# A. Introduction

District Overview and History

Gavilan College was originally established in 1919 as San Benito County Junior College, with instruction offered at Hollister High School. It operated under this title until 1963, when a new community college district was drawn that included both San Benito and southern Santa Clara Counties. Three high school districts- San Benito, Gilroy Unified, and Morgan Hill Unified districts came together to create the Gavilan Joint Community College District.

FIGURE 1: District Boundaries
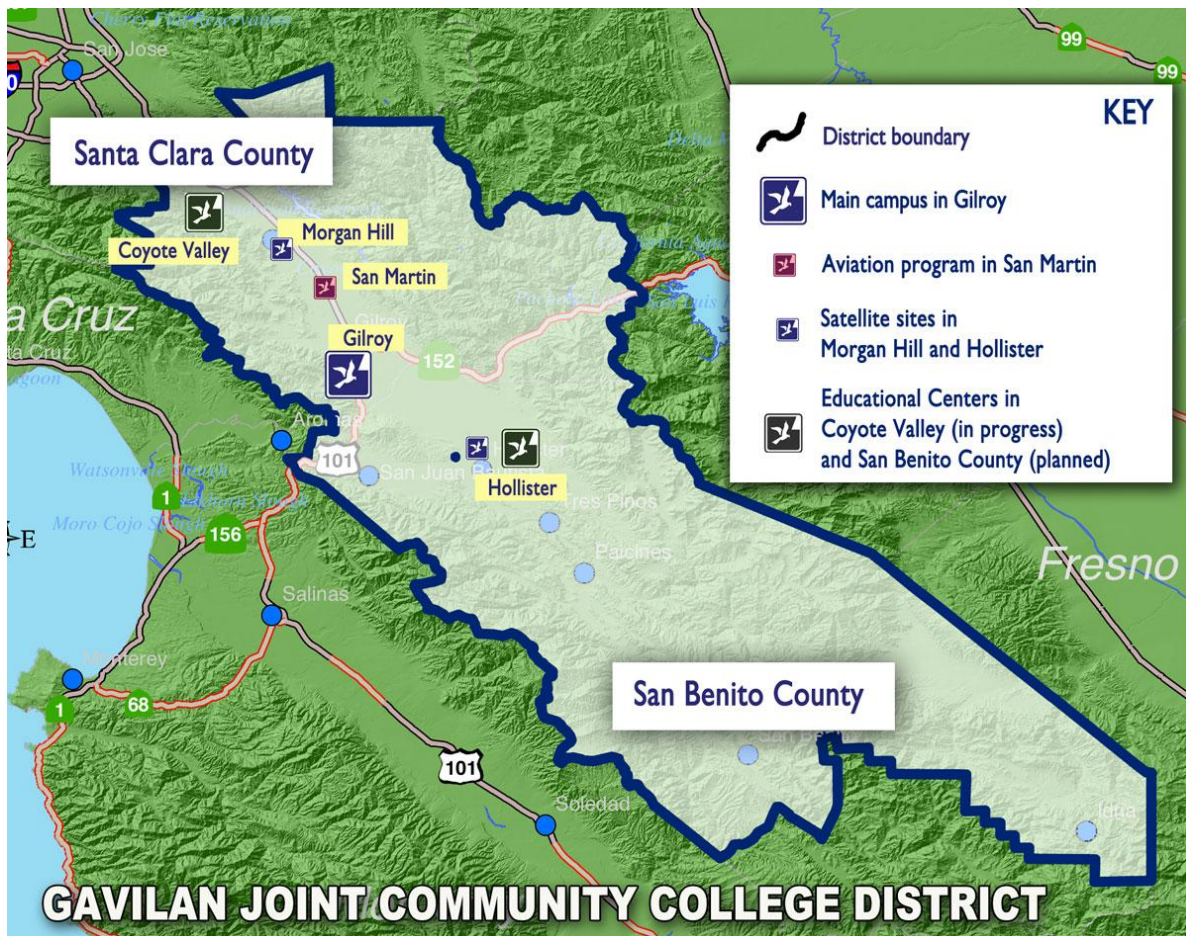
Successful passage of a local bond in 1966 provided the needed funds to construct the present, more centrally located campus at Santa Teresa Boulevard in Gilroy. College classes were offered in a temporary location at the Hollister Airport while the first facilities on the 170-acre parcel were being constructed. The Gilroy campus added buildings over time through state funding, with the final new building constructed in 2003.

In 1997 and 1998, satellite sites were established in Hollister and Morgan Hill to augment the offerings at the main campus location in Gilroy. With the 2004 passage of the Measure E facilities bond, Gavilan College had funds to upgrade the existing campus and secure permanent locations in Coyote Valley and San Benito County. These land purchases were completed in 2008. Measure E Bond funds also were used to make improvements in institutional and classroom technology, expanded online services, and improvements in safety, accessibility, and lighting.

Gavilan College currently provides instruction at five locations, they are (alphabetically):

1. Coyote Valley Center - 530 Bailey Avenue, San Jose, CA 95141
2. Gilroy Main Campus - 5055 Santa Teresa Blvd, Gilroy, CA 95020
3. Hollister Satellite Site - Briggs Building, 365 4th Street, Hollister, CA 95023
4. Morgan Hill Satellite Site - Morgan Hill Community and Cultural Center, 17060 Monterey Road, Morgan Hill, CA 95037
5. San Martin Aviation Site - San Martin Airport, 13030 Murphy Avenue, San Martin, CA 95046

The official Gavilan Community College District boundaries cover 2,700 square miles of land located in the southern portion of Santa Clara County and most of San Benito County. The main campus of the College is in the City of Gilroy, along highway US 101, approximately 86 miles from downtown San Francisco and 37 miles from downtown San Jose. The western border of the official Gavilan College District area is the Santa Cruz and Monterey County lines. The Merced and Fresno County lines in the east are the ends of the District area and Monterey and Fresno County lines define the southern border. The three principal cities of the official District service area where most population resides are Gilroy, Morgan Hill, and Hollister.

Based upon an analysis of residential zip codes reported by enrolled students over the last five fall terms (2011 to 2015), the effective service area for Gavilan College encompasses 11 cities. Seventy-five percent of the student headcount comes from zip codes that are inside the official District area.

FIGURE 2: Top Cities of Enrollment; Headcounts, Fall Terms

Source: California Community College Chancellor's Office, MIS Referential Files; analysis by Cambridge West Partnership, LLC

City	2011	2012	2013	2014	2015
Gilroy	2,476	2,286	2,267	2,257	2,340
Hollister	2,138	1,914	1,867	1,800	1,866
Morgan Hill	1,099	971	912	943	979
San Martin	198	193	180	166	183
San Jose	156	158	152	187	241

| San Juan Bautista | 110 | 112 | 109 | 101 | 111 |

Census Headcount by Year
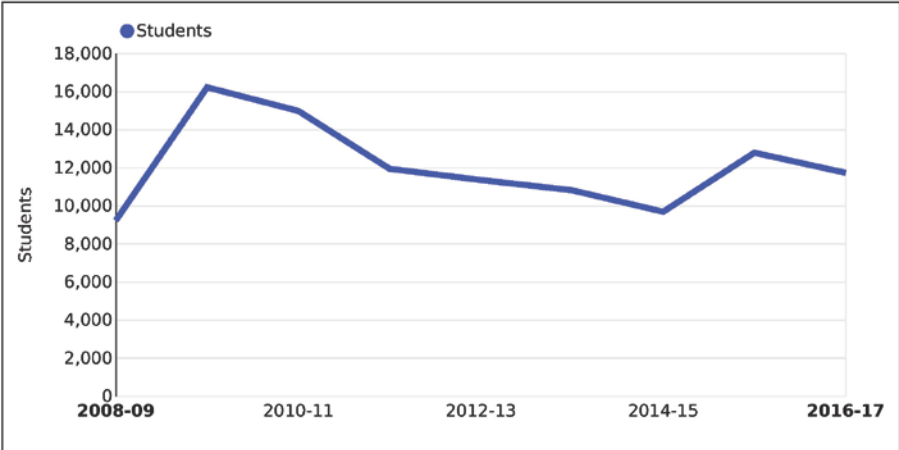
Students

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
9,244	16,235	14,995	11,956	11,366	10,828	9,698	12,800	11,744

Census Headcount by Year

Excluding JPA
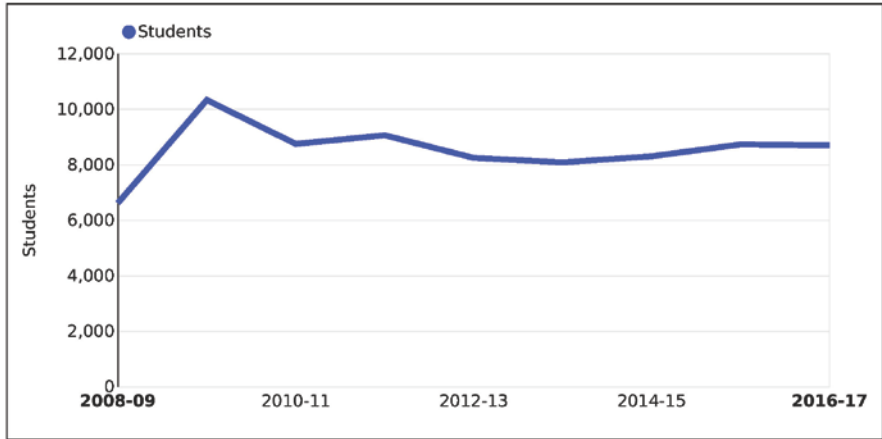
Students

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
6,628	10,341	8,758	9,069	8,255	8,092	8,312	8,740	8,707

FTES by Year
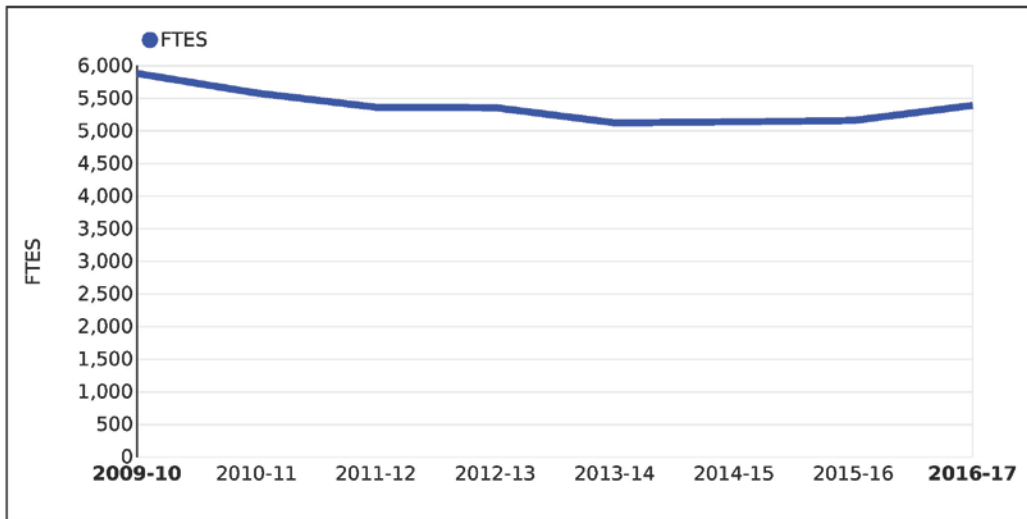
FTES

|	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	5,882.5	5,582.6	5,365.2	5,358.4	5,126.2	5,140.1	5,161.3	5,392.4

Points scored
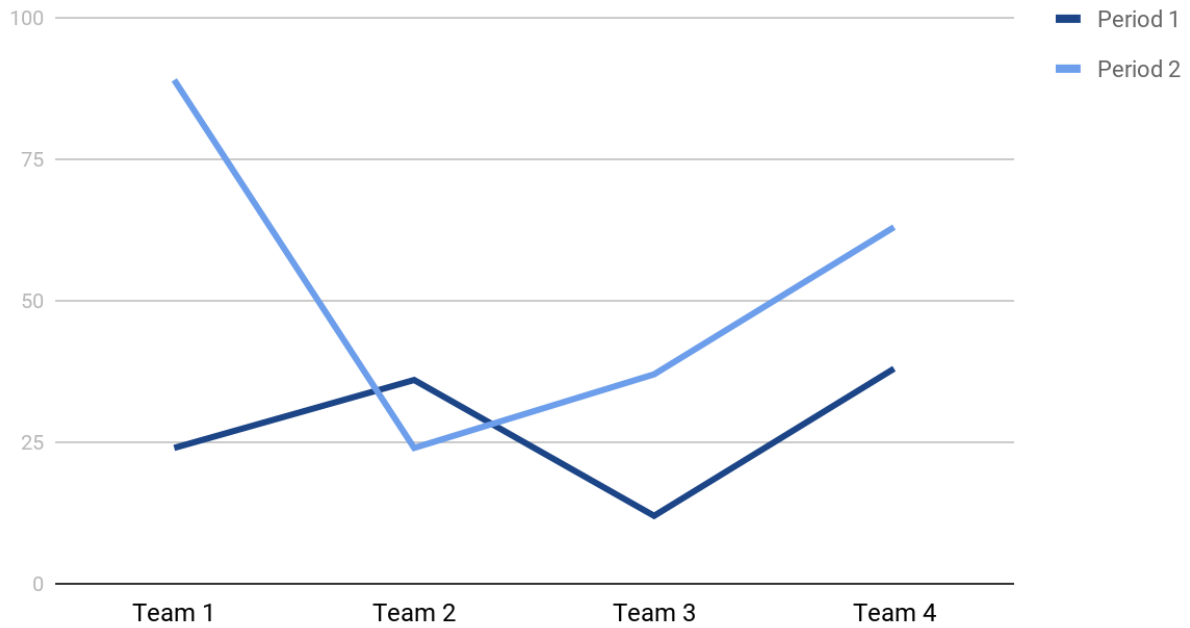
Student Characteristics

➢ **Ethnic Background**

The Gavilan College student population reflects the diversity of the communities in the district. While there is no majority ethnic group at the college, large groups of students identify as white, hispanic (now the largest group), or multiple. Smaller percentages identify as African-American, Asian, and Filipino.

Ethnicity, 2017-2018

Source: GavData
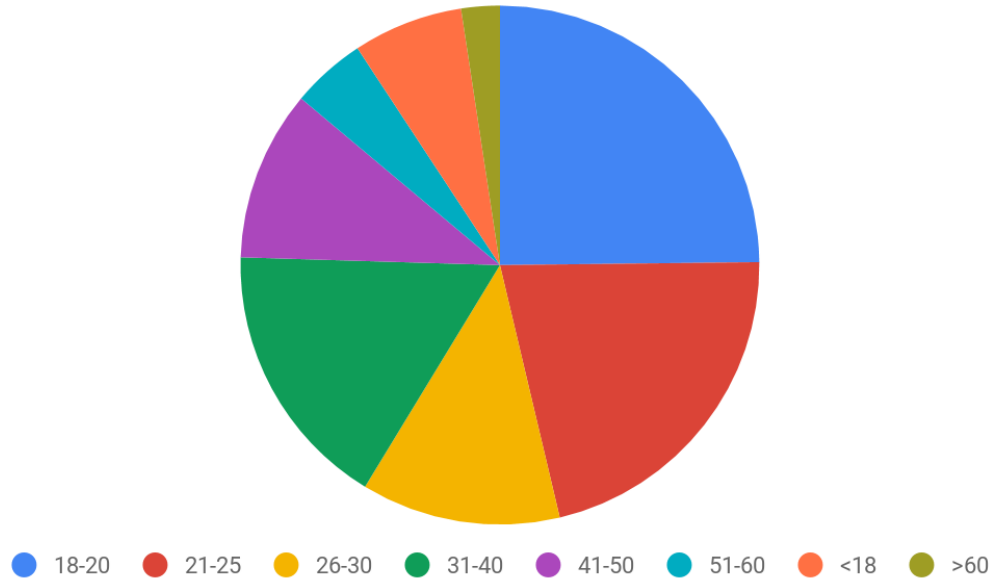

Legend: African-American · Asian · Filipino · Hispanic · Multiple · White · Unknown · Pacific Islander
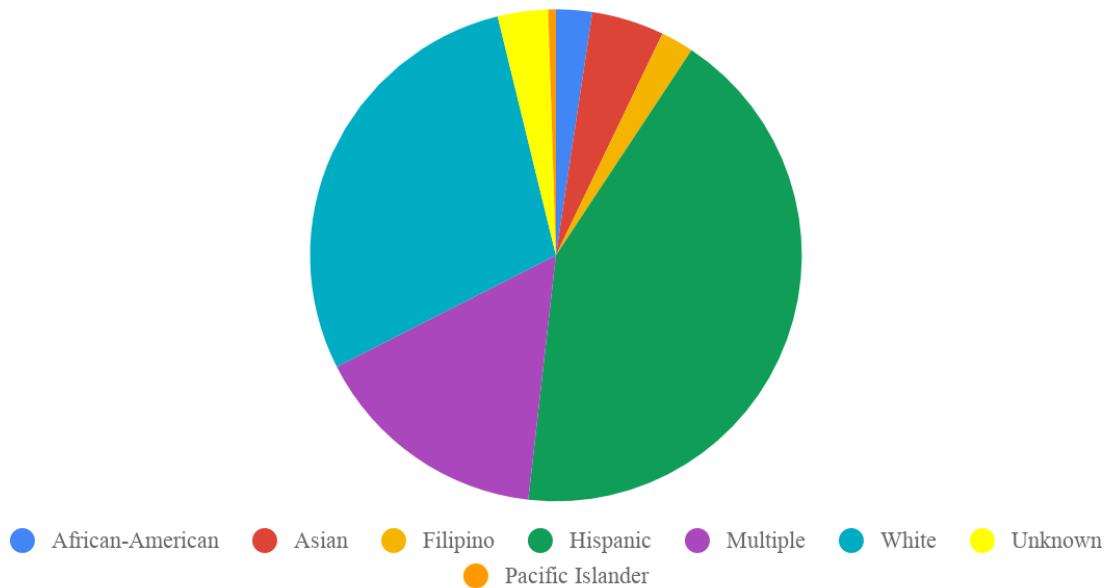
➢ **Age**

Roughly one quarter of Gavilan College students are from the "traditional", straight-from-high school age group. Although many are first time students, the majority are over 20 years old and have had several years of work and/or life experience and a break from their studies since high school.
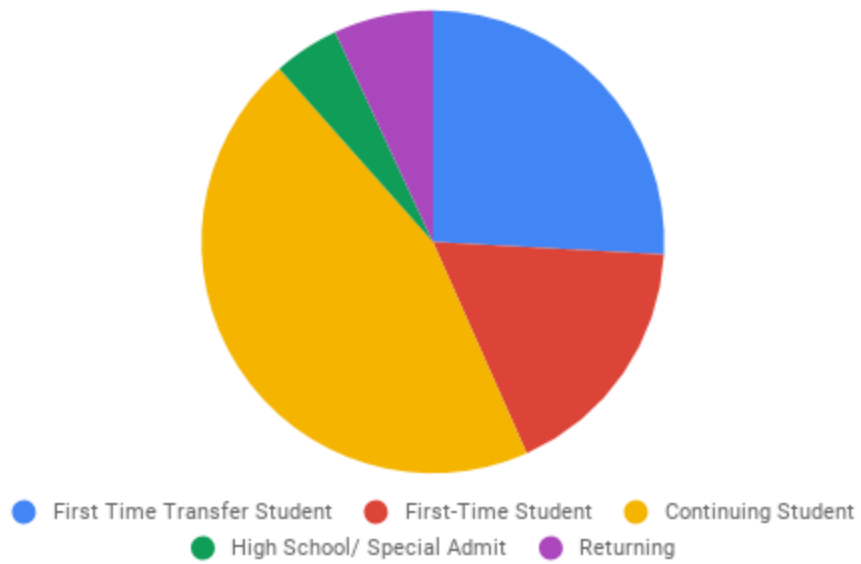
Age

● 18-20 ● 21-25 ● 26-30 ● 31-40 ● 41-50 ● 51-60 ● <18 ● >60

Student Status - 2017-2018

● First Time Transfer Student ● First-Time Student ● Continuing Student
● High School/ Special Admit ● Returning

The Service Area

The State of California and the Bay Area experienced the extremely severe recession starting in December 2007. In the years since the start of the Great Recession job growth in California has grown 5.4%, well ahead of the nation at 3.7%. Although some parts of the state economy have not fully rebounded to the pre-recession levels, gross domestic product (GDP) is growing and the Silicon Valley regional economy has been leading the state recovery with a job growth of 14.7% between 2007 and 2016.

The Bay Area economy is rooted in a diverse, competitive set of industries. Technology is transforming industries such as finance, accommodations, and transportation. If the Bay Area were a country, it would be the 21st largest or equivalent to a mid-sized European nation. Twenty-eight of the global Fortune 500 and 29 of the US Fortune 500 companies are headquartered in the Bay Area and none have left the area since 2011. Beyond technology the Bay Area economy has a robust tourism sector. The Central Coast Regional (San Benito to Ventura counties) economy is largely driven by tourism, food manufacturing, and agriculture. The region experienced economic downturn before the state slid into the Great Recession. Within the Monterey Bay area employment opportunities were significantly curtailed when the housing market crash began in 2007-08.

San Benito County has not fared as well as the Silicon Valley with respect to rebounding from the Great Recession. The unemployment rate has been higher than the statewide and national averages. Although foreclosures were common between 2007 and 2012, they have since declined. The housing market appears to have rebounded, particularly around Hollister. The largest industry in San Benito County is agriculture. It has contributed slow, but steady growth in employment opportunities. While tourism has been a major factor in the economy, the transportation demands on the infrastructure are projected to outstrip capacity. With housing costs at an all time high in the Bay Area, San Benito County has witnessed a sharp increase in urbanization with the largest number of farmland acres lost among the Bay Area counties (Santa Cruz, San Benito, and Monterey).

Figure XXX: San Francisco Bay vs. Coastal Region Projected Job Growth by Industry, 2012-2022

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC

SF Bay Area Sub-Market

5,536

14,092

6,061

6,573

10,833

Coastal Sub Market

1,678

3,021

1,174

1,080

1,382

- Information & Communication Technologies
- Hospitality & Tourism
- Health Care Services
- Retail
- Education & Training
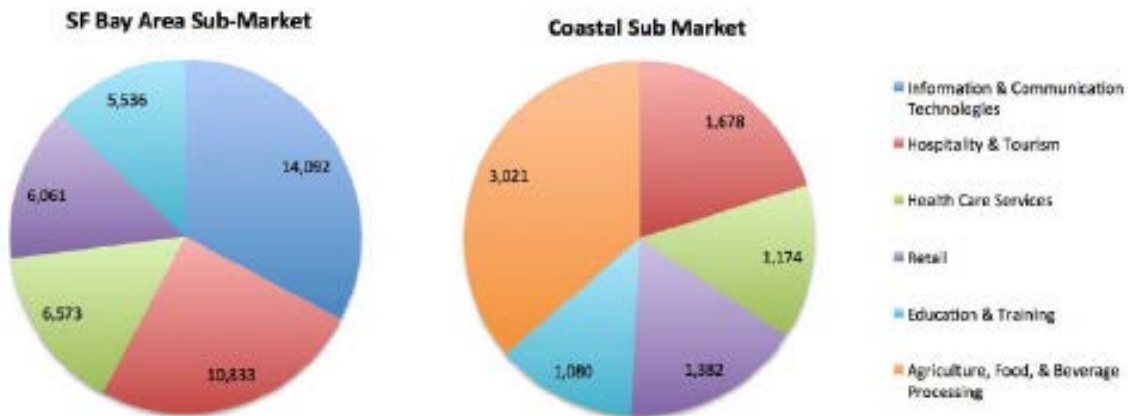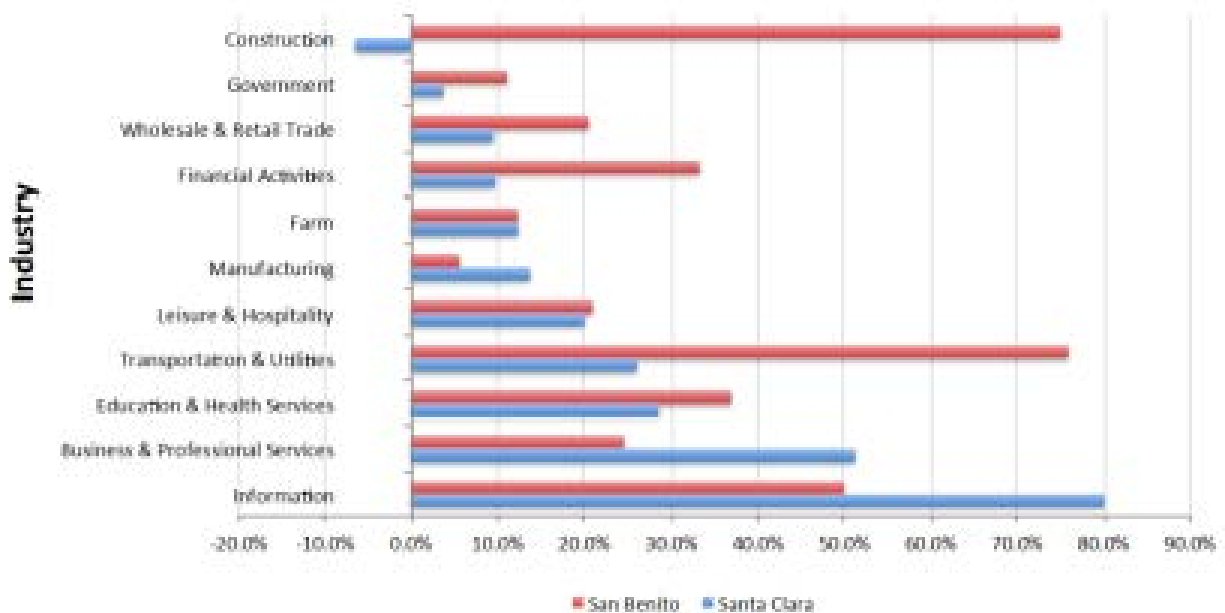- Agriculture, Food, & Beverage Processing

FIGURE XXX: San Benito-Santa Clara County Projected Job Growth by Industry, 2012-2022

Source: California Employment Development Department, Labor Market Information; analysis by Cambridge West Partnership, LLC

Industry bar chart: categories (top to bottom) — Construction, Government, Wholesale & Retail Trade, Financial Activities, Farm, Manufacturing, Leisure & Hospitality, Transportation & Utilities, Education & Health Services, Business & Professional Services, Information. X-axis from -20.0% to 90.0%.

