as a result of these rankings combined with the decision of the budget committee. The Biology Department's request for additional lab technician support is an example of this process. In the Biology 17/18 program plan (IV.A-24), in order to increase program enrollment, a request was submitted to hire additional laboratory technicians. This request was rated by the supervising Dean and Vice President and submitted to the Budget Committee. The Budget Committee approved a portion of the request that allowed the hiring of another lab technician to support additional lab courses. This example illustrates the college's policies and procedures for planning and budget input by faculty and administrators.

Analysis and Evaluation of Standard IV.A.3

The College meets the Standard. Well-defined policies coupled with functioning standing committees provide pathways for input, and wide representation on these committees ensures that all constituencies have a voice in policies, planning, and budget.

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and service

Evidence for Standard IV.A.4

The Gavilan District Governing Board has been assigned responsibility for decision making and compliance with state regulation. The board has committed to ensuring that appropriate members of the District provide input into developing instructional policies and procedures (IV.A-10). AP2510 describes the process and entities involved in providing input and recommendations on curriculum and student learning programs (IV.A-14). The College's shared governance process provides important opportunities for input and the development of processes and procedures that reflect the needs of students. The shared governance process provides a structure of consultation that allows for interactions of all segments of the college community to ensure well-informed decision-making (IV.A-15). The Governance structure provides three separate groups which are responsible for recommendations about curriculum and student and learning programs and services. These three groups are:

1. Shared Governance Standing Committees
2. Operational Committees, and
3. Subcommittees, Ad hoc Committees, and Task Forces.

► Shared Governance Standing Committees

Shared Governance Standing Committees involve developing recommendations on board and administrative policies and on academic and professional matters such as drafting policies. All shared governance committees are required to conduct their meetings in compliance with the Brown Act and they may follow Robert's Rules of Order. All standing committees are required to follow operational procedures as outlined in the College's *Organization and Governance Handbook*, which includes guidelines on committee appointments, quorum, meeting processes, responsibility of content representatives, duties of chairs/co-chairs, duties of members and staff resources.

The Board relies primarily upon the advice and judgment of Academic Senate. The "10+1" academic and professional matters over which faculty have primacy are the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.
7. Policies for faculty professional development activities.
8. Processes for program review.
9. Process for institutional planning and budget development.

10. Faculty roles and involvement in accreditation process, including self-study and annual reports.
11. Other academic and professional matters as mutually agreed upon between the governing Board and the Academic Senate.

➤ **Operational Committees**

Additional shared governance bodies that provide input into student learning programs and services include operational committees such as Student Service Council, Learning Council, Leadership Council, Department Chairs, Associated Students of Gavilan College, and Academic Support Services. These groups have a strong focus on the “implementation of Board Policies and Administrative Procedures, or, any 10+1 processes approved by the Academic Senate, department chair duties, scheduling classes, planning Convocation and Professional Learning Days, continuous improvement processes, and accreditation standards.” (IV.A-15) Therefore, their recommendations into learning programs and services are an integral part of the process.

➤ **Subcommittees, Ad hoc Committees, and Task Forces.**

Subcommittees, Ad hoc Committees and Task Forces provide another avenue for recommendations into curriculum and student learning programs and services. Subcommittees are created by a council or standing committee to address and make recommendations on learning programs and services. The subcommittee channels its recommendations or findings to the originating standing committee or council for approvals in continuing the shared governance process as needed. For example, Gavilan College’s Curriculum Committee is a subcommittee of Academic Senate. The committee is charged with overseeing curriculum to sustain quality instruction and standards. The Curriculum Committee oversees all phases of the curriculum development, modifications and updates at Gavilan College. Additionally, the committee has authority over transfer and general education patterns that align with CSU and UC mandates along with non-transfer general education patterns. The review of the curricula by the committee may result in a recommendation for curricular additions, deletions or modifications by the Senate. The voting membership of the committee consists of the following: 1. Academic Senate Representative (Chair); 2. Department Chairs (a department chair may designate a representative from his/her department); 3. Vice President of Instruction; 4. Dean of Career Technical Education ; 5. Dean of Liberal Arts & Sciences; 6. Student Representative; 7. Articulation Officer; 8. Director of Admissions and Records (ex officio). (IV.A-27)

Similarly, Ad Hoc Committees are created by a council or standing committee for a special purpose that can provide input into curriculum and student learning .They meet as needed until the task is finished. An Ad Hoc committee shall channel its recommendations or findings to the originating standing committee or council for approvals in continuing the shared governance process as needed. Lastly, the President’s Council serves as the central governance committee to review and approve recommendations that move on to the board for final approval. (IV.A-15)

Analysis and Evaluation of Standard IV.A.4

The College meets the Standard. Through Board and Administrative Policies and the *Organization and Governance Handbook*, the College sets clear and well-defined policies and processes that clarify the methods and areas of responsibility for input regarding curriculum and student learning programs and services.

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence for Standard IV.A.5

Board policy BP 2510 (IV.A-10) ensures that the decision making process includes the appropriate consideration of the perspectives and expertise of students, classified professionals, and faculty. The Academic Senate provides consultation in respect to academic and professional matters, as defined by Title V 532000-53206. Classified Professionals are provided with opportunities to participate in the development of District procedures and policies by participation on standing and interim committees. Pursuant to Title 5, Section 51023.7, students are represented by the Associated Students of Gavilan College and are given an opportunity to participate effectively in the formulation and development of procedures in policies.

Students, classified professionals, faculty and administrators are informed of their shared governance roles by the *Gavilan College Organization and Governance Handbook*. (IV.A-15) The *Handbook* outlines the process in which the College's constituencies share in developing and refining the College's policies, procedures and practices. The Principles of Community, as reflected in Board Policy 2715 (IV.A-28), guide the institution's actions (IV.A-29). The governance process is intended to ensure that decisions are well informed and support the effective and efficient function of the College.

There are four concurrent processes which function within the College.

1. The participatory governance process which develops, recommends and reviews procedures and priorities of the college
2. The academic participatory governance process which provides faculty recommendations to the Superintendent respective of academic and professional matters.
3. The program planning, budget and progress review and assessment process which defines how the college gains inputs into the development of its direction.
4. The administrative and operational process which deals with the day to day function of college within established policies and procedures.

Institutional Plans are developed and approved through a participatory governance process. For example, the college's Educational Master Plan provides evidence of efforts to include all stakeholders in the planning process (IV.A-30). The Educational Master Plan Steering Committee consisted of faculty, classified professionals, and students. In addition, many groups and individuals reviewed the plan and feedback was solicited from Members of the Board of Trustees, district administrators, division deans and directors, department chairpersons, Faculty, Student services staff, Facilities and maintenance staff and students. (IV.A-30)

The College has a regular cycle for updating its institutional plans. The Educational Master plan and Facilities Master Plan were both updated in the 17/18 academic year. Board policies are reviewed as needed through recommendations from shared governance and the Board sub-committee on policies. Program Planning is conducted on a yearly cycle. Curriculum is updated on a regular cycle and reviewed by the curriculum committee. Furthermore, the Institutional Effectiveness Committee reviews programs on a regular cycle. Gavilan College's grants, which include a STEM grant, Title V grant, and several education block grants, have plans that impact the institution that includes plans delineating the timely completion of objectives for each grant. Timelines are a result of purpose, and leadership ensures that work is completed by project deadline, academic year function, or external demand.

Analysis and Evaluation of Standard IV.A.5

The College meets the Standard. Through a well-defined participatory governance process, cyclical program planning, budget and progress review, and established policies and procedures for administrative and operational processes, the College ensures that it includes relevant perspectives, that decision-making is appropriately executed, and that tasks are completed in a timely manner.

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence for Standard IV.A.6

The process for decision making and resulting decisions is documented in Administrative Policy 2510 (IV.A-14) and Board Policy 2510 (IV.A-10). The policies define the district wide decision making and participatory decision making process. In addition, AP 2510 requires communication across the institution. "The President's Council endeavors to integrate all aspects of communication, decision making and planning tasks rather than permit the institution to become isolated or its activities to become fragmented due to centrifugal impulses of this large and complete collegiate environment." The Board and Administrative procedures and policies are available on the college's website. Minutes of the Board of Trustees' meetings documenting decisions are available on the governing board's website using BoardDocs.

In addition, the College's AP 3050 Institutional Code of Ethics, also known as the Principles of Community, articulates clearly the need to communicate across the campus community (IV.A-31). In an effort to exercise the value of being Purposeful, the Principles state "We are committed to embracing collaboration, effective communication, and the development of strong working relationships throughout the campus." Furthermore, in an effort to be inclusive,

Principles of Community states that, “We believe in all voices being heard. This requires outreach and purposeful inclusion of all groups. We believe the free exchange of ideas demands mutual respect, trust, and consideration of our differences” (IV.A-31).

The process for decision making is clearly outlined in Gavilan College’s *Gavilan College Organization and Governance Handbook*, which is available on the college website. The *Handbook* delineates the decision-making process and the authority of each constituency group. The *Handbook* also documents appropriate standards that each shared governance group must maintain in regard to operational procedures, such as appointments to committees, quorums, meeting processes, responsibilities of constituent representatives, duties of the chairs/co-chairs, duties of the members, and staff resources. Furthermore, the *Gavilan College Organization and Governance Handbook* outlines the laws, policies, driving principles and organizational structures that are critical for a clear decision-making process.

In order to establish campus wide communication decision making and the resulting decisions, shared governance groups are required by the *Gavilan College Organization and Governance Handbook* to adhere to the following operational procedures (IV.A-15):

- Participatory governance committees will establish and publish an agenda for each meeting in a timely manner by using the Brown Act as a goal.
- Agendas for all standing committee and council meetings will be posted on their respective webpages upon approval.
- Representatives of constituent groups involved in the participatory governance process are responsible for keeping their respective groups informed of the proceedings and recommendations of governance committees.

Committees and task forces post minutes on the Gavilan College Intranet. (IV.A-32) Committee, subcommittee, ad hoc and task force chairs regularly remind members to solicit input from their constituents and to disseminate content and decisions to the groups they represent. Regular reporting can be observed in such committees as the Academic Senate, Department Chairs, Student Services, President’s Council and Board of Trustees meetings (IV.A-33) and reports back from such groups as Senate, Department Chairs, Curriculum Committee, and GCFA are regular items on department agendas. (IV.A-34)

The topic of improved cross-campus communication has been one of the goals of the Communication Focused Inquiry Group of the Learning Council. This group has reviewed and advocated for communication strategies such as improved access to meeting minutes and remote participation in shared governance (IV.A-35). These efforts have culminated in the acquisition and implementation of tools such as BoardDocs. (IV.A-35)

The CEO has made great efforts to describe the College’s shared governance process and to provide information about important decisions that have emerged from these processes (IV.A-36). She has conducted open forums where students and staff are able to ask questions and provide direct input to the CEO (IV.A-37) in addition to a monthly podcast. The Public

Information Officer distributes an electronic publication entitled “What You Should Know This Week” (IV.A-38), and meeting minutes are posted on the Gavilan Intranet (IV.A-8).

Analysis and Evaluation Standard IV.A.6

The methods of communication are outlined in policies, procedures, and college guidance documents, and practices such as minute posting, standing reports, and other college-wide communication strategies ensure that the campus community has access to all decision-making information. The College will continue to work on improving its communication methods through fully developing the Integrated Planning Committee and completing the build out of BoardDocs.

What is the mechanism for ensuring that this happens? Is there appropriate training so representatives understand their role and have the tools/access to communicate with constituent groups?

Standard IV A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement

Evidence for Standard IV A.7

SHARED GOVERNANCE SURVEY

METHOD

RESULTS

HOW COMMUNICATED

SURVEY

SG Handbook

BP 2410 (IV.A-39) outlines how the Board may adopt and review policies. The Board can adopt policies that are authorized by law or determine what is necessary for effective operations of the district. The policies of the Board can be adopted, revised, added to or amended at any regular board meeting by a majority vote. Administrative procedures will be issued by the President of the college as methods of implementing the Board Policy. The administrative processes are consistent with the board policies. Administrative Policy 2410 (IV.A-40) outlines how Board and Administrative procedures are reviewed. The process for procedural review includes updates from the Community College League of California (CCLC). The CCLC provides information, templates and updates that are either legally required, advised or good practice. Additional input regarding procedural changes from those individuals that the policy may affect is part of the update process.

Gavilan College has begun to develop a Governance Review Subcommittee of the President's Council. The Subcommittee is charged with evaluating the integrity and effectiveness of Gavilan Colleges Shared Governance by adhering to these requirements:

- Conduct periodic Shared Governance committee and council evaluations.
- Recommend shared governance changes and revisions based on recommendations of committees and/or constituencies.
- Monitor Shared Governance committee are charges
- Ensure processes are transparent and open

- Adhere to operational guidelines as presented in the *Gavilan College Organization and Governance Handbook*
- Support committees to be accountable for meeting their charges
- Ensure committees are reflective of Gavilan College's Educational Master Plan, Strategic Plan, and Mission (*Gavilan College Organization and Governance Handbook*)

The RPIE Office is conducts assessments of the shared governance and integrated planning processes. The survey conducted in Spring 2018 evaluated the institution's governance and decision-making policies, procedures, and processes to assure their integrity and effectiveness (IV.A-41).

Analysis and Evaluation Standard IV A.7

The new processes defined in the updated *Gavilan College Organization and Governance Handbook* are in the implementation stage. The new Governance Review Subcommittee will have its first meeting in Fall 2018 and it may take a few cycles of practice for this body to become fully enmeshed in the college culture.

Need analysis and results of RPIE work and results and analysis of Spring 2018 survey

Evidence for IV.A

IV.A-1	Program Plan Sample
IV.A-2	English Dept 16-17 program plan
IV.A.3	Student Life coordinator program plan
IV.A-4	CCCCO-Learning Council commendation
IV.A-5	Learning Council report 15-16
IV.A-6	Guided Pathways summer workshop learning council
IV.A-7	Guided Pathways plan
IV.A-8	President Council Meeting Minutes, 3.28.18
IV.A-9	Open Forums with the President
IV.A-10	Board Policy 2510
IV.A-11	Shared Governance handbook
IV.A-12	Facilities and Grounds Committee Minutes, April 19, 20XX

IV.A-13	Board Policy 2430
IV.A-14	Administrative procedure 2510
IV.A-15	Gavilan College Organization and Governance Handbook
IV.A-16	Academic senate meeting minutes 4/17
IV.A-17	Board Policy 2105
IV.A-18	Board Policy 3250
IV.A-19	Administrative procedure 3250
IV.A-20	Integrated planning process
IV.A-21	Directors and Confidentials Council
IV.A-22	Board Policy 3280
IV.A-23	Administrative procedure 3280
IV.A-24	BIO program plan sample
IV.A-25	Educational Master Plan p.4
IV.A-26	Budget Committee meeting minutes 3-14-18
IV.A-27	Board Policy 4020
IV.A-28	Board Policy 2715
IV.A-29	Principles of Community
IV.A-30	Educational Master plan
IV.A-31	AP 3050 Institutional Code of Ethics
IV.A-32	Institutional Efficiency Task Force Minutes August 16, 2018
IV.A-33	Academic Senate Agenda, September 4, 2018
IV.A-34	English Department Agenda September 7, 2018
IV.A-35	Learning Council report 16/17
IV.A-36	Minutes from President's presentation
IV.A-37	President Forum flyer
IV.A-38	"What You Should Know This Week" cover sheet June 27, 2018

IV.A-39	Board Policy 2410
IV.A-40	Administrative Policy 2410
IV.A-41	RPIE Survey

IV.B Chief Executive Officer

Standard IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Standard IV.B.1

Gavilan College Joint Community College District maintains Board Policies (BP) which define the superintendent/president's role in leadership, planning, and institutional oversight. Board Policy 2430 (IV.B-1) delegates authority for executive responsibility for administering the policies and procedures adopted by the Board and the overall quality of the institution. The CEO is empowered to interpret board policy direction and is granted the power to act if there are no directly relevant policies. (IV.B-2) assigns the responsibility of developing and adjusting the organizational structure of the institution solely to the CEO.

► Planning, Organizing, Budgeting

The college planning structure includes a strategic plan and facility, educational, technology master plans (IV.B-3) Additionally, each program creates its own annual program plan. The CEO has primary responsibility and actively leads these planning efforts.

The CEO initiates updates of the College's master plans on a cyclical basic. The Educational Master plan was an intensive review of the current and future of the educational services of Gavilan College (IV.B-4). Cambridge West Partnership, led a comprehensive update of the Facilities Master Plan (IV.B-5).

The strategic planning committee has representation from all of the college constituency groups and is chaired by the CEO. This committee reviews internal and external trends and works to identify strategies and goals for the college (IV.B-6).

A key element of the District's shared governance process and the CEO's leadership structure is the President's Council (IV.B-7.) As they emerge through shared governance, proposals are reviewed and voted upon by the Council. The President's Council is made up of representatives from all constituency groups and chaired by the CEO. (See I.B.9 for a more full description of the College's Integrated planning process).

The CEO ensures that financial planning and budgets are transparent; shared; and comply with all federal, state, and community college system requirements; follow standard financial practices; and produce fiscal stability. BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management ensure sound financial practices and financial

stability, and clearly require that the annual budget support the College's educational plans (IV.B-8, IV.B-9, IV.B-10). The CEO and the Vice President of Administrative Affairs and Associate Vice President of Business and Security Service (AVPBSS) ensure that these policies are implemented in practice.

The CEO is responsible to present an annual budget to the Governing Board by February each year (IV.B-8, IV.B-9, IV.B-10). The AVPBSS makes this presentation to the board annually on behalf of the CEO. The CEO has established procedures to assure the district's fiscal management is in accordance with Title V principles (IV.B-8, IV.B-9, IV.B-10). Each year, core operating expenses, based on the previous year expenses, are estimated to form a foundation for the next fiscal year's budget. These estimates are reviewed by budget managers and a tentative budget is formed. The tentative budget is reviewed by cabinet and the CEO.

The CEO delegates authority for discussion of budget issues to the College Budget Committee. The purpose of this committee is to advise the President's Council on financial issues affecting the District. Areas to be discussed and considered for recommendation include: reviewing and make recommendations regarding financial issues; promoting the dissemination of financial information to representative constituent groups; serving as an initial screening level for financial services such as auditors

Each year each college program submits a program plan that outline objectives for the next fiscal year. Included in the plan are activities to accomplish the programs' objectives some of which have budget requests. Deans responsible for the particular program areas rate the objectives and budget requests using a standardized rubric (IV.B-11). VPs and the President provide an additional level of review by provide their rating for each request based on the strategic planning goals. These requests and administrative ratings are submitted to the budget committee for overall ranking in order to provide a list of recommended budget requests to fund. The committee makes recommendation each budget cycle to the president's council for approval.

➤ **Developing and Selecting Personnel**

In accordance with Board Policy 2430, the CEO of the District has executive responsibility to administer the policies adopted by the board (IV.B-1). The CEO may delegate any powers and duties entrusted to him or her by the Board, but will be specifically responsible to the Board for the execution of such delegated powers and duties. The Board delegates authority to the President of the College to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed subject to confirmation by the Board (IV.B-12). Board Policy 3100 assigns the responsibility of developing and adjusting the organizational structure of the institution solely to the CEO (IV.B-2). The CEO is actively involved in selecting personnel. The CEO sits on the final interview panels for each full time faculty and administrator position.

The CEO conducts performance reviews annually on all administrative direct reports. The CEO maintains a regular meeting schedule with campus leaders providing personnel development.

The CEO also meets upon request with a cross-section of employees for matters pertaining to Union, Senate and all other functions of the College. (IV.B-13 Nancy and Kathleen)

The CEO provides direction and leadership for the college by establishing a broad vision for the college. The CEO is active in the planning and presentation of new full-time faculty orientations and annual professional development activities (IV.B-14). The CEO encourages college personnel to be involved in local leadership opportunities such as Leadership Morgan Hill, Gilroy Rotary and Hollister Rotary. These activities encourage the development of college personnel.

➤ **Institutional Effectiveness**

The CEO is responsible for developing and implementing broad-based system for planning supported by institutional effectiveness research (IV.B-15). As a part of the college integrated planning process, the CEO reviews and rates all program plans, which outline objectives and budget request for each instructional and non-instructional program (Budget Ranking Instructions). As a member of the President's Council, the CEO reviews the annual Institutional Effectiveness Committee report and recommendations (IV.B-16).

The CEO led the effort to establish a new college position, Dean of Research, Planning and Institutional Effectiveness. This position, which reports directly to the President, is instrument in the college's effort to assess and improve institutional effectiveness (IV.B-17). Through the leadership of the CEO, the Division of Research Planning and Institutional Effectiveness (RPIE) was directed to develop an innovative and user-friendly institutional effectiveness data tool (IV.B-18). This tool is being widely used by the college and individual programs to assess effectiveness. Data reports available on Gavdata are also integrated into the Institutional Effectiveness Committee procedures (IEC Instructional Template).

As the chair of the Strategic Plan Committee, the CEO annually leads the development of a report on the College's progress on each goal listed in the strategic plan. This report is presented through shared governance and to the board annually (IV.B-20).

The CEO has been a leader of the college's effort to set and assess institutional effectiveness indicators (IV.B-21). The college is using these standards to assess progress on the college's mission and goals.

Analysis and Evaluation Standard IV.B.1

The College meets the Standard. Board Policies and Administrative procedures set the structure in place, and and CEO sets the vision for all aspects of the College. Through staff assignments and mechanisms for administrative review culminating in her appraisal, the CEO takes responsibility for the quality of the institution.

Standard IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence for Standard IV.B.2

Org charts

The CEO chairs President's Cabinet meetings where direction and delegation of responsibilities are given to the Vice-Presidents. The President's Cabinet meets every other week and on an as needed basis. The Leadership Council, composed of campus supervisors, added management members to improve consistency and integrate communication across campus sectors (IV.B-22). It is through the supervision of the CEO in direct reports and the shared governance process that the CEO delegates authority.

The CEO delegates authority and leadership to her administrative team. For example, the Vice President of Administrative Services chairs the District's Budget Committee, while the Vice President of Academic Affairs oversees Department Chairs (IV.B-23). The Vice President of Academic Affairs has oversight responsibility for the four instructional Divisions and the Vice President of Student Services oversees all student support programs.

In 2015, the CEO directed staff to complete a reorganization evaluation and to share the proposed recommendations through the college's shared governance system (IV.B-24). The evaluation analyzed the current administrative structure including the responsibilities and loads assigned to each administrator (IV.B-25). In 2017, the current CEO implemented a reorganization to better reflect the administrative needs of the college. A new Dean of Research Planning and Institutional Effectiveness was added to better lead and manage the areas of enrollment management and institutional effectiveness (IV.B-26). An Associate Vice-President of Business Service and Security and Associate Vice-President of Human Resources and Labor Relations were also added to provide more oversight and leadership in administrative services. Finally, the composition of the Leadership Council was modified to include managers as well as administrators.

Analysis and Evaluation Standard IV.B.2

The College meets the Standard. By holding regular meetings of leadership teams, assigning appropriate tasks to administrators, and reorganizing the administrative structure as needed to reflect current needs, the CEO effectively plans, oversees, and evaluates the administrative structure.

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring the college sets institutional performance standards for student achievement;
- Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- Ensuring that the allocation of resources supports and improves learning and achievement; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence for Standard IV.B.3

- **Establishing a collegial process that sets values, goals, and priorities;**

The CEO provides leadership in updating the College's Principles of Community (IV.B-27). The principles articulate guidelines and values for the college community. Foundational values include diversity, purposefulness, openness, and justice (IV.B-28). These principles are meant to be a living document and are periodically revised. Copies of these principles are posted throughout the campus and are meant to guide college standards of operation and behavior.

Each year, the CEO sets goals for the district (IV.B-29). These goals take into consideration important trends in the state and local economy. The goals are presented to the college community through the President's Council and annually at the Board meeting (IV.B-30).

The CEO leads the college's strategic planning committee. This committee meets regularly to review progress on the current plan and to review data and research in order to revise future plans. The plan outlines strategies and goals for the college (IV.B-31). The strategic plan is aligned with the educational and facilities master plans. These documents serve as blueprints for achieving enhanced student success. Together these documents set the goals and priorities of the college.

The CEO leads the college's effort to establish and communicate about the integrated planning process. The process is meant to provide opportunities for important trends to be identified and addressed. With Leadership from The CEO, the college has modified et the integrated planning and shared governance processes (IV.B-32, IV.B-33) Lastly, the CEO has led a updating of the Educational Master Plan, Facilities Master Plan, and Strategic Plan which set goals and priorities (IV.B-4, IV.B-5, IV.B-31)

➤ **Ensuring the college sets institutional performance standards for student achievement;**

The CEO, in partnership with the Division of Research, Planning, and Institutional Effectiveness, has led the effort to set the District's Institutional Effectiveness and Planning Initiative IEPI standards (IV.B-34). Administrative policy 3225 ensures that the CEO is responsible for setting institutional performance standards that are supported by institutional effectiveness research (V.B-35). The current standards are based on District CCCCO scorecard data. This data has been widely presented across the campus community and a link for the data is maintained on the Division of Research Planning and Institutional Effectiveness website (IV.B-36 _____).

➤ **Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**

Through the RPIE Division, the District has developed high-quality and user friendly data dashboard tools. (IV.B-18). The tools allow users to track enrollment, success, and completion over time, with the capability of examining sub-group performance. These data tools and the results are embedded into the District's integrated planning and program review process (IV.B-37).

As a part of the strategic planning process, an internal and external environmental scans are conducted in order to set future goals and strategies (IV.B-6). External environmental scans include examining labor market data and population growth trends. Internal scans include examining program plan requests and college performance data.

The District has completed a comprehensive Educational and Facilities Master planning process which relied on high quality research to set future educational and facilities directions. (IV.B-4 and IV.B-5) An outside firm, Cambridge West, was contracted to review local and statewide trends to support the college in setting forth an education and facilities plan, with the result that these plans reflect high quality analysis.

The District also has an ongoing membership with the Educational Advisory Board. EAB provides regular summaries of national research around student success and generates tailored reports for the District when requested. For example, EAB conducted an Agricultural Field program development study to determine the feasibility of a new agriculture program. (IV.B-38).