■ San Benito   ■ Santa Clara

Employment in white-collar occupations dominates the economy in the effective service area and in the three census places (Morgan Hill, Gilroy, and Hollister. Blue-collar occupations provide the second largest group of jobs in Hollister and Gilroy. The population in Gilroy, the largest city in the Gavilan College District service area, has grown faster than all cities in Santa

Clara County. Job growth is expected to be modest over the next decade and will likely occur in retail, transportation, construction, hospitality, information, and health care industries. The proximity to Silicon Valley makes Gilroy an attractive location for businesses seeking lower-cost locations for expansion.

In the broader regional San Francisco Bay Area the dominant growth industry is in information and communications technologies followed by hospitality and tourism. Conversely in the greater regional area of the coastal counties the dominant growth is in agriculture, retail, and construction materials and services industries.

Future job opportunities and economic growth in construction, trade, and education/health care/social assistance industries, plus a much improved real estate market with affordable housing characterize the future of San Benito County. Business and professional services and information industries, but a costly real estate market, characterize the future of Santa Clara County.
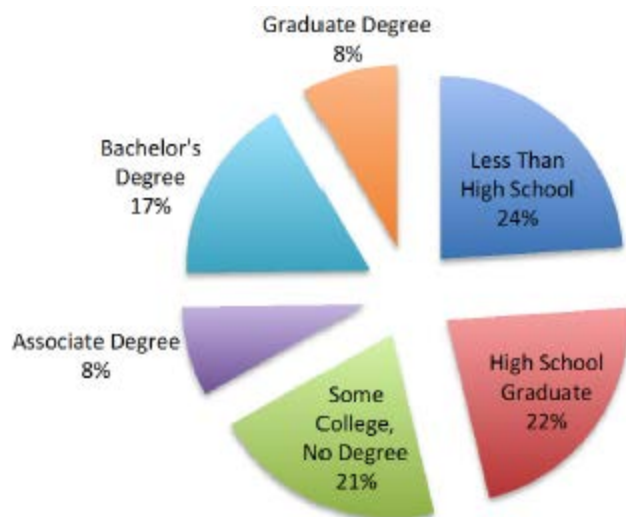
➢ **Population Growth**

The three primary individual locations within the District official service area have different rates of growth with Gilroy growing most rapidly, but Morgan Hill is close behind. In fall 2016 residents in both Gilroy and Morgan Hill approved ballot measures designed to limit or slow growth and to promote a strategy of "in fill" as opposed to sprawl at the edges of each city.

Within the effective service area 46% of the residents have either less than a high school diploma or only a high school diploma. Another 21% completed some college but did not complete an Associate Degree. Both of these groups of residents are prime candidates for the instruction offered by the College.

FIGUREXXX: Effective Service Area, Educational Attainment in 2016 for Adults Age 25 or Older
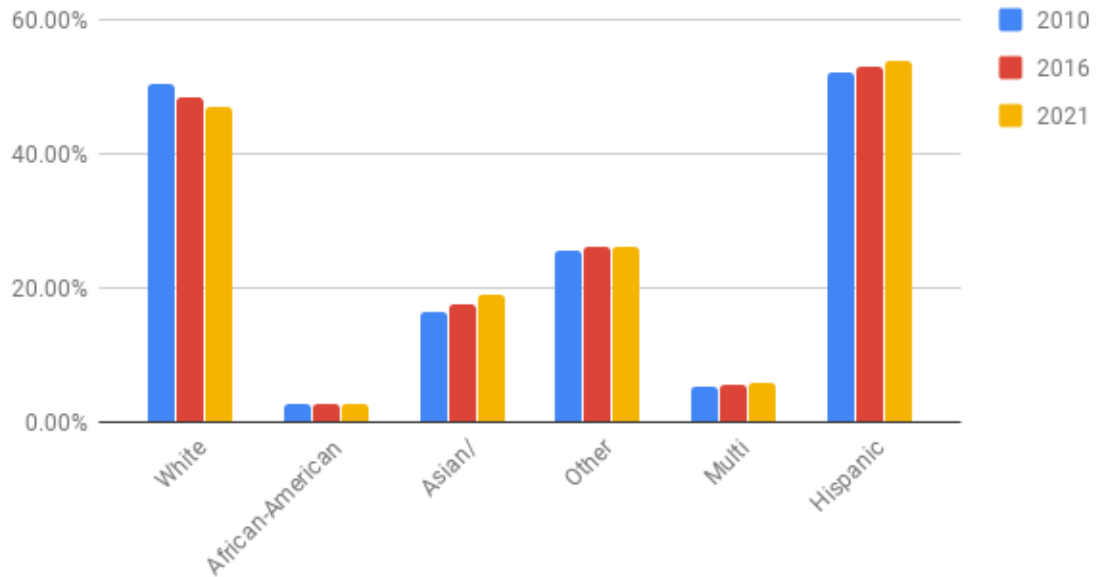
Source: Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

Graduate Degree 8%
Bachelor's Degree 17%
Less Than High School 24%
Associate Degree 8%
Some College, No Degree 21%
High School Graduate 22%

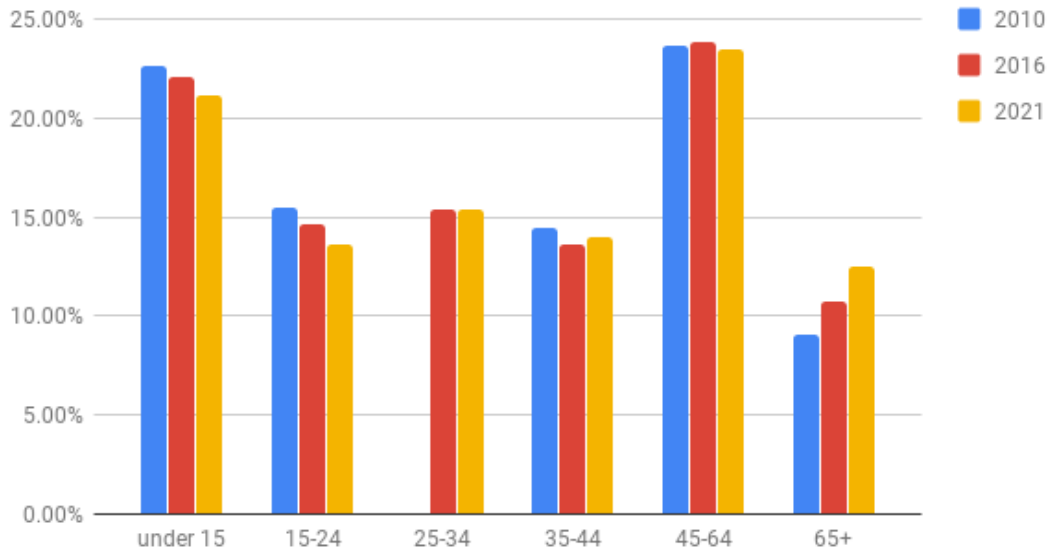## FIGURE XXX: Effective Service Area, Racial and Ethnic Composition

Source Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

2010, 2016 and 2021
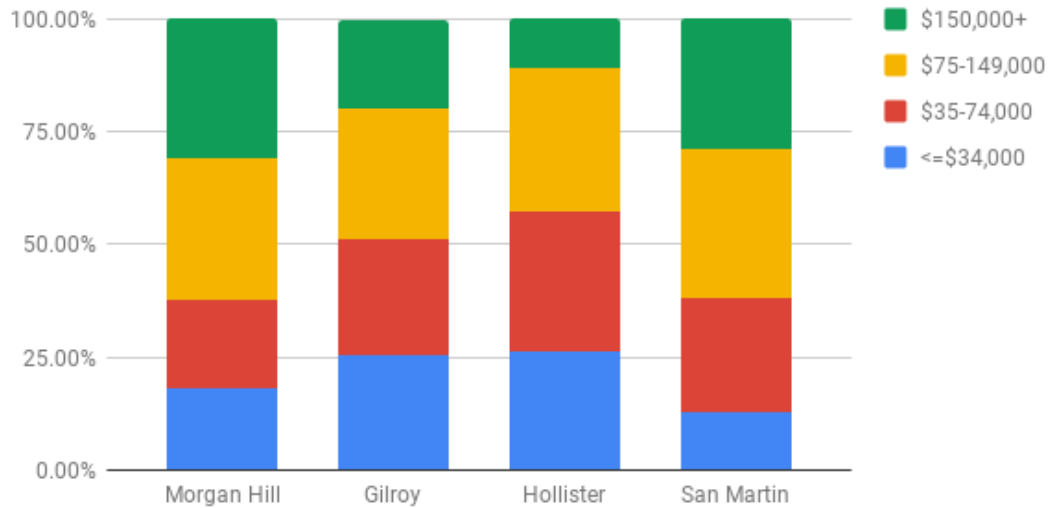
FIGURE: Effective Service Area Age Range Projections Source: Environmental Systems Research Institute, Market Profile; analysis by Cambridge West Partnership, LLC

2010, 2016 and 2021

Income Distributions: Source: Environmental Systems Research Institute,
Demographic and Income Profile; analysis by Cambridge West Partnership, LLC

Morgan Hill, Gilroy, Hollister and San Martin, 2016 Income
Distribution

Adult Educational Attainment, 2016 : Source: Environmental Systems Research
Institute, Market Profile; analysis by Cambridge West Partnership, LLC

Morgan Hill, Gilroy, Hollister and San Martin
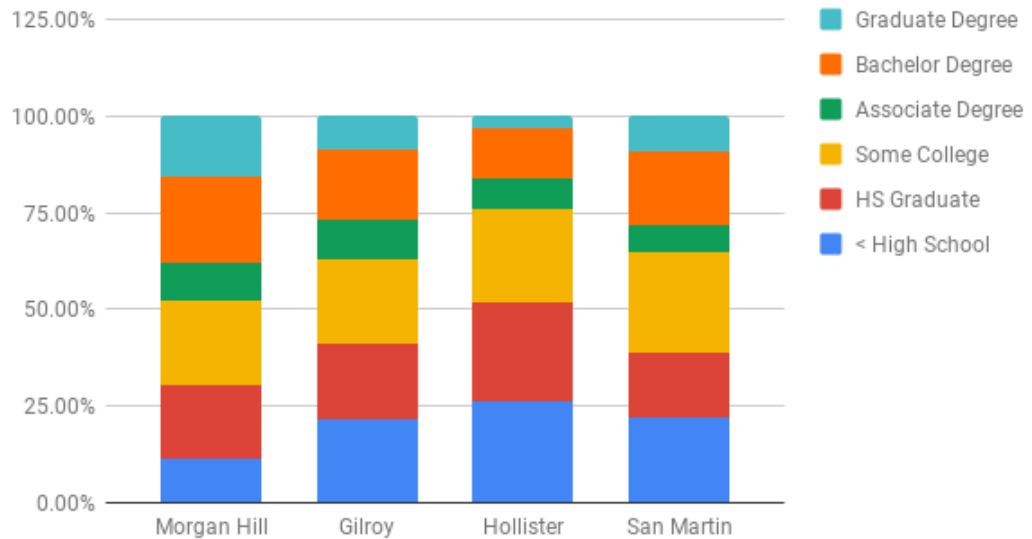
B. Presentation of Student Achievement Data and Institution-set Standards

Gavilan College regularly gathers and analyzes data on student achievement. This is achieved through a five-fold approach: First is the regular state-mandated evaluation of outcomes, including the California Community Colleges Chancellor's Office Scorecard and equity outcomes analysis (EVIDENCE: 11-2017 board meeting minutes, 9-2017 equity committee minutes / disproportionate impact statement, also presented at leadership council but before we started taking minutes).

The second method is the annual evaluation of institution-set standards using the goals and metrics identified through the CCCCO's Institutional Effectiveness Partnership Initiative (IEPI,) which includes presentation and discussion of short term and stretch goals by the Board of Trustees (EVIDENCE: 6-2017 board minutes; institution set standards report excel file).

Third, the institution makes equity data widely available on demand by empowering all stakeholders on campus to analyze these data using a non-technical web-based software platform, GavDATA (GavDATA splash page, GavDATA Factbook Outcomes Shot, GavDATA Equity Report Shot).

Fourth is the continuous dissemination of student metric performance via the public RPIE website (RPIE downloadable reports splash page). At most committee meetings, including among leadership, student outcomes remain a common topic of conversation using these widely available and accessible resources.

Approach five includes comprehensive program evaluation reports, with student success as the primary indicator of interest (EOPS comprehensive evaluation, SI comprehensive evaluation). Focused on the component of the intervention that is most efficacious, these analyses are conducted by RPIE upon request and typically provide the most scientifically-rigorous evaluation of student outcomes available on campus.

When the institution began regularly setting institution-set standards in 2015, the former Vice President of Instruction went to various committees and constituency groups to collaboratively discuss, disseminate, and seek comment and recommendation on setting of goals (Kathleen R. would have an idea of when this was done via Senate, among others – I just don't know the answer). This developed framework informed future goal-setting for short term and stretch performance goals. Most recently, these goals were set and then presented/discussed with the Board of Trustees in June, 2017 (6-2017 board minutes).

The institution-set standards and goals contained herein clearly support the college's mission by encouraging the rigorous use and annual evaluation of growth in key areas such as basic skills completion, completion of transfer-level English and math, completion of awards, and successful transfer, among other metrics, by encouraging and facilitating various strategies for improvement. We also utilize a number of wholistic survey instruments to ensure that we are meeting the needs of the whole student (ongoing basic needs survey, CCSSE). Implemented interventions undertaken as a result of the ongoing analysis of student achievement outcomes include our acceleration project, multiple-measures benchmarks and implementation, the Animo program, the English 1A unit change, hiring of STEM, basic skills, and veterans center counselors, the STEM academy program, NOTE: ENTER MORE HERE – FRAN? REFERENCE APPENDIX H IN ISER MANUAL IF NEEDED

Transfer Totals by University System

Headcount

System	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
California State Univ	158	118	255	207	161	259	246	220	222
In-State-Private	39	50	48	48	50	35	53	30	25
Out-of-State	46	56	59	56	82	70	70	75	71
Univ of California	17	15	30	23	25	25	28	22	41
Total	260	239	392	334	318	389	397	347	359

Headcount

| System	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
California State Univ	61%	49%	65%	62%	51%	67%	62%	63%	62%
In-State-Private	15%	21%	12%	14%	16%	9%	13%	9%	7%
Out-of-State	18%	23%	15%	17%	26%	18%	18%	22%	20%
Univ of California	7%	6%	8%	7%	8%	6%	7%	6%	11%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Institution Set-Standards

Chart of set-standards

Academic Pursuit

The College meets its commitment to academic excellence by offering a broad range of degrees, certificates, and career programs which directly impact student achievement. Gavilan offers 83 Associate Degrees (AA, AAT, AS, and AST); 51 Certificate of Achievements; and 16 Career Programs. (Degrees, Certificates and Career Programs, 1A-1-5; http://www.gavilan.edu/catalog/cat_pdf_17-19/degreesCertificatesAndCareerPrograms.pdf)

Instructional Methods - Fall 2017, number of sections offered

Source: GavData

Work Experience
2.9%

Online
12.1%

Lab
21.6%

Lecture
63.0%
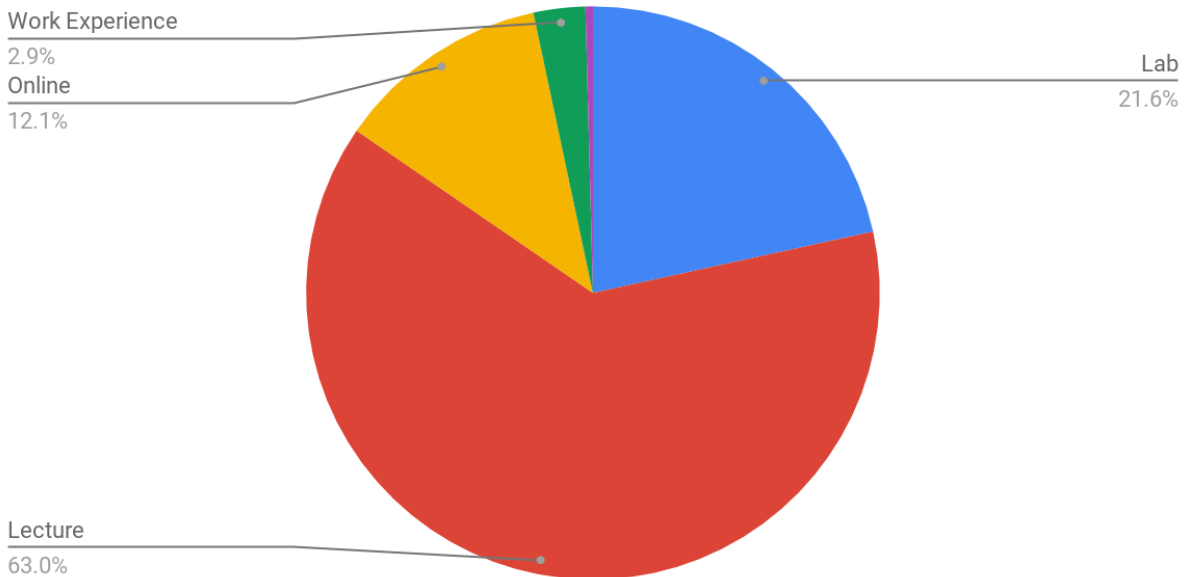
The Mission Statement ties Gavilan's commitment to academic excellence through its Educational Master Plan (EMP), most recently revised in FY 2016-2017.   The purpose of the EMP is to explore the ways in which the College's curriculum options might be optimized to match labor market needs, increase transfer opportunities, and align with community educational needs/interests. A second purpose of the EMP is to provide a projection of future

attendance that must be supported by the Facilities Master Plan to determine the amount and type of space that will be needed to accommodate the future academic program of instruction and support services. The Facilities Master Plan (FMP) casts the projected space needs or needed into a sequenced building and facility program that addresses the   primary elements of site development and facilities planning through the year 2030. (EMP, 1A-1-6; http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php ; FMP, 1A-1-7, http://www.gavilan.edu/about/facilities/index.php)

In addition to the EMP and FMP, the College emphasizes continued academic support for its students by maintaining a technological edge that will benefit its students for today and tomorrow. Through its Technology Master Plan (TMP), the College is provided with a prioritization list that can be utilized when making strategic technology and resource allocation decisions. This list is comprised of the highest priority initiatives, as approved by the various committees formed to develop technology priorities. It identifies the requirements necessary to support Gavilan's Planning Process which encompasses the Strategic Plan, EMP, FMP, and TMP. (TMP, 1A-1-8 http://www.gavilan.edu/tech_plan/Tech_Master_Plan.pdf; Strategic Plan, 1A-1-9 http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf
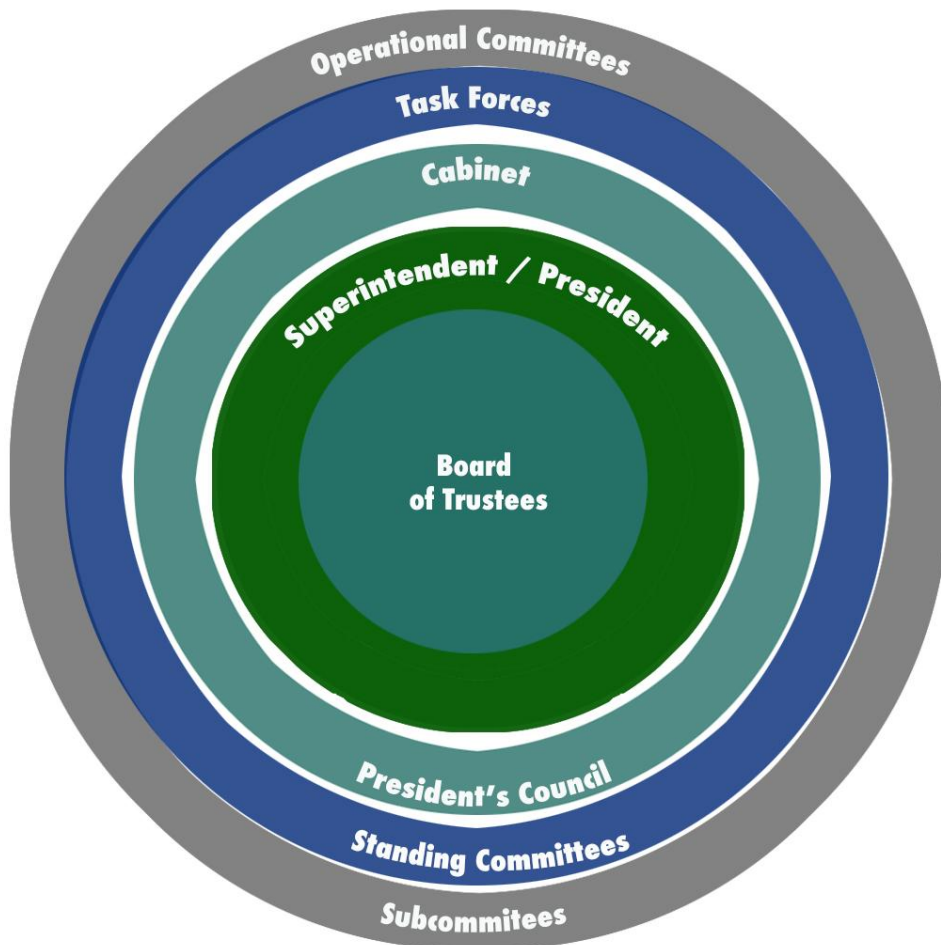
Support Services

Gavilan College provides a variety of student support services which assist our students in meeting their academic goals. Whether support is through general counseling, financial aid, and admissions and records, or through more specialized assistance such as Accessible Education Center, EOPS, MESA, STEM, or others, the college is committed to student learning and student achievement. (Student Services webpage link, 1A-1-10; http://www.gavilan.edu/student/index.php).

Planning and Governance

Gavilan College assesses its Mission and Principles of Community on a regular basis (evidence citation II.A.1.1) and develops and supports institutional policy, procedures and processes to achieve its Mission. This iterative process has its foundation in the College's Strategic Plan which is informed by three Master Plans: Educational (citation link II.A.1.2), Facilities (citation link II.A.1.3) and Technology (citation link II.A.1.4). In Academic Year 2016-17, with strong support from the Board of Trustees (board minutes allocating funding, see section III.1: Action items II.A.1.5), administration and the Academic Senate (citation: Senate agenda/minutes II.A.1.7), Gavilan College focused on updating its Educational Master Plan which had not been updated for several years. The resulting document, in addition to the ongoing process (AY 2017-18) of updating the Facilities Master Plan (citation Facilities planning minutes/agendas II.A.1.8) with similar rigor and effort, has resulted in identifying areas for improvement for the College's instructional programs and degrees (ongoing Guided Pathways efforts II.A.1.9 , mapping SLO/PLOsII.A.1.10) as well as how such are made available via enrollment management (citation: Enrollment Management Plan II.A.1.11 , agenda II.A.1.12 , minutes II.A.1.13) and optimizing scheduling opportunities (citation: Scheduling Summit agenda

II.A.1.14, minutes II.A.1.15; distance education di

Legal Environment

ASSESSMENT CYCLE >>>>>>>

SHA

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II.A.1.16).

Operational Committees

Task Forces

Cabinet

Superintendent / President

Board of Trustees

President's Council

Standing Committees

Subcommitees

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

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

Standard I.A. Mission

Standard I.A.1

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

Evidence of Meeting Standard I.A.1

Together with the statements of Values and the Principles of Community Gavilan College's Mission Statement describes the institution's broad educational purpose and commitment to overall student success (1A-1: Mission Statement) (Values) (Principles of Community)

It is periodically reviewed and updated to reflect changing circumstances and priorities. The most recent review and update was done following the research, writing, and adoption of the new Education Master Plan. Although the meaning of the mission has not changed, the campus had a desire to communicate that mission in a way that was more concise and communicative.

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

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

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

Analysis and Evaluation, Standard I.A.1

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

Standard I.A.2

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

Evidence of Meeting Standard I.A.2

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

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

FIGURE XXX: Screenshot of Daily Enrollment Report

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

Data on specific program performances is also generated and shared with stakeholders. For example, in FY 2017-2018 the college community and the Board of Trustees received the following performance reports:
- June 2018: MESA and TRiO Student Support Services program: (I.A-3)
- June 2018: Fresh Success and Food Pantry update (I.A-4): http://www.boarddocs.com/ca/gjccd/Board.nsf/goto?open&id=AZH8PC66F59D

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

One concrete example of the use of data for decision making is the 2016 Student Scheduling Preferences Survey (I.A-8: https://www.gavilan.edu/about/research/docs/2016.12.01%20Scheduling%20Survey%20-%20Final.pdf). Based upon the results of this survey and in keeping with the theme of the Year of Renaissance, the institution began the process of a reconstruction of its course schedule, drawing together stakeholders from the entire institution, including students, for a day long summit on scheduling needs and deficiencies. During the year of Practice, the institution began to implement strategies to address the common issues raised by the survey and summit.

An additional example of the use of data for decision making is a comprehensive analysis of accumulated surplus units by major conducted during the preparation for work on Guided Pathways (I.A-9 https://www.gavilan.edu/about/research/2017.03.29%20Surplus%20Credits%20Analysis%20Full.xlsx). This report provided a basis for discussion by the Guided Pathways team about efficiency opportunities and areas of focus for degree mapping. Additionally, it informed work by faculty and counselors in the effectiveness and clarity of our existing pathways with an eye towards improving the delivery of these services.

Analysis and Evaluation, Standard I.A.2

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

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

Standard I.A.3

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

Evidence of Meeting Standard I.A.3

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

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

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

Programs are encouraged to use a collaborative model, which relies upon dialogue within the program and with the Institutional Effectiveness Committee (IEC) to generate the program review report. The members of the IEC review each program review report both individually and collectively. Representatives of the program under review are given a summary of questions and concerns and are invited to meet in-person to dialogue with the committee to discuss these items. Collaborative recommendations are generated and assessed two years after the review is completed. At the end of each academic year, an executive summary and copies of the final program review summaries are provided to the Board of Trustees. The IEC, a committee of the academic senate, reviews all instructional and non-instructional programs and is accountable to the President's Council and the Board of Trustees.

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

> One area of need that has continued to emerge through the ISER writing process and has been the basis for institutional dialogue has been the program review protocol, both from a data collection perspective and improvements needed in the annual reporting process.
>
> (I.A-13 Gavilan PRT Letter of Interest July 23 2017)

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

FIGURE XXX: Program Review Calendar

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)

PROGRAM REVIEW CALENDAR

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

Analysis and Evaluation, Standard I.A.3

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

Standard I.A.4

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

Evidence for Standard I.A.4

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

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

In Spring 2018, the college reviewed the MIssion Statement, in light of the completed Educational Master Plan and newly completed Strategic Plan. A working group was formed with representation from students, faculty, staff, and administration. This working group met to brainstorm on the components of the mission statement, the "who", "what" when" and "why" of Gavilan College. (I.A-15)

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

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

The Board of Trustees provided input during the August 2018 regular board meeting (Evidence 8/18 Board Agenda) and then the draft statement was brought to the whole campus for discussion, editing and approval at the beginning of fall semester 2018. An online survey was administered to generate feedback on the draft statement (I.A-16). The revised draft was returned to the Board of Trustees at their October meeting, and the new mission statement adopted at the November meeting. (EVIDENCE -- future board agendas)

The new mission statement is:

"   "

The Mission Statement is widely published, appearing:

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

Analysis and Evaluation, Standard I.A.4

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

Evidence I.A.