- **Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**

The Gavilan College Integrated planning system links strategic and educational planning with program level planning and budget allocation ([IV.B-33](#)). At the program level, annual planning objectives are tied to strategic planning goals. Program level objectives are tied to budget where needed and are reviewed and rated by administrators and the Budget Committee. These ratings provide guidance for budget recommendations to the President's Council. On a regular cycle each program is reviewed by the Institutional Effectiveness Committee. One of the purposes of this review is to establish a recommendation for resources allocation and to improve student success.

Each year the District's budget is developed in accordance with the strategic plan goals. The development of new programs and the expansion of those already in existence are accompanied by adjustments in budget for facilities, staff, and resources. All departments have input into the budget process. Once the budget is set, deans have the ability to move funds between programs to meet program needs.

- **Ensuring that the allocation of resources supports and improves learning and achievement**

The CEO provides leadership and input into the college's integrated planning process and budget allocation. Each program annually develops objectives, activities, and corresponding budget requests. Programs are asked to provide information on whether the objective was supported by SLO/PLO data, GAV data or daily enrollment updates. These requests are rated by administrators, the budget committee, and the CEO. The rating rubric includes the potential impact of the request on student success ([IV.B-11](#)). The budget committee uses these rating scores in its allocation of monies and the development of the tentative budget. ([IV.B-40](#))

In addition to effectively using college resources, Gavilan has also been proactive in seeking grants that match needs in such areas as college readiness preparation, acceleration, STEM, and Career Education. ([IV.B-41](#)) Grant applications are based on college needs that cannot be met with traditional funding; these funding streams become part of the the budget allocation discussions each spring ([IV.B-42](#)).

- **Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution**

The Integrated Planning Committee reviews processes and integration of campus operations ([IV.B-43](#)). The committee has discussed shared governance structure and how to better inform the campus community on integrated planning ([IV.B-44](#)). As a part of the Guided Pathways effort, the College's plan has identified important areas for improvement of the planning processes. These efforts are detailed more completely in the Quality Focus Essay.

The College was without a full time researcher for several years. As such, what was a regular evaluation of the effectiveness of the institutional planning and implementation was not completed. The Dean of Research, Planning, and Institutional Effectiveness conducted an

evaluation in Spring 2018 and is planning to regularly update this evaluation annually. The Division of Research, Planning and Institutional Effectiveness lead by the Dean of Research, Planning and Institutional Effectiveness has met with the College's constituent groups to develop a Dynamic Enrollment Management Plan (EMP, IV.B-45). The EMP was informed by several documents including the College Mission Statement, the Educational Master Plan, the Strategic Plan, as well as Guided Pathways design principles.

Gavilan College's Strategic Planning cycle starts and ends with the Board of Trustees' commitment to academic quality and effective student learning programs and services. The Board of Trustees develop their annual goals by submitting suggestions as part of their self-evaluation process. After discussion at their annual Strategic Planning Workshop, the Trustees present draft goals as an information item on the Board agenda with action taken to approve the annual goals at a subsequent meeting (evid). The current Strategic Plan was adopted by the Board of Trustees on December 12, 2017.(IV.B-31). The strategies and goals identified in the Plan were carefully reviewed, discussed, and edited by the District's Strategic Planning Committee (roster/ min) to support the District's commitment to the mission statement through the inclusion of information derived from the College's updated Educational Master Plan and the Trustees' annual goals (IV.B-4, IV.B-46). The Strategic Plan states the Board of Trustees' and College's priorities for funding in each year of the plan cycle is integral in determining which program plan requests should be funded and when. The Strategic Planning Committee continues its work in 2018 with its annual review of the Plan and assessment of goals.

Gavilan College had been using a five-year plan that is updated annually by adding a year in the future and dropping the year that just passed. The method allows Gavilan College to maintain a constant planning horizon using the current year for setting priorities for that time span. The College has decided to write the Strategic Plan for FY2018-2019 with a three-year span of planning to more closely align the College's planning with the updated EMP.

Analysis and Evaluation Standard IV.B.3

The College meets the Standard. The processes for setting values, goals and priorities are evident in the Principles of Community, the President's goal setting, the Strategic Plan, and the integrated planning process. Performance standards are evident in the role of the RPIE, especially in the setting of IEPI markers, and in the widespread discussion of the Scorecard. The use of high quality research is evident in the RPIE campus research tools, the process for the development of the Strategic, Educational, and Facilities Master Plans, and the District's membership in EAB. The integration of educational and resources planning is evident in the program and budget planning processes. The allocation of resources to support and improve learning is evident in the Program Plan budget process and in the use of grant funding to support student learning. Evaluation of planning is evident in integrated planning, the Board of Trustees' goal setting process, and the Strategic Plan update process.

Standard IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence for Standard IV.B.4

In accordance with Board Policy 3200 ([IV.B-47](#)), the CEO has primary responsibility for and leadership of accreditation efforts. The CEO has established an organizational structure which includes administrative and faculty leads and an Accreditation Lead Officer to coordinate a District-wide comprehensive self-study. Teams of staff, students, administrators and faculty have worked together to conduct research and develop drafts for review by the Accreditation Steering Committee.

The CEO has been an active member of the effort to complete the self-study and to provide consistent leadership on accreditation compliance. The CEO provided guidance at launch meetings for each standard development team, for the Steering Committee meetings ([IV.B-48](#)), and for the Steering Committee Retreat in June 2018. In addition, she led the Board in its orientation on accreditation matters ([IV.B-49](#)).

Formerly serving as the Vice President of Academic Affairs, the current CEO was directed by the previous CEO to coordinate and complete the college's mid-term report. The mid-term report focused on improvements to the college Student Learning Outcome assessment and online support service for distance education students. The mid-term report was accepted by the commission in July 2016 ([IV.B-50](#)).

The CEO ensures the College meets or exceeds standards throughout the accreditation cycle. For example, the CEO directed the Vice President of Academic Affairs to develop a more comprehensive and meaningful approach to Student Learning Outcomes. The CEO charged the administrative leads in faculty union negotiations to come to an agreement for the compensation of faculty in order to strengthen the college's work on SLO assessment. The CEO led the effort to focus on SLO work for the Spring 2018 faculty professional development day. This day included a series of presentations on how to improve the utility and meaningfulness of SLO work and a question and answer session with ACCJC representative Dr. Stephanie Droker ([IV.B-51](#)). Faculty were also given time to work within their departments on course and program SLOs.

The CEO often reminds the campus community about ongoing shared governance and integrated planning efforts, which are important foundations for meeting accreditation standards. For example, in Fall 17 Professional Development day she reviewed the Educational Master Plan and how it will drive future instruction and facilities ([IV.B-52](#)). She also, without a VP of

Academic Affairs, has taken on the role of regularly updating the campus on accreditation efforts, ([IV.B-53](#)).

The CEO communicates through her cabinet and Leadership Council to assure college compliance with accreditation requirements. The CEO reminds college leadership of their responsibilities in meeting or exceeding accreditation standards. At a recent Leadership Council meeting, she outlined the College's planning efforts and the importance of active participation in these planning efforts. ([IV.B-54](#))

Analysis and Evaluation Standard IV.B.4

The College meets the Standard. The CEO sets the structure, selects the leads, and participates actively in the writing and reviewing work. The CEO directs efforts off cycle to ensure that Gavilan College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies.

Standard IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence for Standard IV.B.5

The Board of Trustees delegates the authority and responsibility to the CEO for implementation of policies (IV.B-1) and gives her the responsibility to delegate this work to the administrative team. Further, the Board delegates the authority to the CEO to supervise the general business procedures to assure contracts, accounting, budget and protection of assets comply with applicable laws and regulations and with the California Community Colleges Budget and Accounting Manual (IV.B-55). A series of Administrative Procedures outline how Board Policies are to be implemented. For example, IV.B-56 describes criteria for how budgets are to be managed across campus. The CEO, through her role as chair of the President's Council and Board Policy Subcommittee member, is an active part in modifying and updating board policies (IV.B-53).

The CEO assures that statutes, regulations, and Board Policies are followed across the college by regularly holding meetings with her cabinet and with the Leadership Council. At these meetings, she and her administrative team lead reviews of important compliance issues in such areas as human resources, business office procedures, and college policies (IV.B-57). The CEO delegates to administrators and managers the responsibility to ensure that their implementation activities are not contrary to college statutes, regulations, and governing board policies.

The CEO actively exercises budget control. For example, she is the final approver for all position requests across the College. For any purchase or contract over \$10,000, her approval is required, and she actively engages with staff in conversations about proposed expenditures by asking for data and analysis for perceived areas of need. (IV.B-58)

The College's Integrated Planning process guides implementation of policies and the college mission. The CEO has led educational and strategic planning efforts, including chairing the strategic planning committee, which outline the strategies and goals for the college. These plans state broad values that allow the administration to define implementation activities. The District's internal participatory governance process operates concurrently to inform and involve members of the district constituencies about resource expectations and adherence to district regulation and policies. Program review, in particular, requires programs to connect their activities to the strategic plan and how they are meeting regulations and policies (IV.B-19).

The budget is developed through a year long process beginning with the inputting of program plans and working through the ranking of plans, the distribution of the position control files, dissemination of line item details, a midyear review of expenditures, projections for the next

budget year, revenue and expenditure calculations, and approvals through President's Council and finally the governing board. (IV.B-40)

Analysis and Evaluation Standard IV.B.5

The College meets the Standard. The CEO takes an active role in upholding and updating Board Policies, reviewing compliance areas with the leadership teams, serving as the final approver for personnel and high cost purchases, leading planning efforts, and approving and monitoring budgets through the President's Council.

Standard IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence for Standard IV.B.6

The CEO has actively worked to improve communication with both internal and external audiences. Each month the CEO provides a First Friday newsletter that provides information about important District matters ([IV.B-59](#)). She regularly conducts podcasts which are more extended discussions of District topics. Annually, the CEO conducts a variety of Presidential forums that are open to all to attend. In Spring 2017, she conducted four open forums on the direction of the college where attendees were encouraged to bring up pressing issues for her to address ([IV.B-60](#)).

In the community, the CEO has regularly conducted Coffee and Conversations across the regions of the District. These events are open for the public to hear about the District and to ask questions about any topic ([IV.B-61](#)). She leads tours on the first day of the Fall term in which she invites local leaders to see what is happening at Gavilan College. She has also initiated an annual month-long Spring outreach presentation at each of the feeder high schools. At these events, the college president has given a brief introduction and then students are free to talk to representatives of the College's academic and support programs.

The CEO communicates with the public through a series of publications and social media posts. The Gavilan Report to the community provides basic college data, budget information, and includes a letter from the president ([IV.B-62](#)). On social media, she maintains a Twitter stream and also posts regularly on Facebook. She was recently featured on a Facebook Live event hosted by Forbes on women in leadership and talks to the press upon request.

Through the College's Community Spirit awards the CEO recognizes exemplary community members throughout the district. The Gavilan College Community Spirit Awards were created in 1999, when the Gavilan College Board of Trustees passed resolution #739 ([IV.B-63](#)). The awards recognize contributions to the communities which form the Gavilan Joint Community College District. Each year, three sets of awards are presented, for the communities of Morgan Hill, Gilroy, and San Benito County. In each community an individual, a business, and a non-profit organization are selected. The CEO personally awards the recipients and events in each of the district three regions. These events and the awards are typically well-covered by local media.

The CEO is also an active member of local community groups such as Rotary, Chambers of Commerce, and Business Council. The CEO is accessible at these events for community members to discuss the College and plans for the future. Her efforts in total have been effective at communicating Gavilan's interest in being connected to the community the College serves.

Analysis and Evaluation Standard IV.B.6

The College meets the Standard. Through traditional and contemporary forms of written and verbal communication, visits throughout the College community, formal reports, community spirit awards, and membership in local community organizations, the CEO works and communicates effectively with the communities served by the institution.

IV.B Evidence:

- IV.B-1 Board Policy 2430
- IV.B-2 [Board Policy 3100](#)
- IV.B-3 Planning Structure Website
- IV.B-4 Educational Master plan
- IV.B-5 Facilities Master Plan
- IV.B-6 Strategic plan internal and external scan meeting minutes
- IV.B-7 President's Council Minutes, March 22, 2017
- IV.B-8 Board Policy 6200 Budget Preparation
- IV.B-9 Board Policy 6250 Budget Management
- IV.B-10 Board Policy 6300 Fiscal Management
- IV.B-11 Budget Ranking Rubric
- IV.B-12 Board Policy 7110
- IV.B-13 Saved for Evidence
- IV.B-14 Professional Development Day Spring 2018
- IV.B-15 Board Policy 3250
- IV.B-16 President's Council meeting minutes IEC presentation
- IV.B-17 RPIE Dean Position Description

IV.B-18	GAVDATA frontpage
IV.B-19	IEC Instructional Template
IV.B-20	Adopted budget 2017-2018
IV.B-21	President's Council Minutes, June 16, 2018 (?)
IV.B-22	Leadership Council Meeting agenda 4-24-18
IV.B-23	<i>Gavilan College Organization and Governance Handbook</i>
IV.B-24	Academic Senate Meeting Minutes, March 16, 2016
IV.B-25	Reorganization proposal, December 2015
IV.B-26	Reorganization chart
IV.B-27	Board Policy 2715
IV.B-28	Principles of Community
IV.B-29	President's Goals
IV.B-30	BoT meeting minutes , 2/13/18
IV.B-31	Strategic Plan, 2018-2023
IV.B-32	Shared Governance handbook
IV.B-33	integrated planning model website
IV.B-34	CEO meeting minutes where the IEPI effort was discussed
IV.B-35	Administrative policy 3225
IV.B-36	Division of Research Planning and Institutional Effectiveness website
IV.B-37	program review, GAVdata frontpage
IV.B-38	Research Update Program Opportunities Associate
IV.B-40	Budget Calendar FY17-18
IV.B-41	Grant Postings on Intranet
IV.B-42	Budget Requests Scoring
IV.B-43	integrated planning minutes

IV.B-44	integrated planning agenda
IV.B-45	Enrollment Management Plan
IV.B-46	Board of Trustees' annual goals
IV.B-47	Board Policy 3200
IV.B-48	Steering Committee minutes with Self-Study as topic
IV.B-49	Special Board Packet July 2017
IV.B-50	Mid-term Report Was Acceptance Letter, July 2016
IV.B-51	Agenda-Professional Learning Day Spring, 2018
IV.B-52	Dr. Rose Convocation 2017
IV.B-53	Minutes President's Council Dec 13th 2017
IV.B-54	Leadership Council Agenda May 8, 2018
IV.B-55	Board Policy 6100
IV.B-56	Administrative Policy 6250 Budget Management
IV.B-57	Leadership Council Agenda June 26, 2018
IV.B-58	Art Gallery Proposal
IV.B-59	First Friday Newsletter
IV.B-60	President's Forum flyer
IV.B-61	Coffee and Conversation flyer
IV.B-62	CEO Community Presentation Fall 2017
IV.B-63	Community Spirit Resolution

Standard IV.C Governing Board

Standard IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution.

Evidence for Standard IV.C.1

The Gavilan Joint Community College District Board of Trustees is an independent policy-making body that receives its authority from the State of California Education Code ([IV.C-1](#)) and has the responsibility for establishing and maintaining academic standards, approving curriculum, and controlling the budgets of the district. ([IV.C-2](#)). It maintains authority over and responsibility for policies.

► Policies

The Board of Trustees adopted and maintains a comprehensive policy manual that outlines its role in establishing academic quality, integrity, effectiveness of student learning programs and services, and financial stability to ensure that the mission of Gavilan College effectively serves the students within our communities. For example, BP 2715 ([IV.C-3](#)) states "Members of the Governing Board will: understand that the Board's function is to provide leadership to the District through its review and evaluation of programs, planning, the development of policy, and maintaining the fiscal integrity of the District." The statement, "The board functions as the policy-makers for the college through a very thorough study and discussion of recommendation." was included in the board's November 2017 self-evaluation survey. The survey results indicated that 57% of trustees scored their performance as "best practice" and the remaining 43% scored their performance as "adequate/meets requirements". ([IV.C-4](#))

Gavilan College maintains the currency of the board policies through a contract with the Community College League of California (CCLC). The CCLC, in partnership with Liebert, Cassidy, Whitmore, a California law corporation, provide two legal updates a year which are a result of changing laws, regulations, and legal cases. When it is recommended that the Board adopt or modify a policy or procedure, the item is brought to the responsible division or department. For example, CCLC recommended changes to BP 5040, Student Records and Directory Information ([IV.C-5](#)). The Student Services Division reviewed the changes within its area and sent a draft to Academic Senate. After Academic Senate completed its review, the draft was forwarded to President's Council for approval with a recommendation to the Board of Trustees.

In addition, policies are introduced internally as initiatives. In 2010, the Associated Student Body addressed a concern about the health effects of second-hand and third-hand cigarette smoke. A Tobacco/Smoking Cessation Task Force consisting of interested students and Health and Safety Committee members was formed and Board and Administrative Policies 3570 were drafted and reviewed through the shared governance process. ([IV.C-7](#), [IV.C-8](#)), The District's

Board of Trustees approved BP/AP 3570 at the June 2011 meeting. In 2017, the Health and Safety Committee ([IV.C-9](#)) reviewed the policy and made suggested changes. The edited policy and procedure were approved through the District's shared governance process and will be forwarded to the Board of Trustees for approval in 2018.

The Board of Trustees' Policy Committee reviews proposed changes prior to approval by the full Board. ([IV.C-10](#)). The internal review process takes several months as review and approval is sought from participatory groups prior to submittal to the Board of Trustees Policy Committee. ([IV.C-11](#), [IV.C-12](#), [IV.C-13](#))

➤ **Academic Quality, Integrity, and Effectiveness**

The Board, administration, and Academic Senate collaborate in the development of policies in the area of educational program planning and development. The rewriting of BP3280, Grants, ([IV.C-14](#)) is an example of such collaboration. Faculty discussed concerns about the grant approval process in Academic Senate. A senate sub-committee worked collaboratively with administration and the Board of Trustees to approve an improved grant policy and procedure. ([IV.C-15](#))

The Board takes seriously its authority and responsibility to receive and provide consultation with administration and the Academic Senate on academic matters as it relates to educational program development and student learning. The Board reviews and approves all curriculum and program changes. For example, the District prepared and submitted the "ACCJC Substantive Change Proposal, Aviation Maintenance Technology Program" on October 11, 2016 and the "Substantive Change Proposal, Change of Location, Coyote Valley Center, on November 8, 2016 ([IV.C-16](#), [IV.C-17](#)). The Board was engaged in the various stages of preparation of documents, in particular the scope of the program changes. ([IV.C-18](#); [IV.C-19](#))

Gavilan College's Strategic Planning cycle starts and ends with the Board of Trustees' commitment to academic quality and effective student learning programs and services. The Board of Trustees develop their annual goals by submitting suggestions as part of their self-evaluation process. After discussion at their annual Strategic Planning Workshop, the draft goals are reviewed as an information item on a board agenda with action taken to approve the annual goals at a subsequent meeting ([IV.C-20](#)). The current Strategic Plan was adopted by the Board of Trustees on December 12, 2017. ([IV.C-21](#)) The strategies and goals identified in the Plan were carefully reviewed, discussed, and edited by the District's Strategic Planning Committee (SPC) ([IV.C-22](#), [IV.C-23](#)) to support the district's commitment to the mission statement through the inclusion of information derived from the College's updated Educational Master Plan and the trustees annual goals ([IV.C-24](#), [IV.C-25](#)). The Strategic Plan states the Board of Trustees' and College's priorities for funding in each year of the plan cycle is integral in determining which program plan requests should be funded and when. The Strategic Planning Committee continues its work in 2018 with its annual review of the Plan and assessment of goals. Gavilan College has been using a five-year plan that is updated annually by adding a year in the future and dropping the year that just passed. The method allows Gavilan College to maintain a constant planning horizon using the current year for setting priorities for that time span. The college has decided to write the Strategic Plan for FY2018-2019 with a three-year

span of planning. This will more closely align the college's planning with the updated EMP.
(Relocate this section if applicable)

➤ Financial Stability

Gavilan College is subject to the provisions of the California Code of Regulations and other laws that regulate the operations of public agencies. The California Code of Regulations require that the governing board of a public agency adopt a tentative budget on or before July 1 and an adopted budget no later than September 15 of each year. Gavilan's Board of Trustees work diligently with administration to adhere to the policies and procedures to ensure fiscal stability for the college. For example, BP 6200 and AP 6200, Budget Preparation, ([IV.C-26](#), [IV.C-27](#)), provide guidelines that are followed by the District in budget development to ensure timely information is presented to the Board each fiscal year. The Board of Trustees has established additional policies to maintain fiscal stability for the District, such as BP 6250, Budget Management ([:IV.C-28](#)), which identifies controls for budget transfers and reserves and BP 6300 ([IV.C-29](#)), which identifies internal controls and reporting.

A special Committee of the Whole, a Budget meeting is held annually in the Fall to inform the Board of Trustees on the State's adopted budget, local funding and any related challenges, changes to Gavilan's tentative budget, and apportionment and enrollment management. Updates on the fiscal stability of the institution are included in the College administrator reports at monthly board meetings. ([:IV.C-30](#), [IV.C-31](#))

Analysis and Evaluation Standard Standard IV.C.1

The College meets the Standard. Board authority follows the California Education Code and is further defined in Board Policies. Board processes further safeguard the effectiveness of the Board in assuring the academic quality of student learning program and services. The Board reviews all curriculum, guides and reviews planning documents, and ensures that budget processes are timely with proper controls in place.

Standard IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence for Standard IV.C.2

The Gavilan College Board Policies carefully outline the expectations and common standards for discharging board business and making decisions. Gavilan's Board of Trustees pledge in their Code of Ethics statement to "maintain high standards of ethical conduct for its members" and "work together in a spirit of harmony and cooperation." The Code outlines a series of standards of practice which governs the conduct of Board members. It also declares that once a decision is made by the Board, it will speak "with one voice." There is an entire section that

describes the expectation that the board acts as single unit. As stated, members should not “criticize or work against board decisions ([IV.C-3](#)).

The Board in its decision-making has demonstrated unity and support of decisions. In recent years, one of the most debated issues was the shift from at large elections to trustee area elections. Over a period of several months, there were a series of meetings held to discuss consultant findings and proposed district boundaries. While as individuals the Board members had have held unique opinions, once a joint decision was reached, the proposed redistricting was approved unanimously by the Board. ([IV.C-32](#)).

In conducting business, the Board follows the provisions of the Ralph M. Brown Act and maintains confidentiality of closed session discussions. Proceedings are conducted in adherence with all state and local regulations.

Gavilan’s seven Board members feel they work in a collegial manner and listen to each other’s concerns and opinions. This is documented in the 2017 Board self-evaluation results, which found that 100% of the 7 trustees reported that “meetings are conducted in a fair and thorough manner with all members having opportunity for expression of views”. ([IV.C-33](#)) Many of the Board members have had long tenures and bring with them an expectation of proper decorum. At the December 10, 2017, Board meeting, outgoing president Laura Perry said “Gavilan’s board has respect for each other, the administration, faculty, staff and students.” She added that everyone may not always agree but will rise above disagreements to work together as a team. This mutual respect and collegiality help the Board operate with one voice ([IV.C-34](#))

A procedure for sanctioning members who violate the code of ethics is included in BP 2715, Code of Ethics/Standards of Practice. ([IV.C-3](#)). The procedures outline how to identify, report, and review potential violations. A flow chart illustrates the process that would follow in the event a violation of the code of ethics occurs.

Analysis and Evaluation Standard IV.C.2

The College meets the Standard. Board Policies and the Code of Ethics set the standards for unified action, and the Board follows all regulations in the conduct of its business.

Standard IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district system.

Evidence for Standard IV.C.3

In the case of a Superintendent/President (CEO) vacancy, Board Policy 2431 requires “a fair and open” process to fill the position . The most recent District Superintendent/President search, which concluded in 2016, reflects the Board’s adherence to its defined process. ([IV.C-35](#))

On November 23, 2015, the Board’s Presidential Search Ad Hoc Committee met to discuss a timeline ([IV.C-36](#)) for the search and to choose a search consultant. The Board retained the search firm PPL Inc. to lead this effort. The initial meeting with the Committee and the consultant was held on November 30, 2015. On January 12, 2016, the committee met and reviewed the brochure, webpage, and proposed timeline. ([IV.C-37](#), [IV.C-38](#), [IV.C-39](#))

On February 3, 2016, the Board announced a nationwide search for a new Superintendent/President. ([IV.C-40](#)) A seventeen-member search committee was established ([IV.C-41](#)), which included representatives of the Board, administration, faculty, classified staff, students, and local communities. The committee was tasked with screening applicants, conducting interviews, and selecting candidates for final approval by the Board. The composition of the committee, announced by Board on February 9, 2016, illustrates the Board’s commitment to establishing a fair and open process, providing opportunities for public input, and involving key stakeholders. ([IV.C-42](#))

Campus forums were held with each of the three finalists on May 16, 2016. Each candidate had 45 minutes to meet with the campus community and members of the public. Questions were gathered ahead of the forum from each constituent group’s representative on the President’s Council. The search consultant asked each candidate to address significant topics based upon the input submitted. The Board’s Presidential Search Ad Hoc Committee, and in particular the chairperson, worked closely with the Director of Human Resources to monitor and maintain the integrity of the of the process in compliance with BP 2431. ([IV.C-36](#))

The process for the evaluation of the chief executive is defined in the superintendent/president’s contract ([IV.C-43](#)) with the governing board and is outlined in detail in BP 2435 ([IV.C-44](#)), Evaluation of the President of the College. The governing body follows this policy by conducting a formal evaluation process each year involving the trustees and the superintendent/president. BP 2435 also provides details for a biannual review in which members of the Board of Trustees conduct interviews with college employees in key leadership positions, such as Academic Senate President and the president of California School Employees Association, as part of the evaluation process.