1A-1: Mission Statement

I.A-2 California Community College Launchboard

I.A-3 June 2018: MESA and TRiO Student Support Services

I.A-4 June 2018: Fresh Success and Food Pantry update

I.A-5 April 2018: Noncredit ESL Transitions:

I.A-6 August 2018: EOPS Comprehensive Evaluation

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

I.A-8 2016 Student Scheduling Preferences Survey

I.A-9 comprehensive analysis of accumulated surplus units by major).

I.A-10 Educational Master Plan

I.A-11 Strategic Plan, 2018-2022

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

I.A-13 Gavilan PRT Letter of Interest July 23 2017

Standard 1B. -
Assuring Academic Quality and Institutional Effectiveness

Standard I.B.1

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

Evidence for Standard I.B.1

Gavilan College demonstrates a sustained, substantial, and collegial dialog about student outcomes, achievement, equity, and the continuous improvement of teaching and learning to produce higher academic quality and better institutional effectiveness. The College begins each year with a theme at Convocation. The past three years have begun with the themes of "Renaissance" in 2016-2017, "Practice" in 2017/-2018," and "Service" in 2018-2019. These concepts bring the college into a culture of continuous engagement with student success trends, data inquiry, and touchpoints of discussion that leads to deep dialog about student learning and the impact of instruction, building strategic educational environments and building on past outcomes to lead to future improvements.

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

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

TABLE XXX Learning Council Focused Inquiry Groups (FIGs)

2015-2016 FIGs	2016-2017 FIGs	2017-2018 FIGs
- Information and Resource - Communication - Instructional Improvement - Early Alert/Early Connect - Veterans - Academic Support Services - Habits of Mind - Professional Learning	- Information and Resource - Communication - Academic Support Services - Habits of Mind - Guided Pathways	- Information and Resources - Communications - Guided Pathways - Homelessness

(I.B-2
https://www.boarddocs.com/ca/gjccd/Board.nsf/files/B2DVVJ829630/$file/2016_2018LearningCouncilreport.pdf)

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

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

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

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

Analysis and Evaluation, Standard I.B.1

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

Standard I.B.2

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

Evidence for Standard I.B.2

All instructional programs and student and learning support services assess their learning outcomes on a scheduled cycle, with each cycle taking 3-5 years. Student support services develop program learning outcomes (PLOs) while instructional programs develop Student Learning Outcomes (SLOs) for each course as well as for each program. All PLOs and SLOs are aligned with the Institutional Learning Outcomes (ILOs) and linked in the Course Outline of Record (I.B-16 BIO 1 COR) All Learning Outcomes, including ILOs, are reviewed during the cycle and adjustments are made as needed for clarity. Assessment of student learning outcomes at all levels is the engine that drives instructional improvement at Gavilan.

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

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

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

The College is currently in the process of reviewing and revising these outcomes. A task force has been charged with this responsibility, and as the crafting of this document, the members have produced a draft of the new ILOs for all stakeholders to examine and evaluate (I.B-23)

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

In 2015, the College appointed a Student Learning Outcome liaison to provide a contact person available to all programs to help them keep learning outcomes current, viable, and on track to be fully assessed in the four year cycle. I.B.26) The Student Learning Outcome liaison convened a Learning Outcomes Committee for that year to oversee the process and create a plan for ensuring that learning outcomes were reviewed, assessed and reported.

Through 2018, the Institution has been using a Gavilan-designed database to house SLOs. Over the 2018-2019 academic year, the institution will be implementing an SLO module for the CurriQunet software that houses the curriculum. This will have the following benefits:
- Learning outcomes will be automatically aligned from course to program to institution after faculty do the initial mapping.
- Results will be housed in a central repository that is also connected to our student record system.
- Recording of outcomes results will be much easier and faster to accomplish.
- Outcomes will always be up to date, as they are directly tied to the curriculum process via technology

- Reporting of outcomes will become more automated. At present, outcomes reports must be manually generated by a programmer or manually compiled by the assessment liaison.
- Workload will be substantially reduced for IT and RPIE (via curriculum specialist). At present, the site must be manually updated each time an outcome, course, or program changes.

Analysis and Evaluation for Standard I.B.2

The College defines and assesses student learning outcomes for all instructional programs and student and learning support services.

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

Standard I.B.3

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

Evidence for Standard I.B.3

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

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

Gavilan College primarily uses the California Community College's Institutional Effectiveness Partnership Initiative (IEPI) performance metrics framework for establishing and tracking college-wide institution-set standards (Evidence team: institution-set standards tables). With the exception of a recent year wherein the Office of Academic Affairs was in transition, the institution-set standards are set collaboratively through the shared governance process. The Vice President for Academic Affairs, along with the Dean of Research, Planning, and

Institutional Effectiveness, take the results of the standards and discuss setting new standards with shared governance organizations, including Academic Senate and President's Council. Past performance, current short term goals, and stretch goals are posted publicly on the Gavilan College RPIE website (https://www.gavilan.edu/about/research/reports.php).

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

When completed each year, these items are circulated electronically among college leadership, who in turn disseminate it to constituent groups as appropriate. The information is also publicly posted on the College website and can be found in the IEPI website through the California Community Colleges Chancellor's Office. The latter allows the College to compare its results and goals to those from other institutions.

Analysis and Evaluation for Standard I.B.3

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

Standard I.B.4

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

Evidence for Standard I.B.4

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

To help set standards and expectations around learning outcome development, the Dean of Research, Planning, and Institutional Effectiveness has made multiple presentations to the entire campus as well as to departments, programs, and on a one-to-one basis. For example, Wruck led a session during a Division Meeting in 2016 (I.B-34), where he defined concepts, discussed the reasoning behind SLOs, pointed out that final grades cannot be manipulated in a way to help target areas of interventions like SLOs can, and emphasized that SLO review is an iterative process. In February 2017, our SLO Faculty Liaison and four other faculty and staff members were supported by the college to attend the Academic Senate for California Community College's 5th Annual SLO Symposium at Orange Coast College in Costa Mesa, California. The following month, a presentation was given at a Department Chair Committee meeting reflecting key takeaways and thoughts about areas where departments might adapt learning outcome support and development to the work at Gavilan College, as well as where more cross-campus dialogue is needed. (I.B-35).

➢ Student Learning Outcomes Faculty Liaison

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

In Spring 2017 the SLO liaison helped guide colleagues in the review and reduction of learning outcomes during Professional Development Day. This was followed up with individual and department consultations, such as is evidenced by notes from a professional learning session with the Fine Arts Department. (I.B-40) In 2017, 39 of the 41 contacted faculty had assessed their SLOs for 58 courses (I.B-41) with an emphasis "on courses which had not been assessed in 5 years" (I.B-42). The SLO Faculty Liaison subsequently assessed the percentage of SLO and PLO classes and programs assessed, gathered assessment data, and formulated findings in an easy to understand spreadsheet which identified where efforts needed to be channeled. (I.B-43) The SLO Faculty Liaison and colleagues led Professional Development Day activities in Spring 2018 with a presentation on SLO development and assessment and helped to create a menu of options for all faculty and staff to help support their work on departmental, program, and service outcomes and assessment. (I.B-44).

To support of the value the institution places on learning outcome design and assessment, the College offers $200 to faculty individually or as part of a team to assess PLOs and $150 for SLO update and assessment. (I.B-455 Gavilan College Faculty Association Contract).

Analysis and Evaluation for Standard I.B.4

The restructuring and addition of college positions and the dissemination of data use and emphasis on its practice has resulted in a more data centered decision-making in key areas of student learning and achievement. Outcomes assessment has taken center stage with the Faculty Liaison for Student Learning Outcomes position and funding for outcomes assessment.

Standard I.B.5

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

Evidence for Standard I.B.5

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

> ➢ **Program Review**

All instructional and student support services undergo Program Review once every four years. This process uses data and self-study evidence to assess the effectiveness of each program and its contribution to the college's mission. Each program examines and analyzes quantitative data about student achievement in several forms, including student success and retention by program and course (in the case of instructional programs) and number of students served (in the case of student support services). Additionally, all programs collect and analyze qualitative data in various forms, such as surveys, intake forms, user feedback forms, etc. The data and the program's analyses of strengths and areas needing improvement are collected once every four years in the self-study report, which is submitted to the Institutional Effectiveness Committee; that committee then provides recommendations for further improvement. Each instructional and student services program also submits to the committee a mid-cycle Status Update Report, which details the progress made on each recommendation. Programs are asked to evaluate student success and achievement by analyzing these data, and also by reviewing all Learning Outcomes, professional development and student equity efforts, contributions to shared governance, and any other significant achievements, as well as prominent trends and

challenges to the program. Instructional Programs are also asked to review and evaluate the program's course offerings (those that are included in any major or certificate offered by the program, as well as those that meet General Education requirements), productivity, modalities, pedagogical approaches, outreach to the community, and workforce preparedness. In addition to assessing student success and effectiveness of the program, the Program Review Self-Studies outline each program's goals and objectives for the coming cycle. These goals and objectives are drawn from the program's official Program Plan, a document which is updated every year (I.B-47), and from the recommendations provided by the IEC Committee during the last Program Review Cycle.

An example of how a program uses these assessments to improve student success can be seen in the example of the English Department. A significant number of students who enroll at Gavilan do not qualify for college level composition. Program Review revealed that many students placing into classes one level or more below first year composition classes did not complete degrees or transfer. Additionally, a significant number of students who persisted into first year composition were not passing. This observation led the Department to investigate best practices for supporting students in their goal of passing English 1A. The English Program Plan was amended to include new goals and objectives crafted with these students in mind:
1. making the switch to an accelerated model to greatly expanded the number of students placing directly into first year composition
2. adding a unit to first year composition, making it a four unit class
3. creating a new placement tool using multiple measures
4. exploring other ways of supporting struggling students, such as implementing Integrated Reading and Writing (IRW) strategies and offering flexible co-requisite support units,
5. identifying professional development and training opportunities for faculty,
6. creating an extensive plan for assessing these new initiatives in partnership with the RPIE
7. drafting a comprehensive department handbook outlining all the changes and listing further resources. (I.B-48)
8. developing new curriculum in alignment with AB 705 requirements
9. developing an informed self-placement tool

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

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

➢ **Evaluation of Goals and Objectives**

The Gavilan College Educational Master Plan, and the Strategic Plans that arise from the EMP, outline the college's institutional goals and objectives, including plans for student success and equity. The EMP also includes the Facilities Master Plan, the Budget Plan, and the Technology Master Plan, each of which maintains its own list of goals and objectives. The documents listing the goals and objectives pertaining to student success are regularly evaluated and updated, and progress toward those goals and objectives tracked, by the Strategic Planning Committee, which then disseminates its findings to the college community, makes recommendations to the President's Council and other relevant constituent groups, and develops, tracks and reviews any changes to the EMP. (I.B.51) The Strategic Planning Committee is comprised of students, staff, faculty and administrators. The committee gathers environmental data via external scans at the state, regional and local levels, and maintains performance indicators via internal scans. The timeline and process for review of all functions of this committee is outlined in the integrated planning model for the EMP (I.B.-52), and is updated yearly (I.B.-53). The data gathered by the Strategic Planning Committee is forwarded to the Research, Planning and Institutional Effectiveness Office (RPIE) for further analysis and synthesis. The RPIE generates a series of reports based on the data, which are then made available on its website to the college community at large, and presented to the Board of Trustees in a yearly report (I.B.54). This report, and the analyses conducted by the Strategic Planning Committee that provide the data for the report, form the foundation for the next iteration of the EMP. In this way, the cycle of assessing progress toward all goals and objectives, and planning for improvement in future cycles, is assured of being continuous and grounded in sound research and data.

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

➢ **Student Learning Outcomes**

Gavilan consistently uses learning outcomes at all levels, from institutional to program to course outcomes, to evaluate student achievement and to plan for future improvements. In academic

year 2017-2018, the College convened a task force charged with revising Institutional Learning Outcomes with the goal of streamlining them and making it easier for programs to align their PLOs and SLOs. The College also identified a dedicated coordinator to facilitate the assessment and revision of learning outcomes in a timely manner. (I.B.22) Each program is responsible for assessing its learning outcomes in a timely manner, for using the results of assessments to make improvements to instruction and student services, and for updating learning outcomes as needed, especially with the goal of aligning the course, program and institutional outcomes.

An example of how analysis of learning outcomes leads to improved student success can be seen in the math discipline. An analysis of learning outcomes led the department to the conclusion that students needed more support, as well as a more rigorous standards for placement, in order to ensure improved progress at the higher levels. This observation led to the creation of a new placement model which raised the cutoff scores and the criteria for placement into college level math classes ensured that student would have reasonable expectations of success while allowing the department to maintain its rigorous standards. At the same time, the learning outcomes revealed that students who didn't place directly into college level math would need more intervention and support, which led to the development of a number of student support initiatives, such as math boot camp and acceleration model, complete with flexible co-reqs to support students once they arrive in transfer level math classes.

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

> ➢ Student Achievement

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

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

Analysis and Evaluation, Standard I.B.5

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

Standard I.B.6

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

Evidence for Standard I.B.6

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

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

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

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

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

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

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

Analysis of data from Noncredit students in ESL mirrored courses revealed significant drop points, leading that program to develop a comprehensive system of interventions, including enhanced tutoring and academic support services to provide supportive success strategies as students move into credit courses, including enhanced tutoring and academic support services to provide supportive success strategies as students move into credit courses.

Implemented strategies and resource allocations addressing these gaps include Gavilan's Basic Skills Initiative and Basic skills Outcomes Transformation grant, the hiring of a Basic Skills counselor, the hiring of two retention specialists, multiple measures placement, acceleration, touchpoint technology such as GradGuru, 85% check-ins by counselors, and a second year experience initiative. Additionally, once gaps were identified in the data, the data access system was revised with specific tools to allow departments and disciplines identify stop-out points amongst their students. Disaggregating data in math and English is another key area where faculty addressed the mandates of AB 705 and the entrance requirements for students in gateway courses.

Analysis and Evaluation for Standard I.B.6

The availability and functionality of the GavDATA system combined with data pushing and reports from the RPIE Division result in a shared achievement knowledge base at the College. Learning outcome and achievement data is widely discussed, and identified gaps are addressed in a variety of program initiatives. All of these activities start with data driven decision making and outcomes analyzed from the institution set achievement standards to support the mission of the College.

Standard I.B.7

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

Evidence for Standard I.B.7

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

 At the Leadership Council meeting on August 28, 2018 a draft of the Board Policy and Administrative Procedure Review Cycle was circulated and discussed (I.B-63). The review cycle has two goals:
   1. an Annual Review of policies and procedures, incorporating biannual legal update revisions issues by the Community College League of California, and
   2. a six year review cycle of all policies and procedures.

The Board Policy Manual is posted online at the Gavilan College website (I.B-64 EVIDENCE http://www.gavilan.edu/administration/board/policies.php). In 2018, the BoardDocs platform was adopted to house meeting agendas, documents, and minutes. Over the next year the Policies and Procedures manual will be transferred from the current pdf-based document format to the searchable BoardDocs platform. The addition of the President's Council on Policy Committee and bi-weekly review process of policies at Leadership Council has added new layers of structure to the policy review process at Gavilan.

Programs evaluate their policies and practices is through the yearly Program Plan and the program review process, which happens once every four years. (I.B.19). Staff are expected to solicit input from whole departments for these reports. The Program Review Self Study report asks departments to identify policies and practices specifically relating to the college's mission and the goals and objectives of the Strategic Plan (I.B.67), and to identify larger trends affecting those policies and practices, as well as articulating the program's particular strengths and challenges. Academic programs scrutinize the information in GavDATA about such areas as retention and student success and provides an analysis of the numbers (I.B.68) Each program is asked to evaluate its policies and practices with regard to equity; the report specifically calls for a review of how academic departments currently work to close identified equity gaps and for a summary of what gaps still remain and what plans the department has for addressing those gaps in the coming program review cycle. (I.B-69). The program review committee then makes a series of recommendations for programs to work on, based on the Self-Study Report

(I.B.70).Midway through each review cycle, programs are required to submit a Status Update detailing the progress made on each recommendation (I.B.71). The Self-Study report, the Program Review recommendations, and the Status Updates are all compiled in the Annual Report of the Institutional Effectiveness Committee, which is then presented to various constituencies, including Cabinet, President's Council, Academic Senate and finally the Board of Trustees for a final vote before it is made available to the entire college on the intranet. (I.B.72).

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

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

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

Analysis and Evaluation for Standard I.B.7

Gavilan has regular processes in place to evaluate its policies on an institutional level as well as au universal review process for all programs. In addition, Instruction and Student Services

engage in internal evaluation processes, and externally-generated evaluations, such as the Equity Report, provide analytics for further policy and practice review.

Standard I.B.8

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

Evidence for Standard I.B.8

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

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

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

To provide more meaningful data at the local level, the District uses the following:
- Gavilan College has contracted with Precision Campus to create GavDATA (EVIDENCE https://gavilan.higheredprofiles.com/#!/login), an interactive, customizable database available to the public as well as to the campus community. GavDATA allows users to create their own custom data reports on dozens of student outcomes cross referenced by dozens of demographic and academic characteristics. This tool alone has made information about the college's performance widely accessible and useful across the institution. It has also been successful: in an average month, 100 to 200 unique employees access the data system and create reports about student outcomes. Additionally, the tool comes prebuilt with in-depth disaggregated impact analysis, allowing all users to examine student outcomes for different cohorts and groups of students at the college, division, department, discipline, course and even individual section levels. The tool also allows users to upload custom cohorts of students so that a user can track their own students from a given intervention over time. The RPIE division has conducted training workshops on using the tool and has also created instructional videos for using the tool both to evaluate student outcomes and to compliment the program review process. The tool is used widely, from counselors evaluating impact of majors, to instructional faculty and academic administrators evaluating outcomes, to

- grants tracking cohorts of students, to administrators making enrollment management decisions.
- The Research Planning and Institutional Effectiveness (RPIE) webpage (I.B-3) provides one-stop access to the Chancellor's office data tools and "Quicklinks" to basic college, data, downloadable reports and other publications, planning documents, Institutional Learning Outcomes, and surveys.
- CurriQunet - over the 2018/19 academic year, the College will be implementing the Student Learning Outcomes module for CurriQunet (I.B-79) (EVIDENCE:https://gavilan.curricunet.com/Search which will replace the internally-developed system that has been in use for a number of years. (I.B-24)

Data and reports are also communicated through the Shared Governance process. For example, the RPIE division disseminates reports on a regular basis using multiple methods, and presents at committees such as Leadership Council (Leadership Council Agenda 8/28/18 CCSSE Report) and President's Council (President's Council Agenda May 23, 2018). Another example is the broad communication of the College's annual disproportionate impact analysis, which was presented to various committees (9/16/17 Equity Committee minutes) and posted publicly online. The division serves as a resource for such shared governance committees as the Academic Senate and twelve other committees.

Analysis and Evaluation for Standard I.B.8

Gavilan College broadly communicates the results of all of its assessment and evaluation activities through the website, shared governance, and online tools. Where new, more effective tools are available, the College moves forward to acquire and implement them.

Standard I.B.9

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

Evidence for Standard I.B.9

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

> ➢ **Master Plans**

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

- The Five-Year Strategic Plan (I.B-67)

- Program Plans (I.B-47)

- Self-Studies (I.B-81)

At the program and department level the College's system for broad-based evaluation and planning is outlined on the webpage of the Institutional Effectiveness Committee, which recently changed its name to Program Integration, Planning and Research (PIPR). (I.B-82), the shared governance committee that conducts program reviews for all areas on campus, including administration, operations, support services and instructional programs. (I.B-19) Program review is continuous in that every area on campus undergoes review once every four years; each completes a comprehensive Self-Study detailing the accomplishments and challenges of the past cycle and analyzing the data compiled during that time. (I.B-81). The goal of program review is for programs to reflect on what was or was not effective during the past cycle, but even more importantly, to use those reflections to plan for the future and improve performance. All Self-Study reports begin with a review of the Mission Statement and the goals and objectives of the Strategic Plan and continue with an analysis of how the department's activities address those larger concerns and the more detailed concerns under that umbrella, such as Equity and Student Success.

The Self-Study Reports are largely based on the material from the yearly Program Plans, which details the goals of the department and the accompanying request for funds, and from the data

gleaned from GavDATA and from HR detailing the department's statistics regarding student success, retention and persistence. Program review is linked to budget allocation practices and to the larger Strategic Plans and to the Gavilan College Mission Statement. The self studies and recommendations are compiled into an Annual Program Review Report at the end of Spring semester, along with an overview and evaluation of that year's process. The Annual Report is presented to Cabinet, Academic Senate and President's Council and then to the Board of Trustees for a vote. The approved Annual Report is published on the Gavilan College Intranet and made available to the entire Gavilan community. (I.B-72).

The Committee's recommendations are also forwarded to the Budget Committee, which is responsible for resource allocation recommendations. The Budget Committee's formula for funding the budget requests of any department or program on campus is based in part on whether or not that request has a recommendation from the IEC/PIPR accompanying it. (I.B-86). Once the program review cycle is complete, and the program begins to make progress on the committee's recommendations in preparation for the next cycle. Midway through the cycle, all programs submit a Status Update progress report to the IEC committee.

Because the program review process is tied to the institutional goals and objectives laid out in the Educational Master Plan and is designed to help individual programs and departments align with those goals and objectives, every year the IEC/PIPR assesses the process and makes changes as needed. For example, every year for the last several years, the form used for the Self Study report has been revised (I.B-87). The most recent review cycles (AY 2016-2017 and AY 2017-2018) have issued comprehensive amendments not just to the form, but to the process itself. Additionally the committee created training materials, including a presentation and a video, on how to collect and examine relevant data through GavDATA and HR. (I.B-88).

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

Analysis and Evaluation for Standard I.B.9

The College evaluates its planning documents in a regular cycle and evaluates its programs continuously through program review. Results are posted on the Gavilan College website. In response to the assessment of the current cycle, large changes are being planned for the next cycle, 2018-2019, including a restructuring of the IEC/PIPR committee from a stand-alone independent committee to being under the supervision of the newly created office of Research, Planning and Institutional Effectiveness.

Evidence:

I.B-1   Learning Council report to Board of Trustees, July 2018 Minutes

I.B-2   Learning Council Report

I.B-3   Research, Planning and Institutional Effectiveness webpage

I.B-4   GavData Main Page

I.B-5   Social Science Department Meeting

I.B-6   Social Science Minutes 3-8-2017

I.B-7   Student Equity Website

I.B-8   IEC Committee Bylaws

I.B-9   Learning Council History and Mission

I.B-10 Faculty Liaison Job description #1

I.B-11 Faculty Liaison Job description #2

I.B-12 Faculty Liaison Job description #3

I.B-13 CCSSE Exec report

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

I.B-15 Disproportionate impact analysis:

I.B-16 Course Outline of Record. Which one is a good example?

I.B-17 Gavilan's Student Learning Outcomes Support Page

I.B-18 Learning Outcome Reporting page

I.B-19   Institutional Effectiveness Committee homepage

I.B-20   Gavilan College Curriculum homepage

I.B-21   Instructional course learning outcomes listed on the course syllabus

I.B-22   Student Learning Outcomes web page

I.B-23   ILOs on webpage

I.B-24   SLO webpage

I.B-25   Learning Outcomes

I.B-26   SLO Faculty Liaison (Job description is listed above - I.B-10-12 - . If job description is used here as evidence, we can eliminate this reference. And renumber.)

I.B-27   Program Review Process

   I.B-28   Institutional Set Standards and Performance Annual Report

   I.B-29   Chancellor's Office Scorecard

   I.b-30   Job Placement rates for CE programs

   I.B-31   Licensure Exam Pass Rates

   I.B-32   Downloadable reports on the RPIE website

   I.B-33   Example of follow-up actions based on scorecard metrics

I.B-34   PWruck Powerpoint presentation 2016

I.B-35   Department Chair presentation March 2017

I.B-36   Student Learning Outcomes Support Site

I.B-37   SLO assessment models,

I.B-38   support for the measurement of learning outcomes

I.B-39   Responses to frequently asked questions related to outcomes and assessment

I.B-40   Fine Arts Department Professional Learning minutes

I.B-41   Assessment of SLOs in 58 courses

I.B-42   Courses that had not been assessed in five years

I.B-43   SLO-PLO Assessment Status Spreadsheet

I.B-44   Spring 2018 Professional Development Day Presentation

I.B-45:   GCFA SLO assessment compensation per class

I.B-69   Self Study doc focusing on review of how the department currently works to close identified equity gaps, and for a summary of what gaps still remain and what plans the department has for addressing those gaps in the coming program review cycle.

I.B-70   IEC recommendations based on the Self-Study report

I.B-71   Status Update

I.B-72   IEC Program Report Website

I.B-73   Enrollment Management Plan

I.B.74   Writing Center Minutes where policy changes are discussed

I.B.75   Writing Center report for English Department

I.B-76   DataMart

I.B-77   CE Dashboard

I.B-78   Salary Surfer

I.B-79   currIQunet website

I.B-80   Facilities Master Plan

I.B-81   Blank PIPR Document

I.B-82   PIPR Website

I.B-83   elucidation of department demographics and organizational structure

I.B-84   tips for how to analyze LO data in a meaningful way

I.B-85   Sample of IEC/ PIPR Feedback to Self-Study author/ team

I.B-86   The Budget Committee's formula for funding the budget requests of any department or program on campus is based in part on whether or not that request has a recommendation from the IEC accompanying it.

I.B-87   every year for the last several years, the form used for the Self Study report has been revised

I.B-88   IEC Training Materials

Standard I.C.
Institutional Integrity

Standard I.C.1

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

Evidence for Standard I.C.1

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

- General Information

The College provides an electronic catalog and print catalog for purchase. The College Catalog as well as the website contain current information about the College's official name, address of all campus sites, telephone numbers and website for the institution (Evidence needed: title page from the catalog with this information)

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

The College clearly and accurately reports its accreditation status in the College Catalog and in the footer of all College web pages (See Figure XXX). The College also displays the certificate

of accreditation in the President's Office:

STUDENT RESOURCES
Admissions & Records
Bookstore
College Catalog
Counseling
Financial Aid
Student Services
Library
Academic Calendar
2018 Schedule

QUICKLINKS
A-Z Index
Board of Trustees
Calendars
Tech Support
Employment
Maps & Directions
myGav Portal

OTHER INFO
Associate Degrees For Transfer
Accreditation
Campus Drinking Water
Campus Safety Information & Disclosures
Instructional Locations
Gainful Employment
Gav Data
Net Cost Calculator
Register to Vote
Report an Incident
See Something/Say Something
Student Success Scorecard
Student Learning Outcomes

CONTACT US
Contact Form
Employee Directory
Office / Department Directory
Site Feedback
Accessibility

Gavilan College
5055 Santa Teresa Blvd
Gilroy, CA 95020
(408) 848 - 4800

All course, program and degree offerings are contained within the College Catalog and on the College's website.

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

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

The College's Academic Calendar is clearly displayed on the College Website and the duration and length of all programs can be found in the College Catalog.

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

Student Support Services -

Website, Grad Guru, Planner, Semester Guide

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

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

Blurb in Semester Guide

Catalog

Shared Governance process

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

Analysis and Evaluation for Standard I.C.1

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

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

Standard I.C.2

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

Evidence for Standard I.C.2

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

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

Figure XXX: Inventory of Catalog Requirements

Inventory of Catalog Requirements
2017-2019 Gavilan College Catalog

Requirement	Page
1.General Information	
• Official Name, Address(es) Telephone Number(s), and Website Address of the Institution	Pages 4, 5, 258, 259, 264
• Educational Mission	Page 6
• Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page7
• Course, Program, and Degree offerings	Pages 70 - 246
• Student Learning Outcomes for Programs and Degrees	Pages 70 - 165
• Academic Calendar and Program Length	Page 38, 68
• Academic Freedom Statement	Page 8
• Available Student Financial Aid	Pages 31-32
• Available Learning Resources	Pages 26 - 35
• Names and Degrees of Administrators and Faculty	Pages 254- 257
• Names of Governing Board Members	Page 5
2. Requirements	
• Admissions	Pages 22-24
• Student Tuition, Fees, and Other Financial Obligations	Pages 22, 23, 24, 25, 68
• Degrees, Certificates, Graduation, and Transfer	Pages 49-67
3. Major Policies and Procedures	
• Academic Regulations, Including Academic Honesty	Pages 12 -13
• Nondiscrimination	Page 9
• Acceptance and Transfer of Credits	Page 25
• Transcripts	Page 11
• Grievance and Complaint Procedures	Pages 18-21
• Sexual Harassment	Page 11
• Refund of Fees	Page 25

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

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

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

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

Analysis and Evaluation for Standard I.C.2

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

Standard I.C.3.

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

Evidence for Standard I.C.3

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

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

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

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

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

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

Analysis and Evaluation Standard I.C.3

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

Standard I.C.4

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

Evidence for Standard I.C.4

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

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

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

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

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

Analysis and Evaluation for Standard I.C.4

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

Standard I.C.5

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

Evidence for Standard I.C.5

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

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

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

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

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

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

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

Analysis and Evaluation for Standard I.C.5

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

Standard I.C.6

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

Evidence for Standard I.C.6

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

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

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

Once a student is enrolled in courses, he or she can look on Gavilan's bookstore website (I.C-27), to determine cost of books and supplies in each course. Gavilan supplies free or reduced cost textbooks to students in specific groups or those that indicate financial need. In addition, some introductory Math classes provide loaner books for all students in the class. These books were purchased through the Basic Skills Student Outcomes Transformation grant (I.C-27.5) .

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

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

Analysis and Evaluation for Standard I.C.6

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

Standard I.C.7

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

Evidence for Standard I.C.7

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

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

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

Analysis and Evaluation for Standard I.C.7

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

Standard I.C.8

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

Evidence for Standard I.C.8

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

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

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

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

In order for a faculty member to begin reporting procedures, s/he must believe and have evidence that substantiates the dishonesty claim. The faculty member then follows a set of detailed steps, beginning with a student/ faculty conference where the student is informed of the allegation, evidence, and probable cause of the infraction. The instructor then can use discretion to determine if further action needs to be taken, informing the student of sanctions to be recommended or assessed in accordance with the policy. A student has a right to appeal at any time.

There are two major sanction classifications: academic and administrative. Academic sanctions are related to coursework and grades. Faculty are responsible for this type of

sanction. Administrative sanctions concern a student's status on campus and are delivered by the Vice President of Student Services.

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

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

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

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

Analysis and Evaluation for Standard I.C.8

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

Standard I.C.9

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

Evidence for Standard I.C.9

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

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

Analysis and Evaluation for Standard I.C.9

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

Standard I.C.10

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

Evidence for Standard I.C.10

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

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

Analysis and Evaluation for Standard I.C.10

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

Standard I.C.11

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

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

Standard I.C.12

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

Evidence for Standard I.C.12

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

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

Analysis and Evaluation Standard I.C.12

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

Standard I.C.13.

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

Evidence for Standard I.C.13

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

- Obtained from the Santa Clara Valley Habitat Agency Participating Special Entity status for the required environmental impact mitigation at the Coyote Valley Education Center. This occurred after the agency initially declined the PSE status. After working closely with Agency staff, the district prepared the requested amendments to the previously approved Environmental Impact Report for the site. This approval allowed for the construction to proceed on the first phase of facilities at the center.

- Due to construction delays and after working closely with regional Federal Aviation Agency staff, Aviation Maintenance Technician School Certification was successfully transferred to the new facility at the San Martin Airport to begin instruction in Fall 2016.

- Worked with ACCJC staff and visiting team, Aviation Maintenance Technology program and South Bay Regional Public Safety Training Consortium to achieve a substantive change approval for new instructional sites at the Coyote Valley Educational Center and San Martin Airport.

Gavilan College describes itself in consistent terms to all accrediting agencies, which include COSMO: the Department of Consumer Affairs (Cosmetology), the Board of Barbering and Cosmetology, the Board of Vocational Nursing and Psychiatric Technicians (LVN), Board of Registered Nursing (RN), California Department of Public Health (CNA) and the Federal Aviation Administration (AMT) and communicates changes via the Gavilan College Accreditation website (1c13.1). Communication follows standard formats and is directed by administrative staff.

Analysis and Evaluation Standard I.C.13

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

Standard I.C. 14

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

Evidence for Standard I.C.14

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

Analysis and Evaluation Standard I.C.14

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

Evidence

I.C-1   SLO Evidence In Catalog
I.C-2   Course Level SLOs in syllabi
I.c-3   CurrIQunet-based catalog
I.C-4   email from webheads regarding departmental web page accuracy
I.C-5   Accreditation Website
I.C-6   Catalogs on the web site
I.C-7   Catalog for purchase on Amazon.com

Standard II: Student Learning Programs and Support Services

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

Standard II. A.   Student Learning Programs

Standard II.A.1

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

Evidence of meeting Standard II.A.1

- **Alignment to Mission**

All Gavilan College instructional programs are offered in fields of study consistent with the institution's mission of "...cultivating learning and personal growth… in transfer pathways, career and technical education (and) developmental education" (II.A-1; II.A-2; II.A-3; II.A-4; II.A-5; II.A-6, II.A-7).

- **Development of Programs and Degrees**

All courses are developed through the Curriculum Committee where processes require justifications for new courses, models of similar classes, relevance to existing degrees and certificates, and, in CE, relevance to the job market (II.A-8). Courses offered as Distance Education (DE) are first developed as face to face classes; the delivery method is added later (II.A-9) Courses online, off site, or part of a particular program, such as the JPA or Noncredit, are subject to the same processes and must adhere to the course Outline of Record (II.A-10) no matter the location or course format. Articulation of courses with the CSU, UC, or other systems is predicated upon Gavilan courses covering required content; articulation approval is only granted when the course satisfies the requirements of the receiving system. (II.A-11)

- **Student Learning Outcomes**

Student course work is measured by learning outcomes, which are displayed on each syllabus at the beginning of the semester (II.A-12), checked at appropriate times in the semester through quizzes, tests, papers, projects, presentations, and other assessment mechanisms, and assessed on a regular cycle in each program (II.A-13)

- **Degrees, Certificates, Employment, and Transfer**

Students earn degrees or certificates by completing the program requirements outlined in the Gavilan College Catalog. (II.A-14) Regular evaluations of full and part time faculty (II.A-15) provide a check for consistency of instruction and adherence to course requirements. 68.8% of college prepared degree, certificate and/or transfer-seeking students completed a degree, certificate or achieved a transfer-related outcomes in 2016-2017, and 48.2% of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline completed a degree, certificate, apprenticeship or achieved a transfer-related outcomes in 2016-2017 (II.A-16) with 9% in Noncredit and 25% in Career Builder.

Analysis and Evaluation Standard II.A.1

Course content is consistent, aligned with the College MIssion, in alignment with similar courses at other colleges and universities, culminates in student attainment of identified student learning outcomes, and results in the attainment and achievement of degrees, certificates, employment, or transfer to higher education programs. Additional work is needed for the underprepared student, and Gavilan is in process in developing the full build out of its acceleration program. At the same time, Noncredit is creating a schedule for regular, prescribed interventions, such as career information, to increase the numbers of students reaching completion outcomes. Finally, Guided Pathways will address student achievement through a program of consistent class offerings, integrated student support, and career guidance.

Standard II.A.2

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

Evidence of meeting Standard II.A.2

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

All proposals for new courses and programs, or modifications to existing courses and programs are launched via the CurriQunet platform and reviewed by Department Chairs, area deans, the Curriculum Committee, and the Vice President of Academic Affairs (II.A-17) before being sent for final approval to the Board of Trustees. All of these entities work closely and in conjunction with one another to help ensure the process is thorough and sound. The Curriculum Committee provides oversight of the curriculum to sustain quality instruction and standards, providing jurisdiction over all phases in the development, modification, and updating of curriculum. (II.A-18).

In addition, the faculty ensure course quality and that all courses include the necessary elements: unit values, contact hours, requisites, catalog description, learning outcomes, and content. (II.A-19) The Course Submission and Approval guide provides standards for the development and review of Course Outlines of Record. (II.A-20).

Faculty stay current with curriculum processes and course content by engaging in professional learning activities, such as Curriculum Committee trainings (II.A-21), the Curriculum Institute, and subject area conferences.

After implementation, courses and programs are regularly reviewed and evaluated. The curriculum review cycle is every four to six years and the list of courses that are due for updating every semester is posted on the Curriculum Committee website.(II.A-22) Deans and Department Chairs report and remind faculty within their respective departments that courses are due for an update. (II.A-23)

As part of the institutional program review cycle delineated in Board Policy 3225 (II.A-24), the Institutional Effectiveness Committee conducts a review process wherein program faculty evaluate all courses for currency and work with the department chair to update relevancies of the curriculum as needed.

The use and assessment of Learning Outcomes also ensure that content and methods of instruction meet generally accepted standards. Outcomes are three-tiered: Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs). In Spring 2018, the College's seven ILOs were reworked in 2018 into four all-encompassing areas:
- Think Critically and Creatively
- Communicate Effectively
- Practice Social Responsibility
- Cultivate Well-Being (II.A-25)

All SLOs, PLOs, and ILOs ultimately align with the General Education Learning Outcomes (GLOs); GLO alignments are specified on the course Outline of Record. (II.A-26) All faculty are responsible for aligning and assessing courses based on these outcomes; assessments occur on a five year cycle and are posted on the outcomes reporting site. (II.A-13)

Analysis and Evaluation Standard II.A.2

Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through a rigorous process of course creation and assessment; continuous improvement is built into the process through a regular cycle of curriculum, outcome, and program evaluation and revision.

Standard II.A.3

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

Evidence for Standard II.A.3

All program and courses have defined learning outcomes, which are included on each syllabus, All staff are instructed on the SLO posting and assessment processes, and SLOs are assessed on a five year cycle with results posted on the outcomes reporting site. As the system that Gavilan College currently uses provide challenges for tracking exactly what percentage of courses have been assessed in the last five years, the College is in the process of switching to using CurriQunet's SLO assessment software to make the recording and tracking easier for the faculty.

The College regularly identifies learning outcomes as part of of its curriculum process. Gavilan College faculty develop measurable Student Learning Outcomes (SLOs) for courses and Program Learning Outcomes (PLOs) for programs. Both Student Learning Outcomes and Program Learning Outcomes are reviewed as part of the course approval process by department chairs, deans and the Technical Review arm of the Curriculum Committee before they go to the Committee as a whole for discussion. At any point in the process, course creators may be asked to revise, remove, or add an SLO or PLO to meets the standards. Final approval comes through the Board of Trustees.

Student Learning Outcomes are transferred from the Course Outline of Record to each syllabus. New faculty are given instruction in this process by area deans; the Course Syllabus Verification handout includes SLOS as a check off item. (II.A-27) Syllabi are reviewed each semester by deans, and evaluations include an item for SLOs. (II.A-28) PLOs for each program are recorded in the College Catalog. (II.A-29)

Student Learning Outcomes are regularly evaluated during the five year curriculum review cycle. SLOs are also assessed on a five year cycle. Each semester area deans send the list of SLOs to be assessed to each department (II.A-30)

Support for learning outcome assessment is provided on the Student Learning Outcomes Support Site (II.A-13). Help for recording SLO assessment results is available at the Help/FAQ page (II.A-31). In addition, training on the institution's procedures is provided on staff development days (II.A-32) and at division meetings (II.A-33). To ensure that courses and programs are successfully assessed, the College provides a 20% reassigned time Student Learning Outcome Faculty Liaison position to help coordinate ILO/PLO/SLO efforts across the campus (II.A-34). All faculty are provided/offered the opportunity to earn stipends to complete all

PLO and SLO (II.A-35). Stipends vary depending on the type of learning outcome work that is done.

Analysis and Evaluation for Standard II.A.3

Institutional Learning Outcomes were updated in FY 2017-2018 to align with course level Student Learning Outcomes and Program Level Outcomes. (II.A-25) The College is in the process of using CurriQunet to map course and program level outcomes to the Institutional Learning Outcomes.

Standard II.A.4

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

Evidence of Meeting Standard II.A.4

Gavilan College defines the parameters for remedial coursework in AP 4222, and following it offers pre-collegiate curriculum in Math, English and English for Second Language (ESL), distinguishing pre-collegiate courses from the college-level courses through systematic course sequencing, prerequisites, and placement procedures. (II.A-36 AP 4222). Pre-collegiate instruction in Noncredit in ESL is distinguished by unique course numbering and course sequencing that moves from lower to higher levels, where credit courses mirror the Noncredit courses Curriculum Sequencing and Prerequisites

Pre-collegiate and transfer-level curriculum and course sequences are developed and reviewed by faculty in the given discipline. Courses developed within the departments are submitted to the Curriculum Committee for review before being submitted to the Board for approval (II.A-37). Courses are reviewed based on how they complement the program and the College's overall Mission, goals, and regulations.

All prerequisites and advisories are developed by initiating departments and reviewed by the college Curriculum Committee through a content review process in which the exit skills of the prerequisite course are aligned with the skills needed to achieve the learning outcomes of the subsequent course. In addition, each department first determines if a course needs a prerequisite based on requirements of baccalaureate institutions. For example, for collegiate level math courses, the prerequisites and corequisites are aligned with the equivalent courses offered at UCs and CSUs (II.A-38, II.A-39). Gavilan College courses are numbered according to a system that distinguishes pre-collegiate from transfer-level. Courses from 1-99 are transfer

and degree appropriate; courses numbered 100-198 are degree appropriate and potentially transferable; 200-298 are associate degree appropriate and non-transferable; courses numbered 400–499 have been reserved for developmental courses, non-degree applicable, but this level is sunsetting at the College following AB 705. Courses within the 500s are used for special populations (II.A-40), 600s for adult education, and 700s for Noncredit. (II.A-41)

- **Direct Support through Placement, Accelerated Courses, and Boot Camps**

Faculty in math and English have responded to recent research on student progression from basic skills through transfer-level by revising placement methods, increasing the number of accelerated courses, and providing immersive boot camps for students to review and retest prior to enrolling. For example, based on success with pre-collegiate accelerated courses, English faculty recently initiated a review of accelerated transfer-level courses and revised the freshman composition course (II.A-42).Responding to the recent passage of AB 705, Gavilan English, ESL, math, and Student Services faculty meet regularly to review the current placement process to ensure compliance and, based on state and local placement data, provide direct access to transfer-level courses for students deemed prepared.(II.A-43) Math faculty have also revised pre-collegiate math courses to increase the number of accelerated offerings.

➢ **Support Services for Success in Pre-Collegiate Courses**

Gavilan College faculty have developed comprehensive systems of support for pre-collegiate and other first-year students taking math, English, and ESL. Through curriculum reform, the college has created accelerated courses in order to help students succeed in transfer-level coursework. English students receive in-class support through Writing Center Fellows Program, which provides in- and out-of-class support from peer assistants trained in reading, writing, and research skills. Writing Center (II.A-44) & Writing Center Fellows (II.A-45) Other supports include the Learning Commons (II.A-46), Math Lab, Boot Camps, Supplemental Instruction (SI) (II.A-47), Animo, and the Basic Skills Counselor (II.A-48) and the retention specialist. Through online platforms, Gavilan College offers additional support with tutoring and building student success skills, such as with NetTutor.

Analysis and Evaluation Standard II.A.4

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

Evidence for II.A:

II.A-45	Writing Center Fellows
II.A-46	Learning Commons
II.A-47	Supplemental Instruction (SI)
II.A-48	Basic Skills Counselor

Standard II.A.5

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

Evidence for Standard II.A.5

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

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

Central to the role of curriculum development are faculty and the Curriculum Committee, a sub-committee of the Academic Senate (II.A.5.4, Curriculum Committee Website). A primary charge for this committee is establishing courses and degree programs, following Title 5 § 55002 (II.A.5.xxxx? Standards and Criteria for Courses). The specific requirements for the Curriculum Committee are found in BP and AP 4020 Program, Curriculum and Course Development (II.A.5.5 citation) which include review and approval of all new and modified courses, degrees and certificates as well as that it undertake regular review of said curriculum. The committee has wide participation of the College's academic community and departments following the requirements set forth in AP 4020 (II.A.5.xx).

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

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

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

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

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

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

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

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

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

State requirements mandate that the governing boards of colleges offering vocational and occupational training programs must review those programs biannually to ensure that they meet a documented labor market demand, do not unnecessarily duplicate local training programs, and that they are effective in completion rates and ultimate employment. Gavilan College completed its biannual review of its career technical education (CTE) programs and found that the programs meet these standards.(II.A.5.16 Board of Trustees meeting minutes December 13, 2016)

Analysis and Evaluation Standard II.A.5

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

EVIDENCE LIST

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

II.A.5.3 College Catalog

II.A.5.4 Curriculum Committee Web page

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

II.A.5.5 AP 4020 Program and Curriculum Development

II.A.5.6 Course Outline Guide

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

Standard II.A.6

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

Evidence of Meeting Standard II.A.6

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

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

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

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

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

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

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

Analysis and Evaluation Standard II.A.6

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

EVIDENCE LIST

II.A.6.1 Schedule Production Timeline

II.A.6.2 Argos Report, Scheduling Data

II.A.6.3 GavData Web Page

II.A.6.4 Gavilan General Education Requirements

II.A.6.5 IGETC Requirements

II.A.6.6 CSU GE Requirements

II.A.6.7 Child Development Pathway

II.A.6.8 Allied Health Pathway

II.A.6.9 Cosmetology Course Schedule

II.A.6.10 STEM Pathway

Standard II.A.7

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

Evidence for Standard II.A.7

Gavilan created its most recent Equity Plan in 2015 to address inequities and success for Asian, Foster Youth, Low Income, Latino, Students with Disabilities, Males, Veterans, and African-American students. With the Equity needs in mind, the College offers a variety of delivery modes, uses a variety of teaching methodologies, and provides a range of learning support services to close achievement gaps for disproportionately impacted students.

> ➢ **Delivery Modes**

General Education classes are deliberately scheduled so that courses from each area are available in time and location segments, including days, evening and weekend classes in Hollister, Morgan Hill, San Martin, Coyote Valley and Gilroy. (II.A.7.3, 4 LAS Morgan Hill and Hollister Fall and Spring scheduling grids) Every face to face class has an online shell that instructors can use to supply resource links, post course documents, facilitate discussions, and provide current information on student progress. Hybrid courses allow for greater flexibility in scheduling, and fast-track courses allow students to complete a class in a compressed time frame, leaving them free for other classes once they have completed the course. These delivery modes provide flexibility so students can balance other responsibilities such as working, participating in athletics, raising small children, volunteering, or caring for family members and can participate in the educational process no matter their distance from the physical campuses.

Online instruction addresses the needs of students who are geographically bound or who need flexibility in their schedules. Instructor podcasts, recorded lectures and videos add valuable dimensions to the online format, and the Canvas platform helps ensure that interaction from student to student and student to instructor is regular and effective. These same features enhance the hybrid experience and allow students to attend"the lecture portion of their classes at a time and place convenient for them.

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

➢ Teaching Methodologies:

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

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

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

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

➢ Learning Support Services

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

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

The Accessible Education Center (AEC) at Gavilan College provides programs, services and support to benefit students with disabilities. Some accommodations may include: assistive computer technology and training, alternate media production, captioning, note-taking, American Sign Language, real-time captioning and test proctoring. The AEC provides several educational assistance courses and two instructional labs, the High Tech Center and the Learning Skills Lab. The High Tech Center (HTC), classified as a smart classroom, provides students with verified disabilities access to computers and computer training through state-of-the-art assistive technologies. The Learning Skills Lab works with the Math Department to ensure that AEC students get the instructional support they need to succeed in their math courses. When students enroll in the Learning Skills Lab or one of the AEC math support courses, their mainstreamed course requirement can be fulfilled.

Analysis and Evaluation for Standard II.A.7

Gavilan College offers classes in a variety of delivery modes and across campus locations and times. Faculty support student learning through innovative and equitable pedagogies and practices, and a variety of effective support programs are available to meet distinct student needs.

EVIDENCE LIST

IIA.7.26 Learning Commons website

IIA.7.19 Equity Committee site

IIA.7.38 Academic Support Services site

IIA.7.37 Learning Council site

IIA.7.28 AEC Site

IIA.7.6 Universal Access Task Force

IIA.7.20 Distance Education website

Standard II.A.8.

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

Evidence of Meeting Standard II.A.8

Although the era of placement exams is ending in California community colleges, Gavilan College used the Accuplacer test that was State approved and validated. In moving to multiple measures assessment, the College has is relying evidence from research conducted by the Multiple Measures Assessment Project, MMAP, and outlined in the AB 705 Implementation Memo to set English and math standards for a self-guided branching tool and for transcripts analysis for placement. (AB 705 Implementation Memo July 2018) These standards are known as "default placement rules" and will be adjusted as Gavilan collects data from student placements and is able to adjust the standards to fit local conditions.

Gavilan College prepares students for licensure examinations in a number of career education fields discussed in more detail in Standard II.A.14. Cosmetology, Aviation Maintenance and Nursing are some of the programs that engage in licensure preparation for students. Additionally, the Nursing program does require TEAS testing prior to admission into the RN program as part of the published admissions criteria, criteria consistent with RN programs across the state. Validation and bias work is conducted by the testing agencies.

Programs in the Natural Sciences use common exam questions as part of the learning outcomes assessment. Questions are selected by faculty for their objectivity, lack of cultural bias, and effectiveness in addressing key concepts. The English Department uses a final portfolio project in English 440 and English 250. To minimize test bias, there is a norming session for 1.5 hours before faculty score the portfolios each semester. (II.A.8.1 copy of English portfolio rubric)

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

At the Advanced II level of English as a Second Language, there is a board graded final composition before students can leave ESL for English 250. Reliance on an objective rubric ensures that test bias is reduced. (II.A.8.2 Copy of ESL rubric).

Analysis and Evaluation Standard II.A.8

The College relies on tests or standards that have been approved by the State Chancellor's Office. Departments that use a program examination process have implemented norming procedures to minimize test bias and validate the examinations' effectiveness in measuring student and program learning outcomes. For assessment and placement of ESL students, Chancellor approved exams are used and norming sessions are held to increase rater reliability. Exams administered by licensing agencies are nationally normed and validated by the organizations conducting the exams.

 EVIDENCE LIST

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

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

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

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

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

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

Standard II.A.9.

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

Evidence of Meeting Standard II.A.9

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

Units of credit awarded are consistent with Gavilan Board Policies and Administrative procedures (II.A.9.5) and follow the Course Outline of Record reference guide (II.A.9.6)of the Academic Senate for California Community Colleges (ASCCC) and the Program and Course Approval Handbook (PCAH, 6th ed.) from the California Community Colleges Chancellor's Office (II.A.9.7) using Carnegie unit calculations that are in compliance with Title 5 section 55022.5 (II.A.9.8.).

All course units are calculated in at least half unit increments.This calculation is the same for all courses, regardless of the mode of delivery. Standards for credit hour calculations are contained in title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). As per the Chancellor's Office Guidelines as specified in the PCAH, each unit of credit equals a minimum of 54 hours of student work, which is equivalent to three hours of student work per week over an 18 week period. The expectation is that each lecture hour be accompanied by at least two hours of student study outside of class. Thus, a lecture unit includes 18 hours of class time combined with 36 hours of student study outside of class for 54 total hours per unit. Lab hours typically consist of 54 hours of class time per unit with no or little student study outside of class. The College offers two programs that offer courses based on clock hours based on licensure requirements: aviation and cosmetology. These programs comply with the Federal standards for clock-to-credit hour conversions specified in federal regulation 34CFR §668.8(l).

The Gavilan College Course Outline Checklist (II.A.9.9) ensures compliance in the development of curriculum, and the Course Outlines (II.A.9.10) show the outcomes..Courses that are part of an AD-T are also aligned with the C-ID for that course. A Gavilan College counselor serves as the articulation officer to four year colleges and universities.

Analysis and Evaluation for Standard II.A.9

Gavilan College awards course credit, degrees and certificates based on the attainment of student learning demonstrate through ongoing assessment practices and the established grading standards delineated by the department in the curriculum process. Units of credit are awarded in a manner consistent with Title 5, state and federal guidelines as well as the provisions described by the Chancellor's Office in the PCAH. Gavilan College's curriculum process ensures that all courses that award credit follow established norms and guidelines consistent in higher education.