The Board has established an Evaluation of the College President Committee which meets annually to review the evaluation process and establish a timeline that will allow completion of the process in May. ([IV.C-20](#)) Per BP 2435, mentioned in the paragraph above, ([IV.C-44](#)), the

full Board of Trustees meet with the College President to discuss the final review in closed session at a special meeting of the Board of Trustees. ([IV.C-45](#),[IV.C-46](#))

Analysis and Evaluation Standard IV.C.3

The College meets the Standard. Board Policy sets the guidelines and the Board executes the Policy by using open and comprehensive strategies, which it then evaluates.

Standard IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence for Standard IV.C.4

The Board of Trustees for Gavilan Joint Community College District is comprised of seven members elected by trustee area as defined in [\(IV.C-47\)](#). In the past, voters in all parts of the college district elected trustees at-large. Trustee seats were open to candidates residing in three areas based on K-12 school district boundaries (two each from Morgan Hill Unified School District and Gilroy Unified School District respectively, and three from San Benito High School District.) With a change led by the trustees in November 2015, Gavilan's trustees are now elected in each of seven single member Trustee Areas. In compliance with Federal law, the process to establish area boundaries included opportunities for members of the public and the Board to offer opinions about which area criteria were important. Residents of the northern, central, and southern portions of the District commented on the various draft plans, including maps prepared by the firm Lapkoff and Gobelet Demographic Research [\(IV.C-48\)](#) and the League of United Latin American Citizens (LULAC). While participating in the vetting process the trustees listened to the community members and made it a priority to keep "communities of interest" intact. [\(IV.C-49\)](#). The California Board of Governors approved Resolution No. 2016-02 accepting the change. [\(IV.C-50\)](#)

Based on the newly established districts, the seven members of the Board of Trustees are elected to office for a four-year term with terms staggered. [\(IV.C-47\)](#) The student trustee is elected annually by majority vote of the student body. [\(IV.C-51\)](#), [IV.C-52\)](#)

Board Policy 2200 [\(IV.C-2\)](#) acknowledges the Board's commitment to "represent the public interest" in its leadership role. The following policies and associated procedures have been adopted to help guide the Board in its representation of the communities it serves:

- BP 2340: Agendas. "An agenda shall be posted adjacent to the place of meeting at least 72 hours prior to the meeting time for regular meetings. The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting." [\(IV.C-53\)](#)
- BP 2345: Public Participation. "The Board shall provide opportunities for members of the general public to participate in the business of the Board." [\(IV.C-54\)](#)
- BP 2710, BP 2715, and BP2716: These adopted policies and procedures ensure that board members may not be financially interested in any contract made by the Board of Trustees, and must maintain high standards of ethical conduct, which includes exercising authority only as a whole. [\(IV.C-55\)](#), [IV.C-3](#), [IV.C-56\)](#) In addition, "Members of the Board shall not use District funds, services, supplies or equipment to urge the

passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Governing Board.”

➤ **Advocacy**

Gavilan trustees work in various ways to advocate for the district both locally and beyond. Gavilan College Joint Community College District is a member of the Community College League of California (CCLC). This is a non-profit organization with the mission that includes the strengthening of California’s community colleges through advocacy. Trustees attend the annual convention, the annual trustees’ conference, and the Effective Trustee Workshops. Gavilan’s governing board maintains a membership with the Association of Community College Trustees (ACCT). This organization promotes “high quality and affordable higher education” and is a resource for information and training for trustees.

Locally, a trustee in partnership with the Superintendent/President chairs the District’s Latino Advisory Committee (LAC). This is an advisory committee to the Superintendent/President “on matters pertaining to the achievement of Latina/o students’ educational or career goals.” ([IV.C-57](#)). The LAC also provides the Superintendent/President and trustees an important opportunity to inform the Latino community about the district’s services and outreach. The trustee co-chair provides an oral report to the full Board of Trustees after each LAC meeting. ([IV.C-58](#))

The board has a long history of actively engaging in outreach with the local communities. Trustees regularly report these community engagement efforts during Board meetings. ([IV.C-59](#)). For example, Board members participate in local rotary organizations and serve on local advisory boards. Members attend local events in order to represent the college. They regularly attend Gavilan events and have been participants in the President’s Coffee and Conversations events held across areas of the District.

➤ **Defends/Protects**

Board Policy 2200 ([IV.C-2](#)) lists the duties and responsibilities of the Board and specifically notes the need for each Board member to “advocate and protect” the District. The Board of Trustees act collectively when deciding upon a requested institutional endorsement and/or legislative support. This practice strengthens and solidifies the value of the Board as a whole. For example, some years ago an additional campus site was selected and purchased by the District. Some members of the community continued to advocate for an alternative location. Board members have participated in meetings exploring these alternative locations, but after consideration of the costs and limitations of these proposals, made a decision that was not influenced by public pressure. ([IV.C-60](#), [IV.C-61](#))

Analysis and Evaluation Standard IV.C.4

The College meets the Standard. The structure of the Board allows for even representation from all geographic areas in the District, and Board Policies guide the Board in effective board practices. Board members participate in local organizations and events but remain united to guard against undue external influence.

Standard IV. C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence for Standard IV.C.5

The Gavilan College Board of Trustees' policies and procedures, annual board goals, and strategic plan all describe the Board's expectations for quality instruction that are consistent with the mission of the college. Board Policy 2200 (IV.C-2) defines its role in ensuring the quality, integrity, and improvement of student learning programs and the resources necessary to support them. The Board maintains broad oversight of the College's educational learning and support programs through board policies and procedures that establish standards. Policies and procedures set the academic calendar ([IV.C-62](#), IV.C-63), course and program development ([IV.C-64](#), IV.C-65), and philosophy and criteria for Associate Degree and General Education. Policies also cover the support programs such as Financial Aid (IV.C-66), Library and Learning support services (IV.C-67), the Transfer Center (IV.C-68), Accessible Education Center (IV.C-69), and Extended Opportunity Programs and Services (IV.C-70). These policies and procedures and others ensure the governing board is fulfilling its responsibility for setting standards for educational quality and integrity.

Each month the Board exercises this authority by reviewing and approving curriculum and other academic items (IV.C-20). As an example of the Board's exercise of due diligence in this area, in April 2017 ([IV.C-71](#)), a curriculum change was submitted changing English 1A from 3 units to 4 units. The trustees asked many questions, had a lengthily discussion with opposing opinions, and voted to remove English 1A from the curriculum approval. In an effort to better understand the curriculum change, the trustees requested a department presentation on the research results, impact on students, benefits, and any downfalls in the curriculum change. This ultimately concluded with board approval of English 1A and demonstrated the board's dedication to instructional matters and willingness to take on tough discussions to enhance academic quality. (IV.C-71).

In 2011, the Board established a student success policy that was, at that time, unique to community colleges ([IV.C-72](#)). Closely linked to the college Mission and Strategic Plan, the policy codified the Board's commitment to student success and to the District's approach to improvement of student instruction, support, and completion.

The governing board has ultimate authority for all legal matters (IV.C-73). The president and staff are responsible for informing and updating the Board on ongoing and potential legal matters. The Board frequently confers with legal counsel in closed session on such matters. (IV.C-74).

Board policies related to fiscal management, preparation of the budget, and reports on the District's financial condition further define the Board's responsibility to safeguard the financial integrity and stability of the District. Board Policy 6200 sets criteria for how budgets are developed and reviewed by the Board. The Budget Calendar specifies dates for milestones in the production and approval of the annual final budget (IV.C-27). This Calendar provides dates for when the tentative budget is presented, when public input is solicited, and when the Board will approve the final budget (IV.C-75). The Board Budget Committee meets several times throughout the year in order to keep the Board on schedule to complete the annual budget. The Board exercises its authority monthly by reviewing and approving warrants, contracts, purchases, and other financial matters.

The Board Budget Subcommittee also has the responsibility of recommending an accounting firm in which to contract for annual audit (IV.C-76). The Board Budget Committee and the Board review the audits overall including any findings and recommendations. (IV.C-77)

The Gavilan College Board of Trustees, like all governing boards of California Community Colleges, is required to comply with California Code of Regulations, Title 5, approved by the California Community College Board of Governors, the California Education Code, and all other state government codes. The Gavilan Board of Trustees does not report to any other agency. Since the Gavilan Board of Trustees is independent from other governmental agencies, the actions of the Board are final and are not subject to review, with the exception of those specific activities requiring approval by the California Board of Governors (IV.C-78).

In order to ensure these policies and procedures reflect the needs of the District, policies are reviewed and updated by administrative staff and the Board on a regular and ad hoc basis. Semi-annually the District receives recommended updates from the Community College League of California (CCLC), which often are incorporated into the board and administrative policy and procedures. In addition, policies are reviewed and updated on a continuous cycle to ensure policies are consistent with the district's mission (IV.C-79). The Board Policy Committee meets to review particular policy revisions (IV.C-80)

Analysis and Evaluation Standard IV.C.5

The College meets the Standard. Board Policies set the standards for student learning and support programs, and the Board exercises broad oversight through its approval process. Board Policies delineate authority for legal and financial matters; the Board executes its authority through its regular operating procedures.

Standard IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, and operating procedures.

Evidence for Standard IV.C.6

Policies specifying the Board of Trustees' size, its duties and its responsibilities are readily available to the campus community and the public on the college's website (IV.C-81). The public can navigate the site by using the table of contents, which lists each board and administrative policy. The Board's policies are periodically updated in response to local and state issues. When a policy update is officially approved by the Board, published policies are modified to reflect these changes.

The structure of the Board was established at the time Gavilan Joint Community College District was formed in 1969. The Board's size is seven representatives elected by Trustee Area. Board Policies 2015 and 2105 (IV.C-82, IV.C-83) also call for a student trustee to be elected by the Associated Students of Gavilan College (ASGC) for a one year term. The student trustee casts an advisory vote on agenda items but does not participate in closed sessions.

Board Policy 2220 (IV.C-84) identifies the duties and responsibilities of each member of the Board of Trustees. An annual orientation is conducted each year, particularly for new members, in which trustees receive information as to their duties and responsibilities as board members. (IV.C-78). All trustees are invited and welcome to attend this orientation for new members (IV.C-85)

Operating procedures of the College are established through California Code of Regulations Title 5 issued by the Board of Governors, California Education Code, Government Code and any federal regulations applied to the College.

Board proceedings are dictated by established policies. At each Board meeting, the agenda has an item to allow members of the public to address any topic not on the agenda, which is specified in Board Policies 2340 Agendas (IV.C-53), BP 2345 Public Participation at Board Meetings (IV.C-54), and BP 2350 Speakers (IV.C-86). Other policies outline board protocol and operations such as BP 2210, Officers (IV.C-87), BP 2130 Term Limits (IV.C-88), BP 2220 Committees of the Board (IV.C-84), BP 2305, Organizational Meeting (IV.C-89), BP 2315 Closed Session (IV.C-73), BP 2330 Quorum and Voting (IV.C-90), BP 2355 Decorum (IV.C-91), and BP 2410, Board Policies and Administrative Procedures (IV.C-92).

To improve public access, in March 2018, the District began implementation of an online board agenda preparation and distribution program utilizing BoardDocs. When fully implemented, board agenda materials and board policies and procedures will be easier for the public to navigate due to the platform's search feature (evid? IV.C-93) Additionally, the board policies and procedures have historically been posted as continuous pdf files by section. The BoardDocs platform will have each policy posted separately, in an accessible html format

Analysis and Evaluation Standard IV.C.6

The College meets the Standard. Board Policies specifying the board's size, duties, responsibilities, and operating procedures are readily available on the Gavilan college website. The Gavilan College Board of Trustees does not have Bylaws.

Standard IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence for Standard IV.C.7

➤ Board Actions are Consistent with Policies

The Board Policy document, in particular, Chapter 2, outlines the procedures that dictate how a board is formed, how it functions and the standards for each member. These policies are the foundation for new board member preparation and training. If a board member acts in contrary with these policies, there is a process outlined in BP 2725 (IV.C-94), Code of Ethics/Standards of Practice, to address sanctions or disciplinary actions. Since this policy was updated in 2012 to include disciplinary actions in the process, no board member has violated the policy.

The public can both observe and provide input to ensure the Board is acting in a manner consistent with its policies. The public can review board conduct both in person and by accessing meeting minutes through the college website (IV.C-95). Every regular Board agenda includes an item allowing for public hearing or comment, and many meeting minutes provide a record of attendance and comment by members of the community. This documentation shows consistency with Board Policy 2345 Public Participation at Board Meetings. (IV.C-96, IV.C-54)

The Board of Trustees utilize both their Standing and Ad Hoc Committees (IV.C-97) to assess policies as to their effectiveness in fulfilling the mission of the College. After a self-reporting incident to the CCCAA in September 2017, the Board's Athletic Subcommittee reviewed the Athletic Department policies and practices in addition to student support services (IV.C-98). The Board's Policy Committee meets to review both revised and existing board policies and administrative procedures. (IV.C-10)

➤ Revision of Policies

The District has held a contract with the Community College League of California (CCLC) since 2000 for its policy and procedure service. The CCLC's service provides policy and procedure templates that are vetted by legal counsel and updated twice per year to reflect changes in laws and regulations. Additional policy changes are made based on recommendations from the operating divisions, students, and faculty. (IV.C-14, IV.C-99, IV.C-100)

The recommendation and approval process followed by the District is outlined in Administrative Procedure 2410. (IV.C-13) The Superintendent/President oversees this process. The progress of the BP and AP revisions are represented in a spreadsheet maintained in the President's Office. (IV.C-101) This enables the College to keep track of CCLC updates and recommendations made by participatory committees.

In addition to the semi-annual updates from CCLC, the college has begun a continuous review process of Board Policies that was initiated in 2014/15. (IV.C-102) After shared governance

input, a policy is then reviewed by the Board's Policy subcommittee. At least one month after the first reading of the proposed change by the full Board, the board policy returns for a second reading with any recommended changes included. Once approved, the new policy is formally included in the list of Board Policies and posted on the College's website (IV.C-103).

Analysis and Evaluation Standard IV.C.7

The College meets the Standard. The structure of the Board is defined in Board Policies, and Board Policies and Procedures are updated regularly with input from the Community College League of California. The Gavilan College Board of Trustees does not have Bylaws.

Standard IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence for Standard IV.C.8

The Board annually reviews and discusses CCCC scorecard metrics. The Dean of Research, Planning, and Institutional Effectiveness (RPIE) presents the annual scorecard and highlights salient issues ([IV.C-104](#)). The report includes student course success, remediation completion, year-to-year persistence, and overall completion and transfer. The report also presents these metrics by subgroup including by gender, age, and transfer ready status. ([IV.C-105](#)) The college's Institutional Effectiveness Goals are also presented to the board for examination and review. ([IV.C-106](#))

The RPIE Office has developed a user-friendly tool which provides a series of commonly used dashboards for enrollment, persistence, and milestone completion ([IV.C-107](#)).

Other efforts have been conducted for Board members to better understand factors that contribute to student success. RPIE has conducted several studies that have examined key factors, and the College has also administered the Community College Survey of Student Engagement (CCSSE) which were presented to the Board for discussion and review. ([IV.C-108](#))

The Board receives regular updates and plans from areas of the campus that are focused on improving student achievement and improving academic quality. For example, the equity committee reports on what has been accomplished and what plans are set for future academic years. ([IV.C-109](#), [IV.C-110](#) and [IV.C-111](#)) Recently, the college has updated both its Educational Master and Facilities Master plans and the board has spent time reviewing these comprehensive documents ([IV.C-112](#), [IV.C-113](#) and [IV.C-114](#)) The strategic plan, which includes goals to improve academic quality, is also presented to the board annually. ([IV.C-115](#))

Analysis and Evaluation Standard IV.C.8

The College meets the Standard. The Board is presented with key data from the CCCC Scorecard and from institutional studies. Reports from various areas of campus that feature student achievement and improving academic quality are a regular feature of board meetings.

Standard IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing continuity of membership and staggered terms of office.

Evidence for Standard IV.C.9

▶ Training

Board Policy 2740 confirms the board's commitment to trustee orientation and training. Administrative Procedure 2740, details the Board Professional Development Program elements and optional training topics ([IV.C-116](#), [IV.C-117](#)). There is ongoing trustee education and training provided at Board retreats and workshops. In 2017-18 several trainings were held including two (2) Strategic Planning Workshops ([IV.C-118](#), [IV.C-119](#), [IV.C-120](#), [IV.C-121](#)), a Board Retreat ([IV.C-122](#), [IV.C-123](#)), a Budget Workshop ([IV.C-124](#), [IV.C-125](#)), a Board Bond Orientation Training ([IV.C-126](#)) and Board Training on BoardDocs ([IV.C-127](#)).

▶ Board Development

The Board allocates travel funds for its members on an annual basis. Board members attend a variety of local, regional, state, and national meetings, conferences, and workshops that relate to community colleges. Information gained from the activities is shared by trustees at regular meetings during Board member comments ([IV.C-59](#)). Gavilan College Board trustees are members of professional organizations such as Rotary, CCLC and the American Association of Community College Trustees (ACCT). In 2016 the District provided the resources for a trustee to attend the Annual ACCT Convention.

In 2017 the Superintendent/President began informal leadership mentoring for the student trustee in addition to the many ASGC leadership events and workshops he attends. Our student trustee was given the opportunity to attend local and regional leadership activities with Superintendent/President Dr. Rose. Activities in 2017 included: The Silicon Valley Leadership Group Annual Luncheon, the LULAC 30th Anniversary, and the Forum and Lunch with UC System President Janet Napolitano.

▶ Orientation

Gavilan College has a structured orientation program for newly elected or appointed board members, which is outlined in Board Policy 2010 ([IV.C-78](#)). Invitations to attend are also extended to current trustees to serve as a refresher. The Office of the President and each of the vice presidents prepare an orientation for their area that is presented over a 4 hour time period. In 2017, the 4 hour orientation took place over two days on February 9 and 10. In January 2017, the district began posting the orientation on the board of trustees' webpage for continuous reference. ([IV.C.6.5: Screenshot of Gavilan Website - BOT Orientation Index, Office of the President BOT Orientation](#)). The orientation familiarizes the board members with their responsibilities the functions of the College and services provided. The

Superintendent/President of the College discusses accreditation standards, a review of the College's accreditation and board member participation in the development of the College's ISER. (IV.C.9.13: [Board Orientation, Accreditation](#)) Additionally, the Superintendent/President meets with the newly elected members' one-on-one.

In addition to the orientation provided by the College administration, the district provides resources for board members to attend training sessions presented by the California Community College League (IV.C.9.14, [R. Perez, BOT minutes, 01.09.18](#), IV.C.9.15, [J. Brusco, BOT minutes, 02.13.18](#)) New trustees are encouraged and supported to attend the CCLC board orientation. Student trustees attend the Community College League of California's Student Trustee Workshop held in August and other conferences throughout their terms of office.

➤ **Membership**

The members of the Board of Trustees have staggered terms with each position coming up for election every four years. In one election cycle, three board seats are due for election. In the following cycle two years later, the remaining four board seats are due for election IV.C.4.1: [BP 2100 Board Elections](#)). Board Policy 2110 outlines the process and procedures in the event there is a vacancy on the Board. (IV.C.9.16: [BP 2110, Board Vacancies](#))

Analysis and Evaluation Standard IV.C.9

The College meets the Standard. Board Policies and Administrative Procedures state the need and formats for board development, and regular Board training is provided in the form of workshops, orientations, retreats, and conferences. Board Policies cover succession and staggered terms of office.

Standard IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence for Standard IV.C.10

The governing board's formal process for self-evaluation has been in place for several years and is defined in Board Policy 2745 (IV.C.10.1: Board Policy 2745, [Board Self-Evaluation](#)). A committee of the Board is appointed at the annual organizational meeting in December to facilitate the evaluation process.

As a result of a prior year's self-evaluation comments and discussion at their July 2017 Retreat, the survey questions were evaluated and adjusted on October 2, 2017 by the Board's Self-Evaluation Ad Hoc Committee to more comprehensively assess the performance of the Board of Trustees (IV.C.10.2: [BOT Committee minutes, 10.02.17](#)).

The Board has a consistent record of conducting its annual self-evaluation with full participation. Board members complete a questionnaire that covers the full range of duties and responsibilities board members encounter. The instrument includes questions about how effective the Board has been in reviewing the mission of the college and educational integrity, institutional planning and policy, Superintendent/President relations and evaluation, and fiscal integrity and financial sustainability. Board involvement in professional development and the effectiveness of the board orientation process is addressed in the survey as well. (IV.C.10.3: [BOT Self-Evaluation Instrument](#))

Every year in the fall, each board member completes a self-evaluation questionnaire online with results available to the Office of the President. A listing of responses, comments, and scores are sent to the members of the Board of Trustees and also placed on a special open meeting agenda. At that meeting, established for the purpose of completing the self-evaluation, the board members review the comments in an open public session, and determine any changes in operations or goals that the board as a whole deems appropriate. (IV.C.10.4: [BOT Self-Evaluation 11.14.17 minutes](#)) The board members look for weaknesses or comments that indicate a problem exists within an area that warrants board attention in order to improve its function. The areas that warrant board attention may become potential goals for the following calendar year.

The results of the board evaluation process help shape annual board goals. Following the board evaluation, members work together to set annual goals and priorities. The evaluation provides the opportunity for members to list areas of concern and proposed goals. This input helps to guide the discussion on what are appropriate and meaningful board goals for the next year. These goals are reviewed and adopted at a regular board meeting.

The evaluations have led to improvement in board preparation, function, and impacted institutional effectiveness. For example, the 2015 self-evaluation identified the need for more professional development for board members. As a result, the Board approved updates to its policies with Administrative Procedure 2740 (IV.C.9.1: [BP 2740 and AP 2740, Board Education](#)), which include more detail about training available to the board. Another example is when the board identified through its 2017 evaluation that there was a need for increased community awareness and strategic partnership.. Subsequently, a board goal was established and resources were approved by the board to address this shortcoming by supporting the development of the Gavilan College Educational Foundation.(IV.C.10.5: [Board of Trustees' Goals Agenda Item 3/13/2018](#)) Evaluations are an active part of how the board plans and implements its goals.

Analysis and Evaluation Standard IV.C.10

The College meets the Standard. The evaluation process is defined in Board Policies, and the form itself addresses Board effectiveness in addressing educational integrity, institutional planning and policy. The evaluation is performed annually and leads to college improvements.

Standard IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence for Standard IV.C.11

The Gavilan College governing board's code of ethics and standard of practice is outlined in Board Policy 2715 (IV.C.1.3: [BP 2715, Code of Ethics/Standards of Practice](#)). The policy is clear that members maintain high standards of ethical behavior and provides a list of expectations to guide members' conduct. The conflict of interest policies are addressed in Board Policy 2710, Conflict of Interest and Administrative Procedures 2710, Conflict of Interest and 2712, Conflict of Interest Code ([IV.C.11.1: BP 2710, AP 2710, and AP 2712](#)). These policies ensure that Governing Board members disclose financial interest and eliminate the possibility of a board member benefiting from a decision made by the Board of Trustees.

Both the Conflict of Interest Policy and the Code of Ethics/Standards of Practice Policy are intended to focus decision-making practices that reflect the best interest of the college and community. The Board has established other policies that establish standards of practice including: Board Policy 2716 on political activity, Board Policy 2717 on personal use of public resources, and Board Policy 2720 on communication among board members. (IV.C.11.2: [BP 2716 Political Activity, BP 2717 Personal Use of Public Resources, and, BP 2720, Communications Among Board Members](#)) For example, Board Policy 2716 prohibits the use of district funds or resources to influence political campaigns. The policy states that the board, by resolution, may express their position on a specific ballot or measure when there is a legitimate district interest. In preparation for a possible general obligation bond, the Board received additional training to support them in their adherence to Board Policy 2716. Members attended an orientation which included a "Guide to Political Conduct Rules for General Obligation Bond Elections" to ensure proper board conduct (IV.C.9.10: [Agenda 01.10.18](#)).

The Administrative Procedure for Conflict of Interest, Administrative Procedure 2710, specifically lays out activities that could violate conflict of interest codes. The policy outlines codes associated with gifts, employment, and financial interests. Administrative Procedure 2712 defines who is required to disclose and levels of disclosure. Governing board members annually comply with Administrative Procedure 2712 and the Political Reform Act by completing a **Form 700**, Statement of Economic Interests, and returning it to the Office of Administrative Services. This form discloses each member's financial interests and those of their spouses. This process ensures that board members decision making are in the best interest of the academic and fiscal integrity of the institution.

In an effort to keep the ethical standards and conflict of interest policies current, the Gavilan governing board regularly review Board Policy 2710 and Board Policy 2715. Both policies went through the shared governance process and were updated and approved by the Board Policy Subcommittee and later unanimously approved by the full Board of Trustees at their June 12, 2016 meeting ([IV.C.11 BOT 6. 14.16 minutes](#); IV.C.11_BOT Policy minutes, 4.12.16).

Violations of the established code of ethics and standards of practice policy are addressed through a specific process outlined in Board Policy 2715 under the heading “Board Disciplinary Actions for Violations”. A procedural flow chart is included as part of the policy “Processes for Ensuring Ethical Conduct – Stewardship vs. Whistle Blowing” (IV.C.1.3: [BP 2715, Code of Ethics/Standards of Practice](#)). To date, there have been no incidences of individual governing board members violating the Code of Ethics. For conflict of interest violations, there is a criminal and civil process established through Reform Act Government Code Section 81000-91015. Together these processes provide a policy for dealing with behavior that violates code and standard of behavior.

Analysis and Evaluation of Standard IV.C.11

The College meets the Standard. The Governing Board of Gavilan College closely follows and adheres to established Board policies and procedures to maintain both the appearance and the practice of strictly following the established Code of Ethics and avoiding conflicts of interest. The Board has undergone recent training to emphasize the importance of following these, especially during a general obligation bond campaign.