Standard II.A.10

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

Evidence of Meeting Standard II.A.10

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

> ➢ **Transfer of Credit Policies**

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

a detailed listing of the CSU General Education Breadth requirements and the UC Intersegmental General Education Transfer Curriculum (IGETC)

The catalog also provides an overview of transfer services available on campus through our Career & Transfer Center (II.A.10.2 http://www.gavilan.edu/catalog/cat_pdf_17-19/StudentSupportServices.pdf), as well as on ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) which is the official repository of articulation for all of California's colleges and universities (II.A.10.3 http://www.gavilan.edu/catalog/cat_pdf_17-19/StudentSupportServices.pdf)

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

The Counseling Department provides students with complete transfer information, in-person and electronically. Students meet with counseling staff to discuss transfer procedures and requirements, and articulation. Counselors meet with students on the main campus and in the Hollister and Morgan Hill satellite locations. Program counselors are located in offices across the Gilroy campus and within their department areas. Students are also able to access counselors through phone and email (II.A.10.5 http://www.gavilan.edu/counseling/index.php).

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

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

The center regularly hosts university admission representatives, who can meet with students in-person and provide updated transfer information to their campuses. The dates of the rep visits are listed on the transfer center website (II.A.10.10 http://www.gavilan.edu/student/ctc/university%20rep.php), the college website's calendar of events (II.A.10.11 http://www.gavilan.edu/events/calendar.php), and are advertised with flyers and newsletters across campus (II.A.10.12 Transfer Day Announcement). Students can also

attend the college's annual Transfer Day (II.A.10.13
http://www.gavilan.edu/student/ctc/transfer%20day.php), where they meet with several
admission representatives at once, to collect transfer information. In collaboration with other
departments, the transfer center plans regular visits to four-year schools, so that students can
learn about campus-specific transfer policies in-person (II.A.10.14
http://www.gavilan.edu/student/ctc/campus-visits.php).

Gavilan College makes available to all students transfer-of-credit policies to facilitate mobility of
units to ensure timely completion of academic goals. The College currently grants credit for
nontraditional academic credit (e.g., military service, credit by examination, USAFI, CLEP, AP,
etc.) upon proper application and, with the exception of Advanced Placement, the successful
completion of 12 credit units at Gavilan College with a cumulative grade point average of no
less than 2.0. (Evidence from Catalog page 45). Additionally, students who have a cumulative
GPA of 2.0 or higher in at least 12 units of college work completed at Gavilan College may
petition for credit by examination during any term in which they are enrolled.if they have never
taken the class for credit. And if they have experiential background who can meet the objectives
of the course. (Evidence from Catalog page 45). When any student would like to have another
college's credit course towards a degree or certificate, the student must submit an official
college transcript from a regionally accredited institution. A college counselor and discipline
faculty will confer as needed with C-ID, ASSIST and supplied course outlines of record to
determine appropriate transfer of credit.

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

> ➢ Accepting Transfer Credits

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

Students are invited, by Retention Services, to meet with a counselor upon enrolling. All
incoming students must submit official transcripts to the college's Admissions & Records
department. Incoming students who have taken the College Level Examination Program (CLEP)
will be awarded credit based on their passing score and number of units completed (II.A.10.22
http://www.gavilan.edu/catalog/cat_pdf_17-19/academicInformation.pdf). Students with
exceptional ability who have studied a course on their own, or students with experience in the
area covered by a course, can receive credit by examination upon approval by the course
instructor, the department chairperson, and area dean (II.A.10.23

http://www.gavilan.edu/catalog/cat_pdf_17-19/academicInformation.pdf). Nursing students can also receive credit by examination if they have met all program entry prerequisites and acknowledged, in writing, that they understand the college's credit by examination policies (II.A.10.24 http://www.gavilan.edu/catalog/cat_pdf_17-19/academicInformation.pdf). International Baccalaureate (IB) students who received a score of 5 or higher on their exams receive credit for IGETC certification (II.A.10.25 http://www.gavilan.edu/catalog/cat_pdf_17-19/academicInformation.pdf).

Transcripts from higher education institutions are evaluated by staff and counselors (II.A.10.26 Gavilan 2017-2019 College Catalog, page 50), who review articulation agreements and general education eligibility on ASSIST, examine college catalogs and course descriptions, and research course equivalencies on the online Transfer Evaluation System (TES) which collects data from higher education institutions across the country. Foreign transcripts must first be certified, translated, and evaluated by an approved transcript evaluation agency (II.A.10.27 http://www.gavilan.edu/admit/international.php).

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

> ➤ Articulation Agreements

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

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

In accordance to its mission of developing transfer pathways for its student, Gavilan College has completed lower division course-to-course, major-to-major, and general education agreements

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

Analysis and Evaluation Standard II.A.10

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

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

Evidence:

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

II.A.10.12_Transfer_Day_Announcement

Standard II.A.11

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

Evidence for Standard II.A.11

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

➢ **Institutional Learning Outcomes**

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

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

Each of these Learning Outcomes suggests common activities that may be used in instruction or services to achieve the desired outcome.

A. THINK CRITICALLY & CREATIVELY

ILO A. Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.
Common actions related to ILO A include:
- 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.

B. COMMUNICATE EFFECTIVELY

ILO B. Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication.
Common actions related to ILO B include:
- 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

C. PRACTICE SOCIAL RESPONSIBILITY

ILO C. Develop ethical, social and civic awareness.
Common actions related to ILO C include:
- 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

D. CULTIVATE WELL-BEING

ILO D. *Construct personal, educational and career goals and identify lifestyle choices that promote mental, emotional, physical and social health.*
Common actions related to ILO D include:
- 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

➢ General Education (GE) areas

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

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

Figure XXX: General Education Patterns

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

➢ Program Learning Outcomes

Each degree or certificate program has associated Program Learning Outcomes that are published in the College Catalog. Program learning outcomes are mapped from the course-level student learning outcomes that comprise the program offerings. All program outcomes are mapped in CurriQunet as part of the College's curriculum process.

For example, the Associate Degree for Transfer in Studio Arts lists the following outcomes:

Upon successful completion of the program, students will be able to:

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

➢ Course-level Student Learning Outcomes

Each course also has associate Student Learning Outcomes. SLOs are updated and mapped as part of the College's curriculum process and are evaluated regularly as part of the College's assessment cycle.

For example, AJ10: INTRO ADMIN JUSTICE has the following associated Learning Outcomes:

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

Analysis and Evaluation for Standard II.A.11

Gavilan College meets the standard. With the College's adoption of new Institutional Learning Outcomes in 2017-2018. The College can now move on to establishing an assessment cycle and process for the new ILOs. The College will work on establishing General Education Learning Outcomes (GELO) that map, along with its program level outcomes to these new ILOs which are aligned to the standard.

Standard II.A.12

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

Evidence for Standard II.A.12

Gavilan College prescribes the purpose, outcomes, and requirements for the general education components of associate degrees in the Gavilan College Catalog (II.A.12.1) and in Board Policy 4025.

Students seeking local degrees must fulfill general education units in six areas as part of a major, and transfer depends on the completion of the UC/CSU Intersegmental General Education Transfer Curriculum (IGETC.). The Associate Degrees for Transfer specify completion of Gavilan College's AA/AS general education, the CSU-GE breadth pattern, or IGETC. The reasoning behind the creation of the general education program is set forth in Board Policy 4025 (II.A.12.2)

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

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

> ➢ **General Education Philosophy**

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

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

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

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

> ➤ Appropriateness of Courses

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

Analysis and Evaluation of Standard II.A.12

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

EVIDENCE LIST

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

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

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

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

Standard II.A.13

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

Evidence for Standard II.A.13

All Gavilan College Associate and Associate Degrees for Transfer in Liberal Arts and Sciences and Career Technical Education include either required or core courses in the focused area of study or prescribed interdisciplinary areas (Multiple Subjects IIa13.1), Social Sciences, Expressive Arts, Language Arts and Humanities) from which students must select courses. (II.A.13.1 http://www.gavilan.edu/catalog/#). All degrees are developed by academic departments and then approved by the Curriculum Committee according to the degree standards in the California Community Colleges Chancellor's Office Program and Course Approval Handbook. (II.A.13.2). All majors have a core of at least 18 units as specified in Title 5, and several CTE programs have additional requirements based on field-specific certification and licensure. All courses are reviewed through the College's standard curriculum process and CTE courses and programs are reviewed by advisory committees, comprised of indu

Gavilan College currently offers ## Associate Degrees for Transfer that comply with the transfer-model curriculum templates developed by CCC and CSU discipline faculty.

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

Analysis and Evaluation for Standard II.A.13

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

EVIDENCE LIST

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

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

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

II. A. 13. 3 Gavilan College Curriculum Committee

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

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

Standard II.A.14

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

Evidence for Standard II.A.14

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

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

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

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

Analysis and Evaluation for Standard II.A.14

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

Evidence

2 A. 14. 1 Core Indicator Information Sheet

2 A. 14.2 Board Agenda

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

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

2A.14.4 Advisory Committee List

Standard II.A.15

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

Evidence for Standard II.A.15

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

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

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

Analysis and Evaluation for Standard II.A.15

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

EVIDENCE LIST

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

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

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

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

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

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

Standard II.A.16

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

Evidence for Standard II.A.16

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

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

> ➤ **Program review**

The Gavilan College Institutional Effectiveness Committee mission statement:

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

> ➤ **Program plans**

Each program completes a yearly program plan. (II.A.16.6 https://mail1.gavilan.edu/program_plans/). Program plans allow departments and their faculty to share their plans to improve their program annually and make the budget requests necessary to do so. The program plans incorporate planned changes based on feedback from student and program learning outcomes, and data and advice from the program review process. The program plans and their accompanying budget requests are reviewed and ranked by the division deans. The budget committee, led by the Associate Vice President of Business & Security Services, finalizes the ranking of the budget requests, which are then reviewed by the President's Council.

➢ PLOs and SLOs

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

➢ Curriculum

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

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

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

➢ Distance education

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

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

➢ Community Education

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

➢ Non-credit programs

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

The College has been awarded a number of Federal grants which have the goal of increasing student success and improving College programs. The current 2015 Title V grant builds on previous efforts by scaling up key initiatives such as acceleration, civic engagement, and online education. The Basic Skills Outcomes Transformation grant (2016-2019) addresses persistence and completion in English and Math, especially for Latino and underprepared students. The STEM III (2016-2019) goals include a STEM Support Center that provides centralized, comprehensive academic/ career advising, counseling and tutoring services. This grant supports Guided Pathways as the Articulation and Transfer model to streamline and expedite students' pathways to STEM degrees. (II.A 16-12 grants section of Intranet -same as IV.B-41)

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

Analysis and Evaluation for Standard II.A.16

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

EVIDENCE LIST

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

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

II.A.16-8_DE_Course_Accessibility_Agreement.doc

II.B. Student Support Services

Standard II.B.1

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

Evidence for Standard II.B.1

Gavilan College supports student learning and achievement with a library and learning centers on the Gilroy campus as well as services at satellite campuses in Hollister, Morgan Hill and Coyote Valley. Students, including Distance Education (DE) students, have access to learning resources and assistance both on campus and online through a variety of learning centers and labs.

> ➢ Library

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

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

The Library has 55 desktop computers and 50 laptops with commonly used software available, including word processing, presentation, spreadsheet, image, sound and video editing software, pdf readers and writers, and scanning software and hardware. The Morgan Hill site offers computing space and support from site staff Monday through Thursday 8:00 a.m. to 6:00 p.m. and Fridays 8:00 a.m. to 5:00 p.m. A librarian is available on site four hours per week, and the online support available through chat, phone, text and email and is advertised throughout the building. At the Hollister site, a computer lab is available during open hours, Monday through Thursday 8:00 a.m. to 5:30 p.m., and Friday 8:00 a.m. to noon. A librarian is also available

onsite for four hours a week in Hollister. In addition, librarians travel to Hollister and Morgan Hill by appointment to provide orientations and instruction to classes. At Coyote Valley, all library support occurs through the online portal, s no staffing has yet been allocated to that site. As with most California Community College libraries, Gavilan's staffing of 3.26 FTEF librarians and 4 FTE classified staff falls below the recommended standards for staffing articulated in the Standards of Practice for CCC Library Faculty and Programs, a position paper published by the Academic Senate for California Community Colleges. Request for additional library staffing has been a regular part of the library's annual program plan [II.B-2].

The library provides instruction in the following ways:

- Research courses LIB 3 and LIB 140

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

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

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

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

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

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

The library faculty have also been developing online modules in Canvas where students earn digital "badges" if they complete a short instructional unit. The intention is for instructors to assign these units prior to submission of an assignment that requires a specific skill such as website evaluation, basic and advanced searching, forming research questions, using citations, etc. Badge documentation stays in the student's online profile and can be used for other instructors, assignments, and courses. The first of these, an introduction to library resources, is scheduled for completion prior to Fall 2018 [II.B-12].

The Library provides physical sources in a variety of formats. The print collection includes over 70,000 unique print titles, including nearly 2,500 audio visual items. The Library also loans equipment such as calculators, laptops, flash drives, phone chargers, and other accessories

students commonly need. The textbook reserve collection includes over 500 titles currently in use to support courses [II.B-13].

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

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

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

> ➢ Other Learning Support Services

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

The Learning Commons provides space, technology, and resources to instructors, librarians, peer educators and other learning assistance programs to support students in academic skill development outside of a traditional classroom learning environment [II.B-21]. In the Learning Commons, peer educators assist students to use technology, access resources, and develop key academic skills and strategies [II.B-22]. The Learning Commons offers learning activities and workshops to support DE students and students across disciplines [II.B-23]; there are no Learning Commons activities at the off-site locations.

Writing Center peer tutors assist students via drop-in sessions and as Gavilan Reading and Writing Fellows who are assigned to specific classrooms. In addition to their work with students in the classroom, Fellows facilitate out-of-class study groups. Drop-in peer-tutoring is available at the Gilroy campus up to 12 hours a day and on the Hollister campus for 4 hours per week the first 15 weeks of each semester [II.B-24]. All students, including Distance Education students, can access online assistance from a specially trained Program Specialist who responds to online requests for writing assistance and feedback [II.B-25].

To support personnel responsible for student learning and support, the Learning Commons and Writing Center provide extensive training and leadership opportunities for peer educators. A great example of this is the Peer Education Leadership—Basic and Advanced Certificates of Proficiency which students working as peer leaders and educators on campus are encouraged to pursue as they work. These certificates prepare students to serve in a variety of on and off campus peer education roles including tutoring, mentoring, supplemental instruction, and community leadership. Students learn a variety of traditional and non-traditional leadership skills and strategies for interacting with individuals and groups of differing opinions, values, cultures, and frames of reference [II.B-26].

The Math Lab provides support at all Gavilan sites, including Coyote Valley, for all students in all levels of math. Students in pre-transfer level math courses complete lab hours to meet course requirements. Math Lab coordinators, peer tutors, and instructors provide assistance for students taking face-to-face and online courses. Drop-in math tutoring on the Gilroy campus takes place Monday through Wednesday 8:30 AM to 6:00 PM, Thursday 8:30 AM to 3:45 PM, Friday 10:00 AM to 2:00 PM, and Saturday 10:00 AM to 2:00 PM. For drop-in tutoring on other campuses, please refer to the Math Lab website [II.B-27].

The STEM Center is a space dedicated for Science, Math, Engineering, Physics, and Computer Science students to meet and study. Tutoring from instructors and students in all of the above subjects is provided. Academic Excellence workshops are offered for various STEM classes as well. The STEM Center is open on the Gilroy campus Monday through Thursday 8:30 AM to 5:00 PM and Friday 8:30 AM to 3:00 PM. [II.B-28]

The Tutoring Center offers both one-on-one and group tutoring sessions Monday-Thursday from 9:00 AM to 4:00 PM. Tutoring is offered once a week at the Hollister campus and twice a week in Morgan Hill for limited hours. [II.B-29] Online tutoring is offered through NetTutor 24/7. [II.B-30]

The ESL lab currently employs a substitute instructional program specialist, available 20 hours per week, who provides tutoring services for credit and noncredit ESL students. [II.B-31]

Analysis and Evaluation for Standard II.B.1

Gavilan College meets the Standard. Library and other learning support services are available to all students. The Library supports student learning and achievement by providing a wide range of learning support services of sufficient quantity, currency and depth in both face-to-face and virtual modes of delivery.

Standard II.B.2

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

Evidence for Standard II.B.2

The Library has 55 desktop and 50 laptop computers available for student use. The desktops are on a regular rotation cycle articulated in the District Technology plan [II.B-32].

Collection development is based on an ongoing mapping of current curriculum to the Library collection. This process tracks new and updated courses and is integrated into the collection development cycle that keeps the collection relevant over time [II.B-33; II.B-34]. In addition, faculty input occurs both informally—via email and conversations—and formally through a faculty survey [II.B-35]. A new process for deselection was inaugurated in 2017 and allows for resources to be removed as they become outdated or no longer are relevant [II.B-36].

With advisement of librarians and other faculty, the Learning Commons purchased laptops, touch-screen computers, rolling whiteboards, tablets, and a SmartBoard to support use of technology in curriculum and technology literacy. Learning Commons staff and faculty develop workshops and learning activities to support student learning in collaboration with library and discipline-specific faculty [II.B-37; II.B-38].

Writing Center staff and faculty collaborate with Library faculty via special training sessions with peer-tutors regarding research technology [II.B-39]. The Writing Center has 14 computers available for student use [II.B-40] and promotes the sharing of equipment, such as smart boards [II.B-41], technology-equipped study rooms, and laptops and library-led presentations.

In 2015, new computers were purchased for the ESL computer lab [II.B-42]. Two additional computers were purchased for the instructional program specialist, one for the lab and one for tutoring. ESL lab staff coordinated with IT to update existing software to run with the operating system upgrade (Windows 7). In addition to updates of existing software, new software was purchased to support the lab requirements of ESL courses focused on grammar and writing skills. The ESL lab coordinated with ESL instructors who reviewed current ESL software from a variety of publishers and chose the software that best reinforced their curricula [II.B-43; II.B-44; II.B-45]. The ESL lab maintains a small collection of reference materials for ESL students which includes English dictionaries, an English thesaurus, and English/Spanish dictionaries.

Analysis and Evaluation for Standard II.B.2

Gavilan College meets the Standard. Equipment that supports learning service programs is updated, maintained, and replaced on a regular schedule with input from appropriate faculty and support staff.

Standard II.B.3

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

Evidence for Standard II.B.3

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

An example of using evaluation of learning outcomes to improve services is the LIB 200 pilot course. Much effort went into the development of an information literacy course designed to be taken in conjunction with Eng1A. In the pilot and implementation of LIB200, retention rates increased by 15% and success rates increased by 9%, so improvements were made to the course. In addition, in the spring semester of 2016, success rates in research-related courses were 9% higher for students who had previously taken LIB200 [II.B-46]. The data suggested that the knowledge gained in the course was transferrable and helped build college-level skills. However, the goal in offering this information literacy course was both to increase information literacy and increase success rates in Eng1A, and there was no significant change in that rate over two years. For this reason, the English Department decided to revise its curriculum and increase the units for Eng1A from 3 to 4. The Curriculum Committee recommended against continuing LIB200 as part of a learning community with Eng1A, which ended the LIB200 experiment. LIB3 a general information literacy course not tied to a specific discipline, is offered every semester. Historical data about LIB 3 and LIB 140 are available in the library program review [II.B-47].

Other metrics relate to the support the library provides in provision of quality resources used to achieve learning outcomes. Circulation of reserve materials has increased in the past two years, and use of e-books and periodicals via database subscriptions has grown steadily since 2013 [II.B-48].

Orientations, workshops, and information literacy-related classroom lessons are geared toward the specific outcomes of individual classes. In 2016-2017, there were 169 such sessions, serving 3380 students. At the reference desk, reference librarians record data about each reference interview. In 2016-2017, 965 questions were answered in support of program learning outcomes related to searching, defining or narrowing a topic, locating books, evaluating sources, or citation [II.B-49]. Library faculty and staff provide support in both academic and non-academic ways: in the last year staff answered over 2,500 questions related to wayfinding, printing, and basic computer use [II.B-50].

The Library faculty maintains approximately 100 research guides (LibGuides) built in collaboration with content-area instructors in support of specific course assignments. These guides not only provide access to high quality resources; they also offer instruction and "helps," such as tips for creating annotated bibliographies, elements to consider in evaluating resources, and methods for distinguishing between scholarly journals and popular magazines. In 2016-2017, these guides were accessed over 11,000 times [II.B-50].

The support of Library faculty and staff seem to correlate to student success more generally, too. In a sample of library computer users during 2016, the average GPA of those computer users was a half-point higher than the GPA of the overall student population (computer-users GPA: 2.4, average Gavilan student GPA: 1.9) [II.B-51]. Computer use remains robust. In 2016-2017, for example, there were nearly 40,000 logins on library desktop computers [II.B-52].

The Learning Commons evaluates the effectiveness of its learning support services, in part, by collecting usage data for the number of classes served, study room usage, and laptop and equipment checkouts [II.B-21]. The Learning Commons recently completed a Program Self-Study Report for the Instructional Effectiveness Committee (IEC) to assess learning support services and evaluated whether those services adequately meet the needs of students [II.B-53].

The Writing Center assesses the effectiveness and impact of the Gavilan Reading and Writing Fellows Program by collecting data from students and peer-tutor facilitators about group study sessions [II.B-54], by working with participating faculty to develop assessment that directly measures the program's effects on student learning outcomes in the classroom [II.B-55], and by working with the Dean of Research, Planning, and Institutional Effectiveness to measure the impact of the program on student success [II.B-56].

Analysis and Evaluation for Standard II.B.3

Gavilan College meets the Standard. Learning support services are evaluated regularly as part of a continuous cycle of improvement, through program plans, program review, and other summative assessments.

Standard II.B.4

When the institution relies on or collaborates with other institutions or sources for library and other support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence for Standard II.B.4

The library maintains partnerships with a variety of institutions. Its main software, an integrated library system (ILS) is shared with local colleges, Monterey Peninsula College and Hartnell College, under an MOU, and is hosted by a library vendor, Ex Libris. Gavilan maintains memberships in regional consortia (MOBAC and Pacific Library Partnership), a state consortium for resource purchasing through the Community College League of California, and a state professional organization, the Council of Chief Librarians. In addition, the Gavilan Library maintains a variety of service contracts. Each contract is evaluated annually at the time when fees are due; the criteria vary based on the nature of the partnership or contract. A list of partnerships and service contracts is maintained in a shared folder for Library faculty and staff [II.B-57].

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

Analysis and Evaluation for Standard II.B.4

Gavilan College meets the Standard. Ongoing contracts with outside providers are evaluated as part of routine end-of-semester activities.

II.B Evidence

II.C. Student Support Services

Standard II.C.1

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

Evidence for Standard II.C.1

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

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

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

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

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

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

Analysis and Evaluation for Standard II.C.1

The College meets the Standard and ER 15. The Student Services division works collaboratively both interdepartmentally and with Instruction to provide support services to students at all stages in their academic pathway. Services are regularly evaluated and offered in individual, group, and virtual formats. The division focuses on access, Equity, and student achievement, and faculty and staff participate in professional learning, annual program evaluation, and continuous improvement analysis.

Evidence List

II.C-2   Institutional Effectiveness Program Review Rotation Calendar

II.C-3   Student Services Program Plans

II.C-4   Student Connection Survey Spring 2014

II.C-5   CCSSE Key Findings Report, 8.1.2018

II.C-6   Leadership Council Agenda, 8.28.2018

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

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

II.C-17   Hollister Site Survey 2017

II.C-18   Hollister Site Survey 2016

II.C-19   Hollister Program Plan 2017-18

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

II.C-21   Morgan Hill Site Survey 2017

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

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

II.C-24   Gavilan Online Classes: Student Survey

II.C-25   Distance Education Program Plan 2017-18

II.C-26   Academic Support Services Group

Standard II.C.2

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

Evidence for Standard II.C.2

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

- **Defined Student Learning Outcomes**

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

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

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

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

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

- ### Assesses and Uses Data for Improvement

The Community College Survey of Student Engagement (CCSSE) was administered in spring 2018 and included additional supplemental questions provided by the College to address local issues and priorities (II.C.2-5 Community College Survey of Student Engagement 2014). The findings will be used to evaluate student engagement across the campus, including effective practices, areas of highest to lowest student engagement, and student connection to the College.

- ### Financial Aid

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

- ### EOPS

EOPS Program plans are required by the Chancellor's office every year and the plan must include a narrative of program accomplishments achieved in the previous year, including but not limited to information on the number of students served, program objectives achieved, student success, student awards, outreach efforts, advisory committee involvement and overall program evaluation. The office of Research, Planning, and Institutional Effectiveness completed an EOPS Quantitative Outcomes Assessment in July 2018, which provides valuable information about program successes and areas for improvement. (EOPS Quantitative Outcomes Assessment)

- **Career/Transfer Center**

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

Analysis and Evaluation for Standard II.C.2

The College meets the Standard. Various ongoing assessments are conducted and evaluated to improve services and outcomes. SLOs have been assessed and updated as new mandates such as SSSP, Equity and integration have occurred. New retention positions in both Student Services and Instruction are collaborating and creating bridges to monitor student progress more intentionally. All student support services are assessed for both service area outcomes and program quality through the formal program review process as well as student satisfaction surveys and other means. Based on these processes, Gavilan College student support services continuously improve to serve students effectively and assist in achieving institutional outcomes.

EVIDENCE LIST

II.C.2-2A	*2015-16 Credit SSSP Program Plan*
II.C.2-2 B	*Non-credit Student Success and Support Program Plan, 2015-16*
II.C.2-3	*Student Equity Plan 2015-16*
II.C.2.4A	*Decreased time to degree completion*
II.C.2-4B	*High Step Courses Matrix*
II.C.2-4C	*Enhanced Matriculation Process*
II.C.2-4D	*Retention Persistence*
II.C.2-4E	*Financial Disqualification Trends*
II.C.2-4F	*Student Progress/Recognition Tracking*
II.C.2-4G	*Student Progress through Acceleration Courses*
II.C.2-8A	*Financial Aid Pell Awards - 10 Year Analysis*
II.C.2-8B	*Financial Aid Online Management System (Campus Logic)*
II.C.2-9	*BOG/College Promise Evaluation*

Standard II.C.3

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

Evidence for Standard II.C.3

In support of the College's mission of cultivating "learning", for all day, evening, on campus and Distance Education students, the College offers comprehensive student support services at Gavilan College, online, and by appointment in off-campus locations. The College has developed application processes more accessible for different populations, especially in the area of Non-credit programs (II.C.3-1 Non Credit Website Program). Core student support services include Admission and Records, the Accessible Education Center, Counseling, Financial Aid, outreach, Welcome Centers, and tutoring resources. Services are delivered through a variety of methods and are scheduled at times to meet the needs of as many students as possible. Delivery methods include the newly redesigned website and student portal, various online learning platforms, a variety of day and evening hours on the Gilroy main campus and sites (II.C.3-2 Gavilan College Website), and soon virtual appointments and assistance through Cranium Cafe.