Evidence List:

[IV.C.11 BOT 6. 14.16 minutes](#)**S**

IV.C.11_BOT Policy minutes, 4.12.16

Standard IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence for Standard IV.C.12

► Delegation of Authority

Gavilan College is a single college district that employs a CEO holding the title of Superintendent/President who reports directly to the Board. The Board of Trustees “delegate executive responsibility to the CEO for administering the policies adopted by the Board and executing all decisions of the Board requiring administration action” in Board Policy 2430, Delegation of Authority to the President of the College. The policy outlines the powers delegated to the CEO including interpreting, recommending, administering and executing board policies (IV.C.12.1: [BP 2430, Delegation of Authority to the President of the College](#)). In Board Policy 2430, the Board agrees to focus at the policy level and delegates full responsibility to the Superintendent/President to conduct all day-to-day operational activities. All actions taken by the Superintendent/President are subject to ratification by the Board of Trustees at the regularly scheduled board meetings.

The board’s delegated authority to the Superintendent/President is recognized by all constituencies of the College as it is included in the administrative procedures and the board policies. An example of the CEO’s responsibility and authority to implement policy and operate the district is Board Policy 3200, Accreditation, which describes the president’s responsibilities in the accreditation process. Board Policy 3250, Institutional Planning, codifies the president’s responsibilities for the district’s planning process (IV.C.12.2: [BP 3200, Accreditation](#) IV.C.12.3: [BP 3250, Institutional Planning](#)).

► Accountability

The board receives frequent updates from the College administration during the monthly meetings and at subcommittee meetings in order to provide additional details to, and seek direction from, the Board of Trustees. Board subcommittees provide ongoing communication between the board and the administration; allowing the board sufficient oversight of operational matters while remaining focused on policy level decisions (IV.C.12.4: [Board Budget Committee Agenda, 04.17.18](#)). Gavilan College utilizes a chart to monitor regular and routine reports that are presented to the board. The chart helps ensure that the College completes all required report approvals and also informs the board on program and department activities (IV.C.12.5: [Schedule of BOT Reporting](#)). Reporting to the board is an important source of information and dialogue for holding the CEO accountable for the operation of the district.

The delegated authority is defined in the Superintendent/President’s employment contract as well and reinforces the president’s responsibility for “overall operation and management of the college” (IV.C.3.7: [Superintendent/President’s Contract](#)). The Board holds the

Superintendent/President accountable through the annual performance evaluation as defined in Board Policy 2435, Evaluation of the President of the College (IV.C.3.8: [BP 2435](#)). The President is evaluated on performance goals and objectives set the prior year. As outlined in Board Policy 2435, the Board of Trustees biannually conduct interviews with college employees in key leadership positions such as Academic Senate president, faculty union president, and the president of California School Employees Association as part of the evaluation process. These routine evaluations provide the board with another source for determining CEO performance and accountability.

Analysis and Evaluation Standard IV.C.12

The College meets the Standard. The Gavilan College governing board actively delegates the authority to run the college to the Superintendent/President while, at the same time through its committee structure, oversees the operations of the college. This oversight enables them to hold the Superintendent/President accountable while not interfering in the day-to-day operations of the college.

Standard IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission Policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence for Standard IV.C.13

Board Policy 3200 and related Administrative Procedure 3200 ensure that the governing board is provided orientation and information about accreditation related matters including Eligibility Requirement, standards, policies, and processes at regular meetings. ([IV.C.13.1: BP 3200 and AP 3200, Accreditation](#)) Board member orientation includes a discussion of accreditation standards, a review of the College's most recent accreditation self-study, and the expectation of board member participation in the development of the College's Institutional Self Evaluation Report. The Board of Trustees is informed of the institutional reports that are submitted to the commission and also follow-up reports or midterm reports. A Board Retreat held on July 22, 2017 included a lengthy presentation and discussion of materials, requirements, and responsibilities. Board members received copies of the "ACCJC, Twelve Common Questions and Answers about Regional Accreditation", the CCLC "Trustee Handbook, Chapter 21, Accreditation and the Board's Role," and the "ACCJC Accreditation Standards", (2014). (IV.C.9.6: [Agenda, 07.02.17](#), IV.C.9.7: [Minutes 07.02.17](#)) The Board was fully informed of the requirements of the accreditation standards and the evidence necessary to prove the college meets the standards.

Board members are briefed with accreditation updates provided to the board at regular meetings either by the Superintendent/President, the Accreditation Officer, or the faculty accreditation coordinator. Members of the board receive periodic updates on the progress of the ISER as it is being prepared. (IV.C.13.2: [Agenda, 06.12.18](#)) During the Board of Trustees goal setting session in January 2017 and again in January 2018, the Board established goals recognizing their involvement in the accreditation process. (IV.C.10.5: [Board of Trustees' Goals Agenda Item 3/13/2018](#) and [Board of Trustees' Goals, 2017](#))

The Board of Trustees have taken an active role in learning about the accreditation process and the role of the governing board in matters related to the College's accreditation. Gavilan College has established an accreditation steering committee that includes a member of the Board of Trustees plus an alternate (IV.C.13.3: [Steering Committee Roster](#)). This board member participated by reading and analyzing each section of the ISER and making comments as appropriate. Five of the seven board members have served multiple terms and have been involved in at least one accreditation self-evaluation report and the accreditation process cycle. The remaining two trustees have been career educators and are well aware of accreditation standards and how they are applied.

The Board of Trustees reviewed and approved the College's 2014 Follow-up Report on January 14, 2014 and March 11, 2014. (IV.C.13.4: [Minutes, 01.14.14, Information Item \(e\)](#)) IV.C.13.5: [Minutes, 03.11.14, Action Item \(b\)](#)) The 2015 Focus on Improvement Report was approved by the Board of Trustees on March 10, 2015 (IV.C.13.6: [Minutes, 03.10.15, Action Item \(a\)](#)) and the 2016 Accreditation Midterm Report was reviewed and approved on January 12, 2016, February 9, 2016, and March 8, 2016 (IV.13.7: [Minutes, 01.12.16, Info Item \(b\)](#), IV.C.13.8: [Minutes, 02.09.16, Info Item \(c\)](#) and IV.C.13.9: [Minutes, 03.08.16](#)). During 2016, Gavilan's Board of Trustees reviewed information reports on the "ACCJC Substantive Change Proposal, Aviation Maintenance Technology Program" on October 11, 2016 and the "Substantive Change Proposal, Change of Location, Coyote Valley Center, on September 13, 2016 and November 8, 2016 (IV.C.1.13: Board of Trustees' Minutes [10/11/2016](#), [11/8/2016](#) and IV.C.13.10: [Board of Trustees' Minutes 09.13.16, Info Item \(h\)](#))

Analysis and Evaluation Standard IV.C.13

The Gavilan College Board of Trustees meets the Standard. They have all been made aware and trained regarding the accreditation process and the Eligibility Requirements, the Superintendent/President and other members of the administration have kept them informed throughout the process, a current trustee participated on the Accreditation Steering Committee, and participated in drafting the evaluation of the sections of the report regarding the Board and its roles in the College.

Standard IV. C Evidence

- IV.C-1 [State of California Education Code, Section 70902\(b\)](#)
- IV.C-2 [BP 2200 Board Duties and Responsibilities](#)
- IV.C-3 [BP 2715, Code of Ethics/Standards of Practice](#)
- IV.C-4 [Board's 2017 Self-Evaluation Survey](#), page 2, Q 3.1
- IV.C-5 [BP 5040, Student Records and Directory Information, and Privacy](#)
- IV.C-6 President's Council Minutes January 24, 2018
- IV.C-7 [Board Policy 3570, Tobacco and Smoke-Free Environment and Cessation/Prevention](#)
- IV.C-8 [Administrative Procedure 3570, Tobacco and Smoke-Free Environment and Cessation/Prevention](#)

- IV.C-9 [Health and Safety Committee Minutes 3/21/2018](#), page 1
- IV.C-10 [Board of Trustees' Policy Committee Minutes](#)
- IV.C-11 [Academic Senate Minutes 11/21/17](#) Page 5-7
- IV.C-12 [President's Council Minutes 12/13/17](#)
- IV.C-13 [AP 2410, When and How Board Policy/Administrative Procedure Review is Initiated](#)
- IV.C-14 BP 3280, Grants
- IV.C-15 [Academic Senate Minutes 5-3,2016](#)
- IV.C-16 [Aviation](#) Substantive Change Proposal
- IV.C-17 [Coyote Valley](#) Center Substantive Change Proposal
- IV.C-18 Board of Trustees' Minutes [10/11/2016](#)
- IV.C-19 Board of Trustees' Minutes, [11/8/2016](#), page 5
- IV.C-20 [Board of Trustees' Goals Agenda Item 3/13/2018](#)
- IV.C-21 [Board of Trustee Minutes, Item III.1.\(a\), page 7](#)
- IV.C-22 Strategic Planning Committee Roster
- IV.C-23 Strategic Planning Committee Minutes 11/29/2016
- IV.C-24 [Educational Master Plan](#)
- IV.C-25 [Board of Trustees' Annual Goals](#)
- IV.C-26 [BP 6200, Budget Preparation](#)
- IV.C-27 [AP 6200, Budget Preparation](#)
- IV.C-28 [BP 6250, Budget Management](#)
- IV.C-29 [BP 6300, Fiscal Management](#)
- IV.C-30 [BOT Budget Ad Hoc Committee Agenda/Minutes 8/30/2017](#)
- IV.C-31 [BOT Agenda/Minutes 11/14/2017](#), item 3j
- IV.C-32 [BOT minutes November 2015](#), page 5
- IV.C-33 [2017 Board of Trustees Self Evaluation](#), page 18
- IV.C-34 [BOT minutes 12/10/2017](#)

- IV.C-35 [BP 2431, CEO Selection](#)
- IV.C-36 [Presidential Search Ad Hoc Committee Search Timeline](#)
- IV.C-37 [Ad Hoc Committee agenda 11/23/2015](#)
- IV.C-38 [Ad Hoc Committee agenda 11/30/2015](#)
- IV.C-39 [Ad Hoc Committee agenda 1/12/2016](#)
- IV.C-40 [Search Publications List](#)
- IV.C-41 Search [Committee Roster](#)
- IV.C-42 [Board of Trustees' Message](#)
- IV.C-43 [Superintendent/President's Contract](#)
- IV.C-44 BP 2435
- IV.C-45 [BOT Special Meeting 5-10-2017](#)
- IV.C-46 [BOT Special Meeting 5-22-2018](#)
- IV.C-47 [BP 2100 Board Elections](#)
- IV.C-48 Maps Prepared by the Firm Lapkoff and Gobelet Demographic Research, page 12
- IV.C-49 [Demographer's Report on Redistricting Plans](#)
- IV.C-50 Resolution No. 2016-02
- IV.C-51 [BP 2105 Election of Student Members](#)
- IV.C-52 [AP 2105 Election of Student Members](#)
- IV.C-53 [BP 2340](#), Agendas
- IV.C-54 [BP 2345](#), Public Participation
- IV.C-55 [BP2710](#)
- IV.C-56 [BP 2716](#)
- IV.C-57 Latino Advisory Committee [Draft Bylaws](#)
- IV.C-58 BOT Minutes 5-8-2018, page 3
- IV.C-59 [List of Board of Trustees reporting out of activities in 2017](#)
- IV.C-60 [Property Discussion](#)

IV.C-61	Ad Hoc Educational Site Committee agenda 7-21-2016
IV.C-62	B4010, Academic Calendar
IV.C-63	AP4010, Academic Calendar
IV.C-64	BP4020, Program, Curriculum, and Course Development
IV.C-65	AP4020, Program, Curriculum, and Course Development
IV.C-66	BP 5130
IV.C-67	BP 4040
IV.C-68	BP 5120
IV.C-69	BP 5140
IV.C-70	BP 5150
IV.C-71	BOT Minutes April 2017
IV.C-72	BP4600 Student Success Policy
IV.C-73	BP 2315
IV.C-74	Gavilan College Board of Trustees Agenda February 13, 2018
IV.C-75	Budget Calendar FY17-18
IV.C-76	BP 6400
IV.C-77	Gavilan College Board of Trustees Agenda January 9, 2018
IV.C-78	BP 2010
IV.C-79	Example of updates
IV.C-80	Board Policy Committee meeting minutes
IV.C-81	Board of Trustees' Web page
IV.C-82	Board Policy 2015
IV.C-83	Board Policy 2105
IV.C-84	Board Policy 2220
IV.C-85	Trustees Orientation for New Members Web page
IV.C-86	BP 2350 Speakers

IV.C-87	BP 2210, Officers
IV.C-88	BP 2130 Term Limits
IV.C-89	BP 2305, Organizational Meeting
IV.C-90	BP 2330 Quorum and Voting
IV.C-91	BP 2355 Decorum
IV.C-92	BP 2410, Board Policies and Administrative Procedures
IV.C-93	Evidence for BoardDocs
IV.C-94	BP 2725
IV.C-95	BoT Minutes Website
IV.C-96	Sample Board Minutes
IV.C-97	Board of Trustees Standing and Ad Hoc Committees
IV.C-98	BoT Meeting Minutes, September 2017
IV.C-99	Academic Senate Minutes recommending policy change
IV.C-100	BoT Minutes recommending policy change
IV.C-101	BP and AP revisions spreadsheet in the President's Office.
IV.C-102	Continuous Review Process of Board Policies
IV.C-103	BoT BP and AP Web page
IV.C-104	CCCCO Scorecard
IV.C-105	BOT agenda, 11.14.17, Info Item (a)
IV.C-106	BOT minutes, 6.13.17
IV.C-107	Gavdata link
IV.C-108	CCSSEE
IV.C-109	BOT agenda, 11.14.17, Info Items (b)(c)
IV.C-110	BOT minutes, 3.13.18
IV.C-111	BOT Minutes 10/10/2017 Info Item (b)
IV.C-112	BOT Minutes April 2017, Info Item (a)

- IV.C-113 [BOT minutes, 04.11.18 Info Item ©](#)
- IV.C-114 [BOT minutes, 5.8.2018 Action Item A](#)
- IV.C-115 [BOT Approval, Action Item, 12.12.17](#)
- IV.C-116 Board Policy 2740
- IV.C-117 Administrative Procedure 2740
- IV.C-118 BoT Training: Strategic Planning Workshop February 2017 Agenda
- IV.C-119 BoT Training: Strategic Planning Workshop February 2017 Minutes

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The Gavilan College **Faculty Handbook** is updated yearly and can be found in the Office of Instruction and is posted on the Intranet. In December 2017, the Academic Senate decided to take the lead on gathering data regarding faculty perceptions regarding the Faculty Handbook. The results of the survey were compiled (1c10.8).