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

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

- **Admissions and Records**

    The Admission and Records Office is responsible for admissions, records, Evaluations, registration, graduation and transfer services. Core services are available at the Gilroy campus, with some services available at the Morgan Hill, Hollister, and Coyote Valley sites.

    Most enrollment services can be completed online (II.C.3-4)

- **Accessible Education Center (formerly DRC)**

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

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

- **Assessment and Testing**

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

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

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

- **Counseling**

The Counseling Department provides programs, classes, orientations, and academic, career, and personal counseling to all Gavilan College students. In addition to offering in-person counseling services at the Gilroy, Morgan Hill and Hollister sites, Counseling also offers extensive online services. In Spring 2018 virtual counseling sessions were

implemented. Scheduled appointments and walk-in services are offered throughout the year. Several new counselors hired with SSSP, Equity, Basic Skills, U.S. Department of Education and other funds were assigned to specific areas, such as Athletics, Basic Skills, Veterans, CTE and STEM.

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

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

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

48 hours. Students work at their own pace during any supervised time listed on the time chart. Once enrolled, students must spend at least two hours per week in the lab.

- **EOPS**

EOPS at Gavilan College offers daytime hours and one evening per week. Counseling appointments are available once per month at the Morgan Hill and Hollister sites by request. All EOPS distance education students are given the option of completing their required counseling appointment by emailing their counselors directly. Student education plans are available online via the MyGav Portal. Cranium Cafe offers virtual counseling support as well.

- **Financial Aid**

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

online resources including policies, disbursement schedules, forms, and announcements (II.C.3-16 Financial Aid Web page).

As stated previously, financial aid services are also offered at the Morgan Hill and Hollister sites.

- **Technology Enhancements**

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

- **Welcome Center**

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

- **Tutoring Resources**

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

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

Analysis and Evaluation for Standard II.C.3

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

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

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

EVIDENCE LIST

II.C.3-1   Non Credit Website Program
II.C.3-2   Gavilan College Website
II.C.3-3   Cranium Cafe
                Hollister Home Page
                MH Home Page
II.C.3-4   Admissions & Records Web page
II.C.3-5   Accessible Education Center (AEC) Web page
II.C.3-6   Assessment Web page
II.C.3-8   CalWorks Web page

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

II.C.3-16   Financial Aid Web page

II.C.3-22   Office of Student Life
II.C.3-23A   ASGC Web Page - Home
II.C.3-23B   ASGC Student Events and Activities Web page
II.C.3-23C   ASGC FaceBook Page

II.C.3-23D   Gavilan Online Tools

Standard II.C.4

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

Evidence for Standard II.C.4

- **Athletics**

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

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

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

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

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

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

- **Other Co-Curricular Programs**

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

ASGC members serve as Directors for Legislative Affairs and Systems Affairs for Region IV (II.C.4-15 ASGC Leaders).

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

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

The Inter-Club Council (ICC), under ASGC, sponsors two club days each semester, which give interested students an opportunity to learn about the various clubs on campus and allow clubs to increase their memberships. Another function of ICC is to provide funding and event clearance in an effective, organized, and fair manner so that all clubs have the opportunity to thrive. Funds are available to all active clubs. Funding for these opportunities primarily comes from ASGC, which is the governing body over the student fees that each student pays annually (II.C.4-17 ASGC Inter Club Council).

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

Analysis and Evaluation Standard II.C.4

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

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

EVIDENCE LIST

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

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

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

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

II.C.4-4A   Board Policy 5700

II.C.4-4B   Administrative Procedure 5700

II.C.4-5   CCCAA Legislation

II.C.4-6   Coast Conference Legislation

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

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

II.C.4-8B   Athletics Academic Report of 2016-2017

II.C.4-9   CCCApply Athletic interest Survey

II.C.4-10   Department's booster fundraising accounts

II.C.4-11   Women in Leadership Panel flyer

Associated Students of Gavilan College Events and Activities Web page

Standard II.C.5

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

Evidence for Standard II.C.5

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

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

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

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

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

- **Supports Student Success**

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

- **Pre-Orientation**

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

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

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

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

[Saturday 5-5-2018](#), [Student sign-in for counseling](#), [Super Saturday 5-5-2018 Registration](#), [Super Saturday 5-5-2018 Baseline Data](#).

- ## Career/Transfer Center Activities

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

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

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

- ## Clear Program Requirements and Pathways

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

- ## DegreeWorks Audit and Educational Planning Tool

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

Counselors collaborate with instructional faculty and department chairs to encourage two-year course projections and offer half-hour appointments to meet with students to discuss their career and educational goals and to develop a comprehensive educational plan as part of the First Year Seminar curriculum. The option is also available to students who do

not complete the course. These outlines help students understand course rotations and provide a resource to Instruction for making course projection assessments.

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

- **In-Service Trainings**

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

Counselors consistently provide new and continuing counselors with training and information to ensure uniform counseling practices. A training handbook was revised in January 2017 and made available to all counselors in iLearn. Follow up assessment of training needs occured at the end of the semester. (II.C.5-20-XX Counseling iLearn Training Module, (II.C.5-20-XX Counseling Department Meeting Agendas, 2015 - 2017)). New counselors are assigned a mentor counselor.

- **Collaboration with Faculty, Staff, and External Professionals**

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

Analysis and Evaluation for Standard II.C.5

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

EVIDENCE LIST

II.C.5-1	Counseling Web page
II.C.5-2	Student Evaluation of Individual Counseling Session, 2014
II.C.5-3	Counseling Department SLO Assessment Report 2016-2017
II.C.5-4A	Kick-start pre-orientation Kick Start Fall 2016
II.C.5-4B	Kick Start Spring 2017
II.C.5-4C	Kick Start Summer 2017
II.C.5-5	Abbreviated Ed Plan Review
II.C.5-6	Non-credit Counseling Student Review
II.C.5-7	First Year Seminar data for GUID 6, 210, 560 and KIN 1
II.C.5-8A	Super Saturday Registration Event 5-6-2017
II.C.5-8b	Super Saturday Online Notice 2017
II.C.5-10	Career Transfer Center 2017 Lab Session
II.C.5-11	Transfer Day 2017
II.C.5-18	Guided Pathways Web Page
II.C.5-19	Counseling Professional Development
II.C.5-20	Counseling iLearn Training

Standard II.C.6

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

Evidence for Standard II.C.6

- **Admission Policies**

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

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

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

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

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

Additionally, Gavilan College provides courses within its Noncredit and Community Education Programs, offering courses within the Gavilan College community for self enrichment and personal growth. II.C. 6-5B Non-credit Web page - Registration information, II.C. 6-5C   Adult & Career Education - Registration and information, II.C. 6-5D   Community Education - Registration and information

- **Clear Pathways**

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

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

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

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

- **GECA**

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

Analysis and Evaluation for Standard II.C.6

The College meets the Standard and ER 16. Admission policies comply with state and community college system requirements and open admission aligns with Gavilan College's mission of serving a diverse community through a variety of educational options. Admission requirements are clearly defined and accessible in various locations online. In addition, Gavilan College has created admissions documents accessible to non-traditional populations through Noncredit and ESL programs, which do not use CCCApply.

EVIDENCE LIST

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

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

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

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

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

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

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

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

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

Standard II.C.7

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

Evidence for Standard II.C.7

As stated in II.C.6, Gavilan College uses CCCApply for it admissions application, which provides validation and conforms to state regulations and system policies. The Colleges' Assessment and Testing Office placement tests—English and math Accuplacer (II.C-7.1 2014 [CCCApproved Assessment Instruments](#)) - were validated when the test was first implemented and cut scores established. Regular additional validation of the instrument and cut scores did not occur due to a lack of institutional research resources.The Assessment office presently administers placement tests to new students as required by SSSP guidelines but will suspend placement for incoming students effective fall 2019 per AB 705. Placement follow up is also offered to students enrolled in specialized math boot camps and summer bridge programs to determine placement advancement. (I[I.C-7.?? 2018 High School Placement Result](#)s)

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

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

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

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

Analysis and Evaluation for Standard II.C.7

The College meets the Standard.

EVIDENCE LIST

II.C.7-1   [California Community Colleges Approved Assessment Instruments, spring 2014](#)

II.C.7-2   [2018 High School Placement Results](#)

II.C.???   Multiple Measure Pilot Evaluation results

II.C.7-3   ~~Multiple Measures Assessment Report 2017~~ Branching Placement Tool

Standard II.C.8

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

Evidence for Standard II.C.8

- **Maintains Records**

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

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

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

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

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

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

External transcripts or test scores received from other institutions are matched weekly with enrolled students or applicants and scanned into Xtender software, which is backed up nightly. For employees, the Gavilan College District is in the process of implementing the formal process outlined in both BP and AP 5040 and the Banner Data Standards Guide Data Access Form. Furthermore, Admissions and Records and Financial Aid staff have completed FERPA training. MIS staff will complete a FERPA training video provided by the California Community College Chancellor's Office (CCCCO).

- **Release of Student Records**

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

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

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

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

- **Directory Information**

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

- **Others' Access to Student Records**

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

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

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

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

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

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

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

  2. Agencies or organizations at which a student has applied for or received financial aid, provided that personally identifiable information is released only as necessary to determine the student's eligibility for aid, to decide on any conditions to be imposed, or to enforce those terms or conditions.

  3. Accrediting organizations carrying out their functions.

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

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

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

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

Analysis and Evaluation for Standard II.C.8

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

EVIDENCE LIST

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

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

II.C.8-3   AP 5045 Student Records — Challenging Content and Access Log

STANDARD III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and instructional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III. A. Human Resources

Standard III.A.1

> The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence for Standard II.A.1

The District maintains accurate job descriptions and annually evaluates employees' performance. The District conducted a position classification study in 2017 to ensure that job descriptions matched the work completed by employees. In addition, a compensation study of the organization was conducted (III.A-1 and III.A-2).

- Policies and Procedures

The hiring of new faculty and staff is governed by: Title 5 regulations, The California Education Code, District Board policies, and the California Community Colleges Chancellor's Office's most recent standards (III.A-3; III.A-4; III.A-5; III.A-6; III.A-7; and III.A-8). Additionally, board approved policies and procedures related to employment are posted in chapters 3 and 7 of the Gavilan College Board Policies and Procedures webpage (III.A-9). They are as follows:

FIGURE XXX - Human Resources Policies and Procedures

General	AP 7110 Delegation of Authority, Human Resources (III.A-10) BP 7120 Recruitment and Hiring (III.A-11) AP 7120 Recruitment and Hiring (III.A-12) AP 7125 Verification of Eligibility for Employment (III.A-13)
Faculty	BP 7210 Academic Employees (III.A-14) AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalences (III.A-15) AP 7212 Temporary Faculty (III.A-16) AP 7215 Academic Employees: Probationary Contract Faculty (III.A-17)
Classified	BP 7230 Classified Employees (III.A-18) BP 7240 Confidential Employees (III.A-19) AP 7240 Confidential Employees (III.A-20)
Administrative	BP 7250 Educational Administrators (III.A-21) BP 7260 Classified Supervisors and Managers (III.A-22)
Equal	BP 3420 Equal Employment Opportunity (III.A-23)

Employment Opportunity	AP 3420 Equal Employment Opportunity (III.A-24)

➢ **Faculty: Part-Time and Full-Time**

Faculty job requirements are specified by the Academic Senate for California Community Colleges in the Minimum Qualifications for Faculty and Administration in California Community Colleges (III.A-8). These minimum standards and qualifications must be met and verified by each candidate's college coursework and transcripts or the candidate must successfully complete the college's equivalency process. In addition to the mandated minimum qualifications, faculty job announcements contain "desirable qualities" that are specific to the academic discipline and the direction of the department (III.A-25). The Academic Senate, through a collaborative process, may add other requirements in order to meet the institution's programmatic needs.

A complete listing of the educational backgrounds of full-time faculty is located in the Gavilan College 2017-2019 Catalog (III.A-26). Part-time faculty must meet the minimum standards and qualifications established for the discipline they are hired to teach. Prior to being hired, faculty candidates must verify their degrees by providing sealed official transcripts from their accredited institutions. Degrees from institutions outside the United States must be verified by a certified verification and equivalency agency.

The faculty hiring procedures were developed in collaboration with the Academic Senate to ensure that the highest caliber of faculty are attracted to the College and subsequently hired (III.A-27). Faculty screening committees can have up to five faculty members in addition to an administrator, representatives from the classified staff, and the student body. The chair of a faculty screening committee must be the faculty department chair in which the vacancy exists. Typically, the screening committee recommends three finalists to the superintendent/president. The final recommendation for hire is made by president and presented to the Board of Trustees for final approval.

Full-time faculty are hired by using the current Full-time Faculty Two Year Hiring Plan (III.A-28). This plan was created in collaboration with all the faculty department chairs and administration. The plan takes into account the current needs of the College and is examined and amended annually by the administration and department chairs, based upon retirements and other programmatic concerns of the College (III.A-29).

The Human Resources Department (HRD) verifies that applicants meet minimum qualifications. The screening committee then determines the process to be used to identify the best-qualified candidate. The hiring procedures are outlined in the Full-Time Faculty Hiring Procedures (III.A-27, Full Time Faculty Hiring Procedures). Once a candidate has successfully completed all phases of screening, the HRD conducts a reference check to validate qualifications and past performance in the field (III.A-30).

Faculty are required to meet the minimum qualifications outline for the position. Individuals that do not meet the degree requirement may submit an application along with appropriate documentation to be reviewed by the Equivalency Committee. Degrees held by full-time faculty are published in the Gavilan College catalog for review (III.A-26). Most Gavilan College faculty members hold master's degrees.

➢ **Part-time Faculty**

Part-time faculty are selected for hire by the Dean of the particular discipline with the assistance of the Department Chair and the Human Resources Department (HRD). There is a written procedure for the recruitment process which includes the responsibilities of each party (III.A-31). The HRD advertises for the open positions prior to each academic semester and the deans and department chairs screen applications and interview candidates. The selection is made by the dean and department chair and the candidate is placed at the appropriate salary range based on qualifications. Candidates for both full-time and part-time faculty positions must possess minimum qualifications required by the state for the particular classification or establish equivalency to be considered for a position at Gavilan College. The HRD verifies that applicants meet minimum qualifications. The screening committee then determines the process to be used to identify the best-qualified candidate.

➢ **Management**

All administrators possess undergraduate and graduate degrees. Administrators are also members of professional organizations that provide on-going development and networking opportunities. Gavilan College has 23 administrators/managers and eight confidential employees.

The recruiting and hiring process/procedures are outlined in the Administrative Recruiting and Hiring Procedures (III.A-32). When hiring administrators, the screening committee consists of representatives from administration, faculty, classified staff, the student body, as well as a community representative. When hiring at the executive level Vice President and Superintendent/ President, members of the Board of Trustees also serve as committee members.

➢ **Classified**

Hiring procedures for classified personnel follow the same process as hiring for supervisors and confidential staff. Representatives from each constituent group participate as members of a screening committee. Each committee includes the supervisor of the current opening, and representatives from administration, management, faculty, classified employees, and the associated student body. The College hiring procedures for permanent employee types were reviewed and recommended through the College's shared governance process. The Board of Trustees adopted the procedures (III.A-33).

➢ **Relation to institutional mission and goals**

The District's mission informs the educational master plan, which informs the hiring plans, and ultimately informs job descriptions and hiring procedures. The mission statement is: "Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world." (III.A-34)

There are safeguards in place to assure that hiring procedures are consistently applied. Screening committees formed for the purpose of screening participate in an orientation to review the actual hiring procedures, rules of engagement, importance of confidentiality, proper methods for evaluating applications, interview questions, etc. (III.A-35, and III.A-36). Questions are developed and agreed upon by the committee. In order to maintain fairness and consistency, the same questions are used to interview each applicant. In addition, the Associate Vice President of Human Resources and Labor Relations acts as the Equal Employment Officer to ensure District compliance with the laws, regulations, and policies that prohibit discrimination. For example, every interview includes a diversity question (III.A-37).

Analysis and Evaluation Standard III.A.1

Gavilan College meets Standard III.A.1. The District's hiring processes for academic managers and faculty follow the criteria for qualifications based on the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Job descriptions reflect the District's mission and accurately state position duties and responsibilities. These steps have ensured that the institution hires qualified personnel. Most of Gavilan College's faculty members hold master's or doctoral degrees. Professional development activities continue to be offered to support and strengthen employee skills and integrate them into the institution.

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence for Standard III.A.2

Each Gavilan College faculty member must meet the minimum qualifications outlined by the Academic Senate for California Community Colleges in the Minimum Qualifications for Faculty and Administration in California Community Colleges standards that are routinely updated and

published by the California Community Colleges Chancellor's Office (III.A-8) This information is clearly stated on the Human Resources website under Employment Opportunities for Full-Time Instructors (III.A-38) and Part-Time and Substitute (III.A-39).

Alternatively, faculty members must possess the appropriate credentials or meet equivalency standards as set by Board policy (III.A-15) and in accordance with statute in the California Education Code (III.A-5). These requirements also apply to temporary credit/non-credit faculty. The appropriate professional and academic work for vocational instructional assignments must be completed to meet minimum qualifications.

Applicants that do not possess the exact required degree listed in the job announcement, are reviewed by the equivalency committee (III.A-40). The equivalency committee is composed of an administrator, an academic counselor, and three faculty members (III.A-41).

The District's mission informs the educational master plan, which informs the hiring plans, and ultimately informs job descriptions and hiring process. Faculty candidates are thoroughly reviewed by the College's screening committees. Using agreed upon criteria, the screening committee evaluates each candidate's experience and education (III.A-27 and III.A-42). The most qualified candidates are then interviewed to allow the screening committee to access each candidate's strengths as an instructor. Candidates may be required to present a teaching demonstration. Interviews also allow the screening committee to gain a deeper understanding of each candidate's commitment to diversity and knowledge in specific disciplines.

Most Gavilan College faculty members hold master's or doctorate degrees. A list of educational backgrounds for all academic administrators and full-faculty are listed in the Gavilan College catalog (III.A-26).

Job announcements articulate faculty roles, responsibilities, and essential functions, which include developing and reviewing curriculum and assessment of learning (III.A-43).

Analysis and Evaluation for Standard III.A.2

Gavilan College meets Standard III.A.2. As of fall 2017, the College employed 83 full-time faculty members and 225 adjunct faculty members (100.5 Full Time Equivalent). Most of the full-time faculty members hold graduate degrees. All faculty members have demonstrated that they possess the required degrees, credentials, experience, skills, scholarly activities and can contribute to the College's values and mission.

Standard III.A.3

> Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence for Standard III.A.3

The District's mission informs the educational master plan, which informs the hiring plans, and ultimately informs job descriptions and hiring process. The administrative positions are reviewed by Cabinet before they are posted.

Using approved job descriptions, job announcements are created. Job announcements clearly indicate minimum qualifications, including knowledge, abilities, skills, education and experience. Depending on the particular needs of the College, desirable qualifications are created in order to help the College achieve its goals, priorities, as well as, to improve departmental and program effectiveness.

The Human Resources Department personnel use the stated minimum qualifications on the job announcement to screen applications. After the initial screening, the applications that met the minimum qualifications are then carefully reviewed by a screening committee of other administrators, faculty, staff, and students. The screening committee individually reviews each candidate's credentials, education, experience, multi-cultural sensitivity, and desirable qualifications (III.A-42). To ensure that the most qualified candidate is hired for the position, the screening committee develops specific interview questions designed to determine a candidate's skills and ability to perform the required duties of the position.

The College catalog lists the degrees held by academic administrators (III.A-26). In addition to their educational backgrounds, administrators receive ongoing training by attending conferences and participating in professional organizations.

Analysis and Evaluation for Standard III.A.3

Gavilan College meets Standard III.A.3.

Standard III.A.4

> Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence for Standard III.A.4

Gavilan College adheres to Title 5 §53406, which requires that all degrees and units used to satisfy minimum qualifications must be from United States accredited institutions (III.A-44). This information is clearly stated on the Human Resources website under Employment Opportunities for Administrative (III.A-45), Full-Time Instructors (III.A-38), and Part-Time and Substitute (III.A-39).

Unofficial transcripts that indicate the required degree has been conferred, displays coursework taken, and states final grades, are accepted with the application materials. However, official transcripts are required upon formal employment offer.

The Human Resources Department stores unofficial/official transcripts and equivalency evaluations in the respective employee's personnel file. As can be seen in the Gavilan College catalog, all academic administrators and full-time faculty employees meet the minimum qualifications (III.A-26).

In order to determine the accreditation of an institution, the institution is researched through the proper accrediting agencies. Degrees from institutions outside the United States must be verified by a certified verification and equivalency agency. The process includes the Human Resources Department requesting that the candidate submit their transcripts to an agency for the translation and determination of equivalency. In turn, the agency provides a letter certifying the equivalency for the level of education achieved.

Analysis and Evaluation for Standard III.A.4

Gavilan College meets Standard III.A.4. The Human Resources Department verifies that degrees from qualified personnel were received from a United States accredited institution, or from an equivalent foreign institution. It is required that faculty and management applicants submit educational transcripts and other related qualification documents, such as certificates and licenses.

Standard III.A.5

> The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence for Standard III.A.5

Gavilan College has distinct evaluation processes for faculty, administrative, classified and confidential staff, all of which follow regular and systematic procedures and timelines as outlined in board policies and collective bargaining agreements (III.A-46 and III.A-47). Evaluations document successes and encourage improvement in the performance of duties.

> ➢ **Faculty: Full-time and Part-time**

Faculty members are evaluated in accordance with the process outlined in the Gavilan College Faculty Association (GCFA) contract, Article 19 (III.A-47). The evaluation of all faculty members involve four parts: self-evaluation, peer evaluation, administrative evaluation, and student evaluation (III.A-48, III.A-49, III.A-50, III.A-51, and III.A-52). Full-time non-tenured faculty are evaluated at least once a year for the first four years until they receive tenure. Full-time tenured faculty members are evaluated every three years as cited in Ed Code 87663(a). (III.A-53). Part-time faculty are evaluated their first semester, followed by two more times in the next 5 semesters, and at least one time every six semesters thereafter. The first semester classroom observation is done solely by the supervising administrator and, if the part-time faculty member chooses, there is a peer evaluator also involved. In addition, there are student evaluations and a self-evaluation. All following evaluations in later semesters are done by students, self-evaluation, a peer, if the part-time faculty member chooses, and a Trained Faculty Observer (TFO). If the TFO deems further classroom visits are necessary, the supervising administrator will do a follow-up class visit. In either case, the supervising administrator and the faculty member meet to sign off on the final evaluation document (III.A-47, III.A-48, III.A-49, III.A-50, III.A-51 and III.A-52).

> ➢ **Self-Evaluation by Faculty**

All faculty complete the appropriate Self-Evaluation Form (III.A-48). Faculty members are expected to provide evidence of professional competence and teaching effectiveness. The general criteria that is used in the self-evaluation is outlined in the GCFA contract (III.A-47).

➢ Peer Evaluation of Faculty

Peer observers conduct class visits or visit the main work setting for non-instructional faculty and provide a copy of the appropriate Observation Form to the faculty member (III.A-49).

➢ Administrative Evaluation of Faculty

For full-time faculty, the administrative member of the evaluation team will make one or more class visits and/or observation(s) appropriate to the faculty role which will be reviewed with the faculty member in a timely manner (III.A-50 and III.A-51). Any area of serious concern should be reviewed with the faculty member as soon as they are identified. With part-time faculty, the administrator will make a visit if deemed necessary by the TFO or may make one if the administrator has any concerns.

➢ Student Evaluation of Faculty

Student evaluations provide all faculty with feedback to improve instruction or work duties. All faculty will review with the students the purpose of the evaluation form (III.A-52), the questions and the value of personal written comments. Once the faculty member has explained the process and answered any questions, he or she will leave the classroom. To ensure confidentiality, a student is assigned to distribute, collect and deliver the forms to the Office of Academic Affairs or the offsite manager.

If areas of deficiency are identified for any faculty member, the supervisor will review the areas with the faculty member. If required, the faculty member and the supervisor will collaboratively develop a remediation plan that outlines specific performance improvement objectives, timelines, and subsequent classroom observations. In these cases, a follow-up evaluation is scheduled and the employee's progress is again evaluated against the set goals and objectives identified in the work improvement plan. The remediation and timeline procedures are outlined in the GCFA contract (III.A-47).

➢ Management Employees

Administrators are evaluated annually. An extensive performance evaluation process (III.A-54) that critiques performance in key leadership areas. The process for evaluating administrators is initiated by the president and conducted according to his/her direction. All management employees shall receive a written performance evaluation from their supervisor on the Administrative Performance Review (III.A.54) form on or about May 1 of each fiscal year, for the period from May 1 to April 30.

Goals and Objectives are developed in collaboration with the supervisor and employee. The HRD monitors the compliance of annual performance evaluations.

Additionally, to ensure effectiveness of personnel and to encourage improvement, managers receive training in personnel areas before doing evaluations.

➢ **Classified Employees**

As of Spring 2018, classified employees are evaluated by their manager once per year as set forth in the Classified School Employees Association (CSEA) contract (III.A-46). Probationary unit members are evaluated at least once during their probationary period. The manager completes an employee evaluation form which includes rating the knowledge and quality of work performance (III.A-55). The evaluation form measures the effectiveness of the duties performed, as well as the level of understanding employees have of their job duties.

Employees who exhibit deficiencies in performance during the evaluation process are placed on Performance Improvement Plans (III.A-56). The goal is to remediate employees to a satisfactory level which meets the performance standards of the District. This includes specific targets and deadlines which allows the employee ample time to demonstrate progressive improvement.

Continued unsatisfactory job performance may lead to disciplinary measures. The CSEA contract outlines the process for implementing disciplinary actions and describes conduct that is subject to remediation. Throughout the process, employees are given opportunities to rectify their performance, behavior, and informed of timelines to clarify expectations.

CSEA is in the process of working with the Human Resources Department to revise the current classified evaluation form (III.A-57) and create a separate evaluation form for classified probationary employees (III.A-58). The revised evaluation form addresses CSEA's concerns about the current evaluation form reducing the classified employees to a number grade. Additionally, CSEA reworded the revised form in a positive manner that is conducive to employee-employer relations. The proposed probationary evaluation form will ensure that probationary employees are given the opportunity to meet with their supervisor for training and support during their probationary period. The probationary evaluation form includes more evaluation areas in order to guide new hires to practices and policies that will help them integrate into the Gavilan culture before they become permanent employees. The revised/draft evaluation forms will be sent to Leadership Council for review/edits. If the forms are finalized and approved, they will be used in the Spring 2019 evaluation cycle.