Currently, the Academic Senate Vice President of Student Success is working on converting the PDF handbook into a website that is accessible to all Gavilan College Faculty and the

community. A first draft of the website is expected to be completed by the end of the spring 2018 semester. Once completed, all constituency groups will have the opportunity to provide feedback so that additional updates can be made.

The student handbook, Student Rights, Responsibilities, and Academic Standards Handbook, was last updated in Spring 2018, and includes a comprehensive list of policies and procedures regarding a variety of topics. Education Codes, Accreditation Standards and Administrative Policies are referenced throughout the document.

Class Schedule: A schedule of classes is listed each semester (1c2-3) and has several components. On the Class Schedule page are links to helpful information in addition to the class schedule itself, broken into location (Hollister, Coyote Valley, Morgan Hill), type (early or late start classes) and hybrid and online. These links give students precise, accurate and current information on how to register. Should a student want to register for classes at a specific location or taught in a specific format, they can find this information here.

In the QuickLinks section of the Class Schedule web page (1c2.4), there is a link to a searchable schedule of classes. This allows students to search classes by subject or choosing a combination of fields to narrow a search (1c2.5).

SLO policies and process

In accordance with the College's BP/AP 4020 Program, Curriculum, and Course Development (II.A.11.1 <http://www.gavilan.edu/administration/board/documents/ApprovedChapter4BPAP.pdf>), all student learning outcomes are approved through the Curriculum Committee (II.A.11.2 <http://www.gavilan.edu/curriculum/>), which is a subcommittee under the umbrella of the Academic Senate. Membership on the Committee includes faculty, appointed through the Academic Senate (II.A.11.3 <http://www.gavilan.edu/committee/senate/index.php>) and academic administration. The Curriculum Committee reviews all new proposals and changes to existing curriculum. Changes or new proposals for student learning outcomes must align with Gavilan's [strategic goals](http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf) (II.A.11.4 http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf). institutional learning outcomes (II.A.11.5 <https://mail1.gavilan.edu/slo/support/index.html>), and program learning outcomes (II.A.11.6 <http://www.gavilan.edu/curriculum/>)

Student learning outcomes are updated every 3-5 years and posted on the College's (II.A.11.7 [Curriculum Committee](#)) website for all staff and faculty to review, under "Course Outlines" (II.A.11.8 http://www.gavilan.edu/curriculum/course_outlines/ANTH_1.pdf). Students and the public can view approved Student Learning Outcomes at the Student Learning Outcomes page. (EVIDENCE: <http://www.gavilan.edu/academic/slo/index.php>). The Curriculum Committee will suspend courses that are not updated per schedule. Using the Institutional Effectiveness Committee (IEC) (II.A.11.9 <https://mail1.gavilan.edu/iec/index.html>) program review process, the departments must evaluate the effectiveness of the outcomes on a 3-5 year cycle, in conjunction with the Curriculum Committee review process. In addition, all programs review and report on their program by submitting a plan (II.A.11.10 https://mail1.gavilan.edu/program_plans/) once a year for budgeting and student learning outcome reporting.

Gavilan transitioned from a manual paper process to CurriQunet in Fall 2016. All new and updated courses and programs are now processed through CurriQunet (II.A.11.11 <https://gavilan.curricunet.com/Course>). In general, updating courses and programs is much easier in CurriQunet, leading to greater efficiency in keeping our curriculum up to date.

The Institutional Learning Outcomes are being rewritten and consolidated from seven to four. The new ILOs have been taken through the Shared Governance process for approval during Spring 2018. Once the new ILOs are approved by the Board of Trustees, they will be implemented in CurriQunet. Going forward Gavilan will be able to easily map Program Learning Outcomes to the new Institutional Learning Outcomes when programs are updated.

Section on convocation themes: This "theme" of planning with a student, mission based focus has been demonstrated in Convocation in recent years, setting the tone for the campus culture that ensures that all stakeholder groups are involved in data-driven decision making. Two years ago 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 use of data in making critical decisions is central to the culture of continuous quality improvement with students at the forefront that is critical in fulfilling the mission at Gavilan College.

Continuous improvement cycle: Gavilan College demonstrates its commitment to continuous quality improvement by ensuring that the institutional mission is aligned with operational

activities throughout the year, both in participatory governance and in program review leading to resource allocation. The Board of Trustees also is informed of the flow of decision making that is guided by the philosophy of the descriptors in the mission statement and uses the mission statement as a basis for the annual board self evaluation and the president's goal setting. This is evident in the student achievement data that is reported on the Chancellor's Office website and also tracked locally in GAVdata reports that are accessible by the public. Annual reports are provided to the Board of Trustees from the Institutional Effectiveness Committee reporting the process of program review and recommendations for resource allocation. Gavilan meets this standard and recognizes that this is part of its cycle for continuous institutional improvement

Planning Cycle

Programs and services are aligned with the mission statement and evaluated through the Program Planning process. Each year, programs reflect, plan and monitor progress and submit plans, tied to budget requests, for the upcoming year. In these annual plans, program representatives narrate their vision and annual objectives, which include activities and budget requests to accomplish those activities. The Strategic Plan is central to the annual Program Plan developed by each department or division. Decisions made by the Budget Committee are directly related to the goals contained in the Strategic Plan. Each year program representatives update the program planning website with their progress on the stated objectives, and this information informs the development of the following year's Strategic Plan. Revisions to the strategic plan are mined from these planning items by the Strategic Planning Committee, then shared extensively through the shared governance process, edited by all constituent groups, and approved by the president's cabinet and the Board of Trustees.

Learning Outcomes:

The Institutional Learning Outcomes (ILOs) are shown in FIGURE 1: INSTITUTIONAL LEARNING OUTCOMES. These ILOs are regularly reviewed and updated, with the most recent update approved by the Board of Trustees in August 2018 (EVIDENCE http://www.gavilan.edu/administration/ilo_map/index.php)

FIGURE 1: INSTITUTIONAL LEARNING OUTCOMES

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

<p>A. THINK CRITICALLY & CREATIVELY ILO A: <i>Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.</i></p> <p><i>Common actions related to ILO A include:</i></p> <ul style="list-style-type: none"> • Define issues, problems or questions to be researched or examined • Find, synthesize, and evaluate information • Collect and analyze data and relevant information from multiple reliable sources • Distinguish facts from opinions and biases. • Formulate ideas and concepts in relation to the ideas of others • Employ quantitative reasoning to solve problems • Produce or respond to artistic and creative expression. <p><i>Please note: This area relates to the previous ILOs: 2, 3, and 5.</i></p>	<p>B. COMMUNICATE EFFECTIVELY ILO B: <i>Express and exchange ideas effectively through listening, speaking, reading, writing, and other modes of interpersonal communication.</i></p> <p><i>Common actions related to ILO B include:</i></p> <ul style="list-style-type: none"> • Communicate effectively, ethically and creatively • Listen actively and respectfully • Understand the roles of context, audience, and purpose when developing a communication • Read, write, speak and listen analytically. <p><i>Please note: This area relates to the previous ILOs: 1.</i></p>
<p>C. PRACTICE SOCIAL RESPONSIBILITY ILO C: <i>Develop ethical, social and civic awareness.</i></p> <p><i>Common actions related to ILO C include:</i></p> <ul style="list-style-type: none"> • Demonstrate personal and civic responsibility • Collaborate with individuals and groups to reach common goals • Practice respect for diverse people and cultures • Apply academic knowledge and learning to one's civic engagement • Practice honesty and apply consistent ethical standards. <p><i>Please note: This area relates to the previous ILOs: 4 and 6.</i></p>	<p>D. CULTIVATE WELL-BEING ILO D: <i>Construct personal, educational and career goals and identify lifestyle choices that promote mental, emotional, physical and social health.</i></p> <p><i>Common actions related to ILO D include:</i></p> <ul style="list-style-type: none"> • Develop knowledge, skills, and abilities for personal mental and physical health • Demonstrate growth and self-management to promote lifelong learning and personal well being • Develop job readiness and pursue career goals • Affirm and promote positive individual and communal identities. <p><i>Please note: This area relates to the previous ILOs: 6.</i></p>

➤ **Development, Design, and Communication of Institutional Learning Outcomes**

While conducting college-wide Student Learning Outcome (SLO) and Program Learning Outcome (PLO) exploration during Spring 2017, a determination was made that we needed to reassess and redesign our Institutional Learning Outcomes to make them more verifiable and measurable, operational, and meaningful to staff, faculty, and students. In March 2017, an ILO Task Force was formed. The members included the Vice President of Academic Affairs, Institutional Researcher, SLO Faculty Liaison, Accessible Education Center instructor, English Instructor, Head Librarian, and Kinesiology and Athletics instructor. The task force was mindful of the need to make the process inclusive and to provide multiple opportunities for recommendations. The aim of the Task Force was to create ILOs that would unify college staff and faculty as educators, help guide and inform campus practices, and accurately reflect changes on campus. To that end, the ILOs were informed by our Mission, and Principles of Community, and built upon the foundation of the learning outcomes articulated in the previous set of ILOs. Drafts were shared with the Department Chairs Committee, Curriculum Committee, Academic Senate, and all campus constituencies via email. This was an opportunity to talk about our goals and values as an institution.

As a result of the work, the college streamlined ILOs from seven to four. The four new ILOs are Think Critically and Creatively, Communicate Effectively, Practice Social Responsibility, and Cultivate Well-Being (see attachment for more detail—Evidence 1).

➤ **Updating and Posting of Learning Outcomes and Identifying Use of Results**

The institution publishes information regarding our learning outcomes via CurriQunet, which is open access to those on and outside of our campus, as well as through Gavilan Intranet, which is a closed system that can only be accessed by those who work at Gavilan College. Through the intranet, faculty and staff go to the Student Learning Outcomes Assessment Reporting site. (Evidence 2) Here, they post their learning outcomes, methods of measuring the success of outcomes, results, and use of results. The use of results can then be shared for the purpose of building upon what is already working, addressing gaps in knowledge, motivation, and success, as well as to dialogue about best practices. One strong model of this is our History 2 (U.S. History), in which the instructor is identifying successes and considering how to build upon that success with more information and support for students in reading and processing class material. As well, she is identifying a gap in terms of students struggling with finding causality, so she is considering practices to help strengthen critical thinking. (Evidence 3). For those who wish to receive a CA (Chartered Accountant) in business, the “Use of Results” column recognizes the need to make work feel “real world” and “relevant” to the lives of students. Such information would help in planning classes, focused attention on best practices with this stated need in mind, and reflecting upon learning outcomes (Evidence 4). SLO work and considerations for improvement occur not only in instruction, but in student services as well.

One example of this work in Student Services is in our Student Health Services. In the “Use of Results” column, a needed position is identified, as are plans for improving the campus-wide event of the Health Fair (Evidence 5). Lastly, Gavilan uses this site to help record needs that exist on our satellite campuses. One example of this can be seen in Morgan Hill in which after having conducted a survey, needs were identified in terms of course offerings. In the “Use of Results” column, we can see how this information was used to advocate for schedule changes and more course offerings, and how this will be used for continued improvement and collaboration (Evidence 6).

Full-time researcher:

The Integrated Planning Committee reviews processes and integration of campus operations ([integrated planning minutes](#)). The committee has discussed shared governance structure and how to better inform the campus community on integrated planning ([integrated planning agenda](#)). As a part of the Guided Pathways effort, the College’s plan has identified important areas for improvement of the planning processes. These efforts are detailed more completely in the Quality Focus Essay.

With the addition of a full time researcher, the regular evaluation of the effectiveness of the institutional planning and implementation was reinstated by the Dean of Research, Planning, and Institutional Effectiveness in Spring 2018 and will be updated annually. The Dean of Research, Planning and Institutional Effectiveness also met with the college’s different constituent groups to develop a Dynamic Enrollment Management Plan ([EMP](#)). The EMP was

informed by several documents including the College Mission Statement, the Educational Master Plan, the Strategic Plan, as well as connecting to Guided Pathways design principles and was fully adopted in Spring 2018.