➢ **Confidential Employees**

Confidential employee evaluations follow the Classified Employee evaluation procedures that are outlined in the CSEA contract (III.A-46). Probationary confidential employees receive a written performance evaluation at least once or at the near the middle of the probationary period. If necessary, additional evaluations may be performed during the probationary period. All permanent confidential employees receive a written performance evaluation once per year. However, more frequent evaluations may be performed when there is cause for such an evaluation.

Managers complete the district approved evaluation form for each confidential employee (III.A-55). The form measures the effectiveness of the duties performed, as well as the level of understanding employees have of their job duties. Managers meet with each confidential employee to review the performance evaluation. The confidential employee signs the

evaluation, acknowledging they have received and discussed the evaluation. The confidential employee has ten (10) working days to submit a written response which will be attached to and place with the evaluation in the employee's personnel file.

> ➢ Documentation

All employees are provided with a copy of the final written evaluation by their evaluator. The HRD is the office of record for employee performance evaluations. The final evaluation is maintained in the employee's personnel record.

Analysis and Evaluation for Standard III.A.5

Gavilan College meets Standard III.A.5. All faculty, administrators, classified and confidential staff are systematically evaluated at stated intervals using written criteria established in the GCFA and CSEA contracts, as well as board policies. The District uses formal and consistent processes, forms and schedules to conduct personnel evaluations. All evaluated personnel must meet performance standards related to their job duties and responsibilities. If personnel do not meet the standards, a formal improvement plan is agreed upon to take place within a set amount of time. All evaluation processes are documented and maintained in each employee's personnel record.

Standard III.A.6

> The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence for Standard III.A.6

According to the collective bargaining agreement, full-time and part-time faculty are evaluated at regular intervals (III.A-47). The assessment of learning outcomes and a reflection on how well they are being met is incorporated into various aspects of this regular process.

When faculty are evaluated, each student in the class is offered the opportunity to complete an evaluation form (III.A-52). On this form is a section on assignments, projects, and activities, in which students are asked whether the assignments, projects, and activities are related to the student learning outcomes.

After student evaluations are processed and given to the faculty member, faculty complete a self-evaluation form (III.A-48) prior to their post-evaluation meeting with the area dean. This asks, in part:

"What is your analysis of the Student Evaluations?

What did you learn from the student evaluations that will influence your teaching in the future?"

The combination of the student form and the self-evaluation form allows faculty to see whether or not students are making the connection between the learning outcomes (LO) in the class and how assignments are tied to them. Faculty are asked to reflect on how explicitly and directly teaching is directed by the outcomes and are expected to assess how those outcomes are being used in class; they are asked to plan and discuss how they intend to make adjustments as needed.

 Another part of the self-evaluation form asks:

 "How have you participated in the assessment of student learning outcomes at the course level?

At the program level?

How have you incorporated this feedback towards the improvement of your courses and/or program?"

Here, faculty are asked to reflect on their work with colleagues to assess course and program outcomes. The explicit question regarding the incorporation of the feedback to improvement in teaching requires faculty to discuss how they are using the LO assessment to make actual changes to their teaching and their departments.

In addition to the evaluation process, departments are expected to assess and update SLOs for each class regularly, at least every five years. As part of the collective bargaining agreement, a 20% faculty release position was negotiated: one faculty member is appointed to be a Faculty Liaison with an Emphasis in SLO/PLO and Instructional Improvement (III.A-59). The duties of this position include, in part, working with departments to promote best practices with SLO/PLO assessment as well as taking a leadership role in institutional improvement efforts.

Because the College believes in the importance of SLO/PLO assessment and improvement in teaching and learning, the faculty collective bargaining unit negotiated pay for SLO/PLO work (III.A-60) performed by both full and part-time faculty.

Analysis and Evaluation for Standard III.A.6

The College meets the standard. The evaluation process for faculty includes consideration for how the assessment of learning outcomes is used to improve teaching and learning. The College additionally invests in a faculty liaison position to help departments make meaningful choices related to student and program learning outcomes in regards to institutional improvement. By compensating faculty for SLO/PLO work completed, the College shows its dedication to honoring faculty time in making the SLO/PLO assessment process meaningful.

Standard III.A.7

> The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purpose.

Evidence for Standard III.A.7

The California Community Colleges Chancellor's Office (CCCCO) assigns every community college a Faculty Obligation Number (FON). The CCCCO produces an annual report that states if colleges have complied with the FON. The table below contains Gavilan College data from the Fall 2017 report (III.A-61). In fall 2017, Gavilan College has an obligation of 72.5 full-time faculty. The college employed 83 full-time faculty, exceeding the obligation by 10.5. Furthermore, Gavilan College employed 100.5 FTE part-time faculty (225 part-time faculty members, III.A-62). As a result, the College employed a total of 183.5 FTE faculty. Full-time faculty make up 45.2% of the total number of faculty employed at Gavilan College.

Gavilan Joint Community College District Fall 2017 Faculty Obligation Number Compliance – CCCCO	
Full-Time Faculty Obligation	72.5
Full-Time Faculty Actual	83
Difference	+10.5
Part-Time Faculty Actual	100.5 FTE
Total Faculty Actual	183.5
Full-time Faculty Percentage	45.2%

The District adheres to the Gavilan College Strategic Plan and Operating Budget Standards to determine appropriate staffing levels for each program and service.

Each program is reviewed every three to six years by the Institutional Effectiveness Committee (IEC) to determine program needs and effectiveness (III.A-63, III.A-64). Program review affects all parts of the college community including instruction, student services and administration. Each of these divisions conducts a program review in order to ensure the allocation of resources is made appropriately to meet the needs of the district.

Increases in the number of full-time faculty members may be required when the District receives growth or equalization revenue. Gavilan College complies with the state requirement that an increase be calculated to determine the number of new faculty hires that are to be hired as a result of achieving growth revenue. The District also evaluates the need for additional full-time faculty members in order to meet instructional demands that are difficult to satisfy because of a shortage of part-time faculty members and/or program regulations.

The District follows a two-year full-time Faculty Hiring Plan, which was created in collaboration with all the faculty department chairs and administration (III.A-28 and III.A-29). The plan takes into account the current needs of Gavilan College and is examined and amended annually based upon retirements and other programmatic concerns of the college.

Furthermore, the Human Resources Department keeps part-time faculty applications on file for various disciplines. This allows the College access to a pool qualified and interested part-time faculty candidates at any time as an available resource (III.A-16).

Permanent additions to staffing levels are made with the following considerations:
- Increased state funding which permits/requires adding full-time faculty personnel.

- Additional staff leads to an increase in revenue from FTES.

- Inability to obtain part-time faculty within an academic discipline.

- Workload demands resulting from growth and increased volume of work.

- Need to enhance support services to address additional demands for instructional programs, student retention efforts or increased technology.

- Ability to pay.

- Adherence to 2-year faculty hiring plan.

- Compliance with the "50 percent" rule

- Fulfillment of Strategic Plan initiatives (III.A-65)

Analysis and Evaluation for Standard III.A.7

Gavilan College meets standard III.A.7. The College meets the CCCCO Faculty Obligation Number. Therefore, a sufficient number of full-time and part-time faculty are employed to teach educational programs, fulfill other faculty obligations, and achieve its mission.

Standard III.A.8

> An institution with part time and adjunct faculty has employment policies and practices, which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence for Standard III.A.8

Gavilan College's employment policies and practices concerning part-time faculty can be found in Board Policies and Administrative Procedures, as well as in the GCFA contract (III.A-14, III.A-15, III.A-16 and III.A-66).

➢ **Orientation**

At the beginning of every semester, an orientation is provided for all new and continuing part-time faculty. The orientation covers essential issues such as health and safety, counseling, resources, mentoring opportunities, and review of various departments (i.e. Accessible Education Center, Teaching and Learning Center, Academic Senate). (III.A-67 and III.A-68) If necessary, each division/department will host its own orientations for part-time faculty.

➢ **Oversight**

Department chairs, division deans and managers provide oversight for part-time faculty and ensure that part-faculty understand and abide by College and department policies and procedures. Additionally, full-time faculty members are available resources to new part-time faculty. The formal mentoring program includes a Faculty Development Liaison who has 20% reassigned time to arrange for mentors and support for both part-time faculty and full-time faculty members (III.A-69). In the GCFA contract also provides the managerial oversight provisions. It includes the right to "direct the work of its employees, determine the method, means and services to be provided" and "the right to hire, assign, evaluate, promote, terminate and discipline employees" (III.A-66).

➢ **Evaluation**

The GCFA contract governs part-time faculty evaluations (III.A-66). Part-time faculty members are evaluated once during their first semester, two more times the next five semesters and then one time every six years. Evaluations include student evaluations, self-evaluation, and classroom observation by assigned manager or full-time faculty member, as described in Standard III.A.5 above.

The evaluation team for a part-time faculty member will consist of the supervising administrator and one trained faculty observer. The part-time faculty member being evaluated will be evaluated by the supervising administrator during the first semester of service. Thereafter, the

faculty member being evaluated will select a trained faculty observer to carry out the evaluation. If concerns are raised, the supervising administrator and part-time faculty member meet to discuss concerns and create a remediation plan.

The trained faculty observer (TFO) and administrator each schedule a post-observation meeting with the person under evaluation. The TFO presents and discusses the results of the observation and overall classroom performance as certified on the cover sheet (III.A-70). An administrative evaluation summary, prepared by the supervising administrator, will be included as part of the final evaluation package after the TFO has met with the evaluatee. The final evaluation packet will include the cover sheet, classroom observation, self-evaluation, student evaluation summaries, and the administrative summaries, will become part of the evaluatee's permanent personnel file.

> ➤ Professional Development

Part-time faculty members are required to complete a proportional flex day requirement based upon teaching load. Part-time faculty are required to submit a Flexible Calendar Activities Agreement to the area dean by the last day of each semester (III.A-71).

At the beginning of every fall semester, Gavilan College hosts a Convocation, where professional development sessions are offered in the afternoon (III.A-72). Additionally, before the Spring semester, the college hosts a professional learning day and offers various professional development sessions (III.A-73).

The GCFA contract states that each part-time faculty member is eligible, after teaching at Gavilan for four consecutive fall or spring semesters, to use funds each fall and spring semester for professional travel and conference. (III.A-66).

> ➤ Integration into the life of the Institution

Gavilan College encourages part-time faculty to attend professional development sessions/workshops, department meetings and join committees. The College welcomes input and compensates part-time faculty to assess student learning outcomes (SLOs). Additionally, part-time faculty members are compensated by the college to participate in the union negotiation process as well as assist with the planning and implementation of Guided Pathways. The Academic Senate includes a specific seat that is compensated by the District to be the part-time faculty senate representatives (III.A-74). Other part-time faculty may choose to serve as compensated officers or department representatives.

Analysis and Evaluation for Standard III.A.8

Gavilan College meets Standard III.A.8. The GCFA contract and board policies and procedures govern orientation, oversight, evaluation and professional development of part-time faculty. The College understands the importance and value of its part-time faculty members and therefore

encourages and compensates part-time faculty to become involved in department meeting, governance and committees.

Standard III.A.9

> The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence for Standard III.A.9

Through the integrated planning system, programs are continuously reviewed (III.A-72). Through the program review process, departments identify staffing level needs and submit requests through to the budget process, which is based on the strategic plan and mission of the college. The budget committee evaluates the requests and will submit recommendations to Cabinet. After Cabinet members have thoroughly reviewed the recommendations, they will put forth recommendations for new hires to the Board as an action item. The Board makes the ultimate decision.

Per Board Policy 7110 Delegation of Authority, Human Resources, grants the Superintendent/President of the College to authorize employment, update 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 (III.A-10).

In 2017, the District conducted a classification and compensation study (III.A-1). As a result, various positions throughout the District were reclassified to better meet the needs of the College and improve efficiency. Job descriptions were updated to more accurately reflect the jobs employees are performing (III.A-76).

The Administrative Services Division is composed of Information Systems Department, Business Services and Security Department, and Facilities Services Department. The division is adequately staffed to support the College's needs, mission and purpose (III.A-77). The Administrative Services Division employees each possess the appropriate preparation and experience to support the District's needs.

In 2016, Information Systems Department had one programmer. By 2018, the department expanded to three programmers and one senior programmer. This allowed the department to meet the demands of new technological initiatives and projects campus-wide. Furthermore, in order to remain competitive and recruit qualified candidates, the Information Systems Department members received a 10% salary increase.

In addition, to better serve the District, the classification and compensation study also resulted in reclassifications in the Human Resources Department. Before the reclassification, there were three Human Resources Technicians. After the reclassification, one Human Resources Analyst position was added (III.A-78).

In an effort to ensure that staff members are familiar with best practices in their respective and/or new career fields, Gavilan College encourages staff members to actively participate in professional development. The Staff Development Program and the Professional Growth Program are outlined in the CSEA contract (III.A-79). Through the Staff Development Program, employees are eligible for a one-time reimbursement for completion of approved coursework. Through the Professional Growth Program employees are eligible for salary increases based on the completion of fifteen units of approved coursework.

In addition to the Staff Development and Professional Growth Programs, the Professional Development Committee organizes a Spring Break Professional Development Day for classified staff each year (III.A-80, III.A-81, and III.A-82). During these events, employees receive training, learn about union/contract benefits that are available to them, and interact with one another.

Employees also receive in-person training specific to their responsibilities. All management receive National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS) training. Furthermore, the Facilities Services employees attend safety trainings including but not limited to: Hearing Protection, Protecting Yourself from Blood-borne Pathogens, Preventing Slips/Trips/Falls, Dealing with Work Stress, Emergency Eye Wash & Shower Stations, Back Safety for Material Handlers, Heat Illnesses and Prevention Training, Forklift Certification, Biting Insect, and Distracted Driving (III.A-83).

Analysis and Evaluation for Standard III.A.9

Gavilan College meets Standard III.A.9. Staffing level needs are identified through the continuous program reviews that are completed through integrated planning system. The classification and compensation study allowed the District to reclassify positions to better meet the needs of the College and improve effectiveness and efficiency. Additionally, the Information Department and Human Resources Departments expanded by adding new positions. To ensure staff members possess the appropriate qualifications to support District, various professional development and training opportunities are continuously made available to employees.

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence for Standard III.A.10

Through the integrated planning system, programs are continuously reviewed (III.A-75). For new administrative hires, the Cabinet will make recommendations and send them to the Board as an action item. The Board makes the ultimate decision regarding new positions.

Gavilan College makes decisions about hiring and filling vacant positions by reviewing and analyzing data. For example, in 2017, Gavilan College conducted a classification and compensation study by comparing positions and their classifications to other community colleges. In an effort to increase effectiveness and efficiency, the college used the results of the study to reclassify various positions throughout the District (III.A-1).

After the classification study was conducted and reviewed, three management positions were reclassified to administrative positions. In August 2017, the Superintendent/President implemented a reorganization of Cabinet. This reorganization included the reclassification of the Director of Human Resources to the Associate Vice President of Human Resources and Labor Relations. It also included the reclassification of the Director of Business Services to the Associate Vice President of Business and Security Services. Furthermore, in October 2017, the Director of Institutional Research was reclassified to the Dean of Research, Planning, and Institutional Effectiveness. As of fall 2017, Gavilan College has 23 administrators/managers (III.A-84).

To ensure that administrators are qualified with the appropriate experience and preparation to effectively and efficiently support the divisions and carry out the mission and values, Gavilan College diligently follows recruitment and hiring processes described in Standard III.A.2 and Standard III.A.5.

Job announcements for administrative positions are developed from approved job descriptions and include minimum qualifications and desired knowledge, abilities, skills. The job announcements are then reviewed by Cabinet members in an effort to integrate the position into the college cultural goals. The screening committee refers to the job announcement when reviewing candidates, drafting interview questions, and selecting qualified management employees. The applicants that are selected for management positions are required to submit official transcripts that verify they possess the required degrees and reference checks are conducted to confirm the candidate's work experience. Lastly, the Board makes the ultimate decision regarding new hires.

All administrators hold undergraduate and graduate degrees. The College catalog lists the degrees held by academic administrators. Most academic administrators hold doctorate degrees or master's degrees (III.A-26). In the event that there is a vacant administrative

position, the College attempts to fill the position with interim employees in order to maintain continuity of services.

Analysis and Evaluation for Standard III.A.10

Gavilan College meets standard III.A.10. Gavilan College has a sufficient number of administrators to support the effective and efficient delivery of programs and services to meet the College's mission and goals. All administrators were selected through recruitment and hiring processes outlined in the College's policies and procedures to ensure they meet the minimum qualifications and had the appropriate background and experience. All administrators hold the required degrees.

Standard III.A.11

> The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence for Standard III.A.11

Personnel policies are included in the Board Policies and Procedures, updated online by the Office of the Superintendent/President after Board of Trustees' approval. The Board Policies and Procedures are revised as needed periodically to conform to Community College League of California templates as state regulations change. General personnel policies and procedures are adopted by the Board of Trustees and available on the District's intranet website for review and information (III.A-9). Additionally, the College is currently working to implement BoardDocs, which will allow user friendly public access to updated policies and procedures. Procedures that are specific to classified and faculty employees are found in the specific contracts for that bargaining unit. (III.A-66 and III.A-85).

Board Policies and Administrative Procedures provide information regarding expected conduct and outline the procedures for employees. They also provide information regarding resolution in cases where employees do not feel the policies and procedures are fair and/or feel they have not been administered appropriately. This includes the following policies and procedures:

- BP/AP 3410 Nondiscrimination (III.A-86, III.A-87)

- BP/AP 3430 Prohibition of Harassment (III.A-88, III.A-89)

- AP 3435 Discrimination and Harassment Investigations (III.A-90)

Personnel policies and procedures are generally driven by a combination of changes/ amendments to the Education Code, state and federal law, and the Fair Labor and Standards Act. When mandated changes occur, the District works with legal counsel to develop appropriate policies and procedures. New policies and procedures are discussed with the college's constituent groups prior to implementation. If a change/amendment requires specific training for employees, the Human Resources Department (HRD) coordinates training and workshops at various levels.

For example, AP 3435 (III.A-90) requires employers to provide sexual harassment and discrimination training for all managers and supervisors every two years. To make sure there is compliance, the HRD coordinates and monitors attendance of this training. Throughout the school year, the Director of Human Resources conducts sexual harassment training for tutors and other staff as needed.

The District has developed extensive written policies and procedures to ensure fairness in all phases of the employment process (III.A-12, III.A-17, and III.A-18). These hiring procedures were developed in collaboration with all of the College's constituent groups: classified staff,

faculty, administrators, managers/supervisors, and student body representatives. Hiring procedures are developed in collaboration with the College's shared governance structure.

Every job announcement and job application contains language indicative of the District's commitment to non-discrimination (III.A-91).

All new employees receive and are required to sign the following policies and procedures:

- Oath of Affirmation of Allegiance (III.A-92)

- Drug-Free Workplace Policy (III.A-93)

- Confidentiality Agreement (III.A-94)

- Sexual Harassment Policy (including Alleged Discrimination/Harassment Complaint form) (III.A-95)

The Human Resources Department assists administrators and managers with implementing new personnel policies as necessary. If specific assistance is needed with implementation, the HR department works with the particular department to ensure training is completed so there is a clear understanding of what changes may need to be addressed.

If employees are failing to meet expectations outlined in the policies and procedures, then they may be subject to the consequences outlined in the following discipline and dismissal procedures:

- BP 7360 Discipline and Dismissal – Academic Employees (III.A-96)

- BP/AP 7365 Discipline and Dismissal – Classified Employees (III.A-97, III.A-98)

 In addition, if employees perceive that they have not been treated fairly, they may refer to the grievance procedures in the GCFA and CSEA contracts (III.A-66 and III.A-85). The collective bargaining agreements for each union are posted on the Human Resources webpage.

Gavilan College aims to resolve disputes, complaints and grievances at the lowest level possible, for example, at the supervisory level or in meetings with management and union representatives.

Analysis and Evaluation for Standard III.A.11

Gavilan College meets Standard III.A.11. The Board Policies and Administrative Procedures that relate to personnel are published online for immediate review. The policies and procedures are fair and equitable, and are regularly updated to ensure compliance with state regulations. Gavilan College makes an effort to resolve disputes, complaints, and grievances at the lowest level possible.

Standard III.A.12

> Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence for Standard III.A.12

Gavilan College has woven throughout its institutional documentation a sense of equity and the encouragement of unique expression. A key component of Gavilan College's mission is to cultivate learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments. The mission of the College is only one place where diversity is supported and facilitated. Additionally, the College's values statement includes, "A college environment and social climate characterized by inclusiveness and mutual respect for all students, staff and community…" (III.A-34).

In 2011, the Gavilan College Board of Trustees adopted the Gavilan College Principles of Community, a set of ideals that all Gavilan employees strive to maintain. In 2018, the principles were reviewed and revised. The principles include the following statement regarding diversity:

> "Gavilan College aspires to be diverse – we embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community." (III.A-34).

The Gavilan College 2017-2019 catalog includes the following non-discrimination statement:

> "The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities." (III.A-99).

Students can find the same statements, as well as procedures for reporting discrimination in the Student Handbook which is available to all students and can be found in the Student Center, on the Gavilan website and throughout campus (III.A-100)

The Board of Trustees has adopted policies and procedures related to academic and staffing diversity and equal opportunity to support the college's educational programs and employment practices. They are as follows:

- BP/AP 3410 Nondiscrimination (III.A-86; III.A-87)

- BP/AP 3420 Equal Employment Opportunity (III.A-101; III.A-102)

- BP 7100 Commitment to Diversity (III.A-9103)

- BP/AP 7120 Recruitment and Hiring (III.A-11; III.A-12)

The Human Resources Department (HRD) ensures all newly hired employees are aware that Gavilan College is an equal opportunity employer by including an Equal Employment Opportunity (EEO) letter/statement and an affirmative action applicant survey on both the faculty and classified application forms (III.A-104 and III.A-105). In addition to this statement, the classified employment application states that Gavilan College is an equal opportunity/affirmative action/Title IX/Employer of Disabled, committed to hiring diverse staff. It encourages all qualified individuals from diverse backgrounds to apply. All job announcements for open positions also include a non-discrimination statement (III.A-25).

Recruitment and hiring procedures require that members of the screening committee are given training on EEO and Title 5 regulations (III.A-35 and III.A-36). Additionally, the screening committee training covers the importance of a diverse workforce, bias awareness, and interview guidelines. Screening committees develop interview questions and are required to ask a diversity question to access the candidate's commitment to and experience working with diverse backgrounds.

In order to attract diverse candidates, the Human Resources Department allocates fund to pay for job postings to be placed with online diversity advertising sources such as:

- AsiansInHigherEd.com

- BlacksInHigherEd.com

- HispanicsInHigherEd.com

- LGBTInHigherEd.com

- NativeAmericansInHigherEd.com

- WomenAndHigherEd.com

- VeteransInHigherEd.com

To ensure that information related to EEO, diversity, and inclusion is current, the Associate Vice President of Human Resources and Labor Relations belongs to the following professional associations:

- International Public Management Association for Human Resources

- Statewide Association of Community Colleges (Joint Powers Authority) – Human Resources Advisory Committee

- Northern California Community Colleges (Joint Powers Authority), Board Member

- President/Chairperson – Bay Area Chief Human Resources Officers (Bay 10)

- Association of California Community Colleges Administrators (ACCCA)

In addition, the college runs a separate Spring Break Professional Development Day for classified staff each year (III.A-80, III.A-81, and III.A-82) . During these events, employees receive training, learn about diversity practices, and interact with one another.

In 2018, Gavilan College invited Eugene Whitlock to be the keynote speaker at Convocation/Professional Learning Day. The keynote speaker presentation was titled "Equity, Diversity and Unconscious Bias". The presentation discussed diversity, diversity, equity and student success, and equity-minded classroom practices that benefit all of our students. The presentation also addressed how we can minimize the impact of our biases in the hiring process so that we can select the best candidates for our district (III.A-106).

In September 2018, Gavilan College sent a team of employees to part 1 of a series of Equal Employment Opportunity (EEO) workshop segments. The workshop segments are hosted by Institutional Effectiveness Partnership Initiative and the Chancellor's Office Legal division. The segment focused on data collection and analysis in support of a college's or district's EEO program. The workshop series was designed to provide attendees with an overview of available data resources, the importance of building a diverse faculty, and how effective data utilization can positively impact student outcomes (III.A-107).

The Human Resources Department provides annual employment and ethnicity data to the CCCCO to be publish in the annual Faculty and Staff Demographics report (III.A-108). In addition, the Gavilan College Research, Planning, and Institutional Effectiveness (RPIE) provides demographic data on employees Fact Book webpage (III.A-109).

The Equity Committee is advisory to appropriate college bodies regarding student equity issues and efforts. One of the roles of the Committee for Student Equity includes creating and updating the current student equity plan. The Student Equity Plan aims to assist identified diverse groups achieve educational goals (III.A-110). Additionally, strategy 4 of the Gavilan Joint Community College District Strategic Plan 2015 – 2020, aims to recruit and develop staff to foster success for the College's diverse students in their attainment of educational and/or career goals (III.A-65).

In 2016, Gavilan College developed an Equal Employment Opportunity Plan, through the work of the Shared Governance Equal Opportunity Committee, which was approved by the Board of Trustees. The plan illustrates the Districts commitment to attract, hire, and retain staff who are sensitive to, and knowledgeable of the needs of the continually changing student body. In 2018, the College revised the Equal Employment Opportunity Plan and submitted the plan to the Chancellor's Office (III.A-111). The plan explains the measures the District will take in order to identify and address existing gaps. For example, the District will work closely with the Equal Employment Opportunity Advisory Committee and the Equity Committee to evaluate and analyze the District trends. The EEO Advisory Committee, in collaboration with the Equity Committee and Human Resources Department, will work closely to identify gaps in areas such as promotion, retention, voluntary resignation, termination and discipline. Additionally, the Human Resources Department will monitor the District's workforce composition and applicant

pools for employment on an ongoing basis to evaluate the District's progress in implementing the plan to provide data required for the analysis, and to determine whether any monitored group is underrepresented. Lastly, the plan explains the transition to using an online applicant tracking system (through CCC Registry), where applicants can voluntarily disclose demographic information when applying for a job. Not only is this beneficial to the college, as it collects applicant demographic data for reporting, but it also enables applicants to submit all application materials electronically.

Analysis and Evaluation for Standard III.A.12

Gavilan College meets standard III.A.12. Gavilan College's mission, values, and principles of community demonstrate that the College believes in and is committed to diversity. Board policies and administrative procedures regarding EEO in recruitment and hiring processes, nondiscrimination, and prevention of harassment. The policies and procedures are published on the website and are available to employees and students in various methods. To secure funding, Gavilan College complies with federal and state regulations, including tracking and reporting employment diversity. Additionally, Gavilan College has integrated equity and diversity into its Student Equity Plan and Strategic Plan.

Standard III.A.13

> The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence for Standard III.A.13

Gavilan College provides a solid framework for ethical behavior mandated for all of its employees. The Board of Trustees has demonstrated its commitment to developing and implementing several policies to guide administrators with facilitating programs and policies that ensure ethical behavior is fostered in its employees.

The District has written policies established by the Board of Trustees that provide codes of conduct applicable to all employees and students. These items are published in the Board Policies and Procedures on the District's website (III.A-9), in the College catalog (III.A-112), and included in all hiring packets. Employees have access to all board-approved policies and they are given copies of certain policies and procedures during the new hire orientation that includes: Prohibition of Sexual Harassment and Hate Crimes, Drug Free Policy, and Injury and Illness Prevention procedures. To comply with State mandates, management staff completes Sexual Harassment and Discrimination Training every two years.

Board Policy 2715 (III.A-113) is the Code of Ethics/Standards of Practice for the Board of Trustees, and Board Policy 2710 (III.A-114) is the Conflict of Interest policy for the district. Administrative Procedure 2710 (III.A-115) describes the Conflict of Interest procedures for all

district personnel. Additionally, Board Policy and Administrative Procedure 3050 Institutional Code of Ethics (III.A-116; III.A-117), states that employees are expected to be committed to honesty, professionalism, and fairness. It states that Gavilan College aspires to be diverse, open, purposeful, and just.

Other Board policies and procedures applicable to all employees include:

- BP 7310 Nepotism (III.A-118)

- BP/AP 3430 Prohibition of Harassment (III.A-88, III.A-89)

- BP/AP 3540 Sexual and Other Assaults on Campus (III.A-119, III.A-120)

- BP/AP 3410 Nondiscrimination (III.A-86, III.A-87)

- BP 3435 Discrimination and Harassment Complaint Procedures (III.A-121)

- BP/AP 3550 Drug and Alcohol Free Environment and Drug Prevention Program (III.A-122, III.A-123)

- BP/AP 3560 Alcoholic Beverages (III.A-124, III.A-125)

There are many other Board Policies and Procedures that encompass professional ethical behavior expectations:

- Oath of Affirmation of Allegiance (III.A-116)

- Principles of Community (III.A-117)

- Drug Free Policy (III.A-93)

- Gift Acceptance Policy (BP 3820 Gifts) (III.A-126)

- Computer Use Policy (AP 3720 Computer and Network Use) (III.A-127)

- Political Activity (BP 7370 Political Activity) (III.A-128)

- Personal Use of Resources (AP 7371 Personal Use of Public Resources) (III.A-129)

The combination of the aforementioned policies all contribute to the district assurance and support for a high standard of ethics.

> ➢ **Discipline**

For faculty/academic personnel, Board Policy 7360 Discipline and Dismissals (III.A-96)– Academic Employees governs how these employees are disciplined. It states that the Board shall determine the nature of the penalties if an employee is to be penalized for one or more of the grounds set forth in Education Code section 87732 (III.A-130).

For classified personnel belonging to the California School Employees Association (CSEA), professional ethics and performance standards are outlined in BP 7365 Discipline and Dismissal – Classified Employees and in the CSEA contract (III.A-131).

Any known or reported ethical violation of a policy is reviewed and/or investigated by the Human Resources Department. The results of the review/investigation determine the appropriate action to be taken where a violation has occurred, including recommending to the President corrective actions and discipline up to and including termination of employment.

Analysis and Evaluation for Standard III.A.13

Gavilan College meets Standard III.A.13. A code of ethics is laid out in board policies and the CSEA contract language with specific disciplinary consequences for violations. Some policies pertain to all employees, while others pertain to specific groups. Upon hire, all new employees are provided with this information and all Board policies and procedures are posted on the Gavilan College Board Policies and Procedures webpage.

Standard III.A.14

> The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence for Standard III.A.14

There are numerous programs available at Gavilan College to enable and encourage members of the support staff, faculty, and administration to remain current in their respective fields of expertise.

➢ **Classified Employees**

Classified Professionals are encouraged to enroll in Gavilan College credit courses, which may be available to them free of charge through an Enrollment Fee Waiver Program. The eligibility criterion for Enrollment Fee Waiver Program is outlined in the CSEA contract (III.A-132).

Additionally, the Staff Development and Professional Growth Programs, which are summarized below and outlined in greater detail in the CSEA contract, are available to classified professionals (III.A-132). The Professional Growth Committee is a group of CSEA Unit Members who approve or deny all staff development and professional growth requests. The Committee shall consist of not more than five (5) classified professionals that are appointed by CSEA.

- **Staff Development Program**: provides a one-time reimbursement for completion of approved coursework.

- **Professional Growth Program**: provides salary increases based on the completion of fifteen units of approved coursework.

- **Professional Growth Leave**: After five years of service in the District, classified professionals may apply for Professional Growth Leave and may be eligible to receive 50 percent of their full salary for one year. An eligible employee may apply through the Professional Growth Committee for a leave to complete interrupted studies, learn by observing methods used in industry or other educational institutions, or get a substantial start on a goal of better education. The application in writing must present a detailed description of the proposed activities to the District. Applications that are accepted are recommended to the Board of Trustees by the President. During the leave the employee may be entitled to the benefits of a classified professional (however only 50 percent of service time can be credited by the Public Employee's Retirement System) (III.A-131).

In addition to the Staff Development and Professional Growth Programs, the Professional Development Committee, which is a shared governance committee, organizes a Spring Break Professional Development Day for classified professionals each year (III.A-80, III.A-81, and III.A-782). During these events, employees receive training, learn about union/contract benefits that are available to them, and interact with one another.

➢ Faculty

Currently, there are seven flex days for full time faculty; five are designated as "contract flex" days and two as "mandatory flex" days. These two mandated days offer professional development sessions and also opportunities to work as a department on SLOs and PLOs. (III.A-72, III.A-73, III.A-133, and III.A-134). Part-time faculty members have a proportional flex day requirement based upon teaching load. For the flexible contract days, faculty members may attend planned campus activities or may contract to do individual activities. Faculty members may also remain current by using district funds to attend appropriate workshops/conferences. Each full-time faculty member has $400.00 each academic year for professional travel and conference. Unused funds can be rolled over to the next year and accumulated for a two-year period. A portion of no less than $50.00 may carry over to a second consecutive year (III.A-135).

After a part-time faculty member has taught four consecutive fall and/or spring semesters at Gavilan, the part-time faculty member is eligible, to use $100 a semester for professional development and conferences. If part-time faculty members choose to accumulate this allotment for a two-year period, a portion of no more than $200.00 and no less than $50.00 may carry over to a second consecutive year (IIII.A-135).

For full-time and part-time faculty members, there are several types of professional growth opportunities available including sabbaticals, conferences, workshops and Professional Development Plans per approval by the Faculty Professional Learning Committee. Full-time faculty members who are granted sabbatical leave may apply for a year-long (60 percent pay) or semester-long (100 percent pay) leave. They may receive track advancement or career increment credit for completion of individually chosen coursework and/or special projects in their assigned areas or in other areas that contribute to the improvement of teaching. The Faculty Professional Learning Committee approves courses and projects used for track advancement (III.A-136).

Full-time faculty members who submit an individual Professional Development Plan that specifically supports the College Strategic Plan can receive up to $250.00 in addition to the $400 per year. The individual Professional Development Plan must be submitted to the Department Chair and/or the Vice President of Academic Affairs (III.A-135).

Focused Inquiry Groups (FIGs) and Faculty Learning Communities (FLCs) have been established to gather faculty together to read and discuss current research and to brainstorm, pilot, and assess projects in classrooms across disciplines.

FIGs are initiatives led by faculty, staff, students, and/or administrators to pilot innovative projects, putting into practical use new teaching and learning experiences and then meeting to evaluate their success. In 2015-16, the following FIGs operated - Information and Resource, Communication, Instructional Improvement, Early Alert/Early Connect, Academic Support Services, Habits of Mind, and Professional Learning. In 2016-17, Information and Resource, Communication, Academic Support Services, and Habits of Mind continued to operate and Guided Pathways was added. (III.A-137) In 2017-18, a Homelessness FIG was added. (Jan, do you have any more evidence on what this FIG accomplished?)

An FLC is a small group of interdisciplinary faculty engaging in an active, collaborative, year-long program with a specific set of curriculum to enhance teaching and learning with frequent seminars and activities that provide learning, development, the scholarship of teaching and learning, and community building. Each topic-based learning community designs a curriculum to address a special campus or divisional teaching and learning need, issue, or opportunity. These FLCs offer membership to and provide opportunities for learning across all faculty ranks.

The Teaching and Learning Center (TLC) provides a broad array of resources and trainings. Tutorials are offered to enhance proficiency with programs such as iLearn, Moodle, Gradebook, Canvas, and Excel. The TLC also offers trainings such as "The Librarian is IN: Faculty Consultations for Library Resources," and Gavilan Online Teacher Training (GOTT). Off-campus trainings are available through @One website. Self-paced lessons are provided as well. The Staff Development Committee will give participants credit for participating in online courses and trainings. One unit can be counted toward track advancement, a half unit can be counted toward career increment, and 24 hours of flex time can be earned.

The TLC is open five days per week for drop-in training for staff and faculty. It provides a flexible, innovative, and cost effective way to introduce administrative and instructional technology to all Gavilan employees, both part and full time. It is also available for part-time instructors who do not have an office, as well as other Gavilan employees wishing to use the technology available in the TLC. The TLC provides a flexible space for staff to collaborate. Grant funding has helped equip the TLC with the latest innovative technologies and adequate space.

The TLC also maintains a webpage (III.A-138) with online help pages for staff and faculty, online modules for instructors to practice the various programs and technological materials at their own pace, as well as regular facilitated training sessions, both group and individual. The Teaching and Learning Center maintains a webpage calendar with scheduled trainings plus email links and telephone numbers to TLC support staff. The TLC site also maintains communication forms for requesting online course shells, troubleshooting help, training, or requesting an EduStream account.

➢ Administrators

For administrators, there are individual travel/conference funds available for workshops and conferences. Administrators can also attend on campus flex activities. Additionally, they go on a retreat annually to address current needs of their division and participate in regional meetings as required to stay current on regulations and trends.

The District is also a member of the Bay Area Community College Districts Consortium providing additional opportunities for employees to participate in a broad range of professional development trainings and workshops (III.A-139). As part of the Basic Skills initiative, faculty and staff attend free workshops organized through the California Community Colleges Success Network (3CSN).

Additionally, Gavilan College administrators attend various trainings and professional association conferences, including but not limited to (III.A-140):

- Association of Chief Human Resources Officers (ACHRO)

- Community College Internal Auditors (CCIA)

- Association of Chief Business Officials (ACBO)

  - ACBO Training Institute II

- Disaster Cost Recovery Training

Analysis and Evaluation for Standard III.A.14

Gavilan College meets Standard III.A.14. The District offers numerous programs and professional development opportunities to classified employees, faculty, and administrators. Enrollment Fee Waiver Program, Staff Development Program, Professional Growth Program and Professional Growth Leave are made available to classified employees. Flex days, sabbaticals, conferences, workshops, and Professional Development Plans are made available to faculty. Funds are available for administrators to attend conferences and workshops.

Standard III.A.15

> The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her records in accordance with law.

Evidence for Standard III.A.15

Confidential employee personnel files are securely stored in a lockable file located in the Human Resources Department (HRD), which is secured with an alarm system. In addition, the following records are securely stored in the keyed areas in the HRD: recruitment records and files for employees that have been inactive for the past three years.

Medical, Workers' Compensation files and I-9 Forms are kept separately to protect private, sensitive information of employees. The HRD has adequate space for storage of current personnel documents. This extensive file organization process keeps personnel records secure whenever human resources personnel need to access them. Employees who wish to review their files can call and make an appointment with a staff member from the HRD.

Four board approved administrative procedures (AP) govern how Gavilan College secures and maintains personnel records. AP 3300 Public Records states the procedures regarding requests to access public records. AP 3300 also lists records that are exempt from public disclosure (III.A-141). AP 3310 Records Retention and Destruction provides procedures for how records (physical or electronic) are legally retained or stored (III.A-142). AP 6520 Security for District Property states that locking software for computers will secure district property, including electronic records (III.A-143). AP 7145 Personnel Files grants employees the right to review their personnel record at the Human Resources Department. The employee may request copies of their personnel records (III.A-144). The four administrative procedures meet federal and state requirements. Using the Community College League of California (CCLC) recommended language, the administrative procedures are regularly updated.

Provisions contained in the Board Policies and Procedures, the Gavilan College Faculty Association (GCFA) contract, and the California School Employees Association (CSEA) contract limit access to employee files (III.A-145 and III.A-87). The GCFA contract gives specific instructions on what to include in personnel files. It provides employees the right to inspect their files upon request, provided that the request is made at a time when the employee is not actually required to render services to the district. The CSEA contract provides that a CSEA representative, field staff, or local chapter officer shall have access to a unit member's personnel file providing that there is signed authorization from the unit member. The authorization is required to be specific as to the date of the authorization and the actual date of the review.

Gavilan College adheres to employee contracts, the Privacy Act of 1974, and Health Insurance Portability and Accountability Act regulations when maintaining records.

Analysis and Evaluation for Standard III.A.15

Gavilan College meets Standard III.A.15. Board approved administrative procedures, which incorporate current state and federal laws, govern how Gavilan College secures and maintains confidential employee personnel records. The administrative procedures also grant employees access to their personnel records.

Standard III.A Evidence

III.A-1	Classification & Compensation Report 2017
III.A-2	Human Resources Department Salary Schedules
III.A-3	California Education Code Section 70901.2
III.A-4	California Education Code Section 70902(b)(7) & (d)
III.A-5	California Education Code Section 87100 et seq.
III.A-6	California Education Code Section 87458
III.A-7	Title 5, Section 53000 et seq.
III.A-8	Academic Senate for California Community Colleges–Minimum Qualifications for Faculty and Administration in California Community Colleges
III.A-9	Board of Trustees Policies and Procedures Web Page
III.A-10	AP 7100, Delegation of Authority, Human Resources
III.A-11	BP 7120, Recruitment and Hiring
III.A-12	AP 7120, Recruitment and Hiring
III.A-13	AP 7125, Verification of Eligibility for Employment
III.A-14	BP 7210, Academic Employees
III.A-15	AP 7211, Faculty Service Areas, Minimum Qualifications, and Equivalences
III.A-16	AP 7212, Temporary Faculty
III.A-17	AP 7215, Academic Employees: Probationary Contract Faculty
III.A-18	BP 7230, Classified Employees
III.A-19	BP 7240, Confidential Employees
III.A-20	AP 7240, Confidential Employees
III.A-21	BP 7250, Educational Administrators
III.A-22	BP 7260, Classified Supervisors and Managers
III.A-23	BP 3420 Equal Employment Opportunity
III.A-24	AP 3420 Equal Employment Opportunity
III.A-25	Full-Time Faculty Physics and Engineer Job Announcement
III.A-26	College Catalog 2017-2019, pp. 254-257
III.A-27	Full-Time Faculty Hiring Procedures
III.A-28	Full-Time Faculty Hiring Plan 2018-2019
III.A-29	Full-Time Faculty Priority Process
III.A-30	Reference Check Template
III.A-31	Part-Time Faculty Hiring Process
III.A-32	Administrative Recruiting and Hiring Procedures
III.A-33	Classified, Supervisory & Confidential Recruitment and Hiring Procedures

III.B. Physical Resources

Standard III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence for Standard III.B.1

Gavilan Joint Community College District (GJCCD) facilities are constructed to meet or exceed Division of the State Architect (DSA) standards including the federal Americans with Disabilities Act (ADA) which assures access, fire/life safety, and structural/seismic safety. Additional

building improvements or modifications are completed using applicable codes, standards for accessibility, and coordination/approval with appropriate jurisdictional authorities.

Buildings are designed and built with sufficient capacity to support our programs and class schedules. The College provides computers and other instructional equipment and the infrastructure to support them, including data and audio-visual wiring for projectors and control systems.

Specific examples outlined below are shown to demonstrate that in addition to being sufficient, Gavilan's physical resources are accessible and offer safety and security while contributing to a healthful learning and working environment.

➢ Facilities Self-Inspections

The College's Facilities Department performs inspections at each campus along with our insurance carrier and Statewide Association of Community College (III.B-1). The director of the department or the designee identifies and creates work orders to address conditions such as defective ladders, proper labeling of equipment, heavy items stored on top of cabinets, or receptacles requiring proper covers (III.B-2). On an ongoing basis, if students or staff members experience safety issues, access issues, or physical issues electronic work orders are created and assigned to Facilities staff to remedy.

➢ Shared Governance Committees

The College places great value on maintaining a safe working and learning environment for all members of the College community, as well as accessibility, as some of the examples above show. The Board of Trustees directs the College's facilities and security departments to implement policies on facilities, health, and safety issues that arise. The Facilities and Grounds Committee (III.B-3, III.B-4) , and The Health and Safety Committee (III.B.1-5, III.B-6) meet monthly to discuss safety issues and remedies for all campuses. Membership includes two classified members, two faculty members, one administrator appointee, one ASGC appointee, the Associate Vice President of Business Services, and the Vice President of Student Services on both committees, with the addition of the campus Sheriff's Deputy on the Health and Safety committee.

➢ Exterior Lighting

The College asked a consultant engineering firm to inspect exterior lighting at the campus. Based on their recommendations, the College replaced all exterior lighting fixtures with LED lights, which have a longer lifespan and provide greater visibility (III.B-7).

➢ HazMat Disposal

The College maintains permits from the Certified Unified Program Agency of the County of Santa Clara as part of the Hazardous Materials and Hazardous Wastes Regulatory Program (III.B-8, III.B-9). Gavilan is updating hazardous materials business plans annually. Semi-annually, the college hires a vendor to safely collect, remove, and properly dispose of

hazardous materials, including expended paint, light fixtures, chemicals and universal waste. The JPA representative handles disposal of their medical waste in coordination with Allied Health Sciences and the Facilities Departments. The Santa Clara County Environmental Health Services Department conducts regular inspections of this waste.

➢ SWACC Inspections

Every other year, the College's insurer, Keenan and Associates, conducts inspections of most buildings and grounds as part of the Statewide Association of Community Colleges (SWACC) program that addresses liability exposures unique to community colleges. Their concerns are primarily safety and risk-related such as trip hazards, proper chemical storage, staff training, preventive maintenance of and safety guards for equipment, anchored shelving, wiring and power safety, proper clearances for electrical panels, and housekeeping. Keenan reports and prioritizes deficiencies for the College to remedy and requests status updates. The current SWACC report was issued in May 2016 (III.B-1). In an effort to maintain healthy environments and safe facilities, Facilities implements remedies to identified deficiencies through in-house repairs, contracting out, or assigning to another department (III.B-2).

➢ Santa Clara County Department of Environmental Health Inspections

The Santa Clara County Department of Environmental Health conducts biannual inspections of the College's pool facility and the cafeteria on the campus (III.B-8). The Environmental Health Services Department's issues permits for the facilities. (III.B.-9)

➢ Elevator Inspections

The college contracts an outside vendor for the inspections, maintenance, and permitting of its 2 elevators. The College has a maintenance service contract with a specialized elevator service company whose proprietary products provide the best service and price. The Facility is notified by the contractor for keeping permits current. Facilities contact the State of California Department of Industrial Relations Division of Occupational Safety and Health Elevator, Ride, and Tramway Unit prior to the expiration of the permit and request that they perform an inspection. After the inspection, the state lists any needed repairs via a Preliminary Order (III.B.10). These are immediately forwarded to the respective elevator maintenance vendor and scheduled for repair (III.B-10).

➢ Fire Department and Fire Alarm and Sprinkler

The Office of the State Fire Marshal Cal Fire inspects the Gavilan Campus for safety deficiencies and works cooperatively with the College in remediation. Likewise, the San Jose Fire Department conducts regular inspections for the Coyote Valley Campus. Ensuring the College's fire alarm system, Ansul system and fire extinguisher programs are maintained. The College contracts with an outside vendor to perform all the required testing and any needed repairs throughout the year (III.B-11).

➢ **Fire Extinguishers**

Maintenance crews, security officers, and other staff members are trained and attend an annual refresher training course (III.B-12, III.B-13, III.B-14, III.B-15). Custodians inspect the fire extinguishers monthly for deficiencies. If the extinguisher clears inspection then the tag is signed and the unit remains in use. If the extinguisher is deficient, it is removed from service and replaced by a refurbished one (III.B-16, III.B-17).

➢ **Safe Drinking Water**

The College has two deep water well systems that provide water for drinking, irrigation, and cleaning for the entire campus. The College works with the California State Water Resources Control Board – Drinking Water Division. Gavilan follows the state mandated sampling requirements for over 100 organic, inorganic, bacteria, lead, and copper contaminants (III.B-18). Sampling is required at various intervals throughout the year and are conducted by a consultant with both Water Treatment Operator (WTO) certification and a Water Distribution Operator (WDO) certification.

From 2013 to 2015 the college installed two new water 669,000 gallon tanks, drilled a new deep water well system, and replaced over 2 miles of pipe separating the fire system and irrigation system from the domestic water system. This work increases the volume of water for the fire system. Backflow prevention devices (BPD) (III.B-19) are used to protect potable water supplies from contamination or pollution ensuring safe drinking and washing water for building users. The College owns 25 BPDs on the main campus and two at the Coyote Valley site. California State Water Resources Control Board – Drinking Water Division requires the College to test the main campus BPD's annually while the City of San Jose Water District requires the same for the coyote Valley site. Qualified vendors perform this annual testing and necessary repairs (III.B-20).

➢ **Facilities Personnel Training and Best Practices**

Appropriate training is essential for Facilities staff safety and efficiency and regular training for safe work practices and use of equipment includes reviewing the Injury Illness Prevention Program (IIPP). Other sessions include Fire Extinguisher Training, Confined Space Training, Lock-Out Tag-Out, Electrical Safety, Fork-lift Training, First Aid/CPR/AED, Hearing Protection, and Blood-Borne Pathogen Programs (III.B-21).

➢ **Security**

The College's security protocols are outlined in numerous Board policies (BP) and administrative procedures (AP) including: BP/AP 3500 Campus Safety (III.B-22, III.B-23), BP/AP 3501 Campus Security and Access (III.B-24, III.B-25), BP/AP 3505 Emergency Response Plan (III.B-26, III.B-27), BP/AP 3510 Workplace Violence Plan (III.B-28, III.B-29), BP/AP 3515 Reporting of Crimes (III.B-30. III.b-31), BP/AP 3520 Local Law Enforcement (III.B-32, III.B-33), BP/AP 3530 Weapons on Campus (III.B-34, III.B-35), BP/AP 3540 Sexual and Other Assaults on Campus (III.B-36, III.B-37), BP/AP 3560 Alcoholic Beverages (III.B-28, III.B-39).

➢ **Emergency Response Plans and Guidelines**

Administrative Services Department is responsible for emergency response plans and procedures which are located in all classrooms, hallways, and meeting spaces. These plans include the emergency operations plan, emergency response procedures, and other emergency or hazard response plans or procedures per the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) guidelines. The Emergency Guidelines Handbook is a quick reference for campus staff. This handbook includes information about campus emergency response centers, evacuation areas, emergency phone numbers for campus police and first responders, as well as suggestions for dealing with suspicious or disruptive people. Information about fire, earthquake, other environmental threats, and utility blackouts is also included (III.B-40).

The Campus Security Department's Emergency Preparedness Web page includes a video reenactment on how to be prepared for an active shooter on campus and provides tips on ways to stay safe and get help should an active shooter situation occur (III.B-41).

➢ **Gav Alert and Emergency Operations Command Center**

Gav Alert is a mass emergency notification system that enables security and select Gavilan Management to broadcast emergency messages to students, faculty, and staff via voice, text, and email (III.B-42). The Emergency Operations Command Center consists of ten managers trained to implement strategic functions in the case of emergencies such as weather events that affect the campus grounds and facilities, seismic events, active shooter, or other emergencies. A secure, centrally located space at the Gilroy Campus serves as a reliable hub to conduct business during an emergency. Planning and communication with local agencies strengthen the effectiveness of the effort. The group convened on November 3, 2015 (III.B-43), met again in fall 2016, and will participate in training two to three times per year.

➢ **Healthful Learning and Working Environment**

All recent facilities projects were constructed with healthful learning and working environments in mind. Security fencing was installed around projects, care was taken to perform potentially hazardous tasks during hours when the campus was closed.

Gavilan has and enforces policies on drugs, alcohol, and smoking. These include BP/AP 3550 Drug and Alcohol-Free Environment and Drug Prevention Program (III.B44, III.B-45) and BP/AP 3570 Smoke-Free Learning and Working Environment (III.B-46, III.B-47)

Analysis and Evaluation for Standard III.B 1

The College meets the standard. The Gavilan Joint Community College District has sufficient physical resources wherever it provides services. Facilities are constructed and maintained to provide accessibility to all and a safe environment by conducting ongoing inspections and remedying any deficiencies, and providing a variety of safety trainings for maintenance and

operations staff. Security is enhanced by clear emergency protocols and training opportunities, installing uniform locking systems, and improving exterior lighting. The College has created a healthful learning and working environment by removal of asbestos materials, hazardous waste materials, and universal waste materials. Gavilan College has implemented an Injury Illness Prevention Program and enforces policies regarding a smoke, drug, and alcohol free campus.

Standard III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence for Standard III.B.2

Over the last decade, Gavilan's physical resources have improved immensely, due to the financial support of the community through a 2004 bond measure and the College's staff and leadership.

➢ **Current Facilities**

Gavilan Joint Community College District (GJCCD) has five campuses; the main campus in Gilroy, Coyote Valley in San Jose, Morgan Hill, the Briggs campus in Hollister and the Aviation Technology Program at the San Martin Airport. The Gilroy Campus has 43 facilities on 131 acres 275,783 Gross Square Feet (GSF) of building space, most constructed prior to 1977. The Hollister Site has 1 facility 8,984 GSF of building space, constructed prior to 1986; tenant improvements performed in 1996 and leased through the City of Hollister. Morgan Hill Site has one facility which is 10,600 GSF of building space constructed in 1995 and leased through the City of Morgan Hill. San Martin Aviation Program consists of 5 buildings which are a total of 8,056 GSF of building space constructed in 2016 and leased through the County of Santa Clara Roads and Airports Department. Coyote Valley Site has 5 buildings on 15 acres and has 28,800 GSF of building space constructed in 2016.

In 2004, district voters passed a $108 million bond to rebuild or replace Gavilan's aging buildings and 12 years later, bond modernization has been completed with the following major changes: the Gilroy Campus modernized eleven buildings and built two new facilities(III.B-48), the Coyote Valley Campus was added (III.B-49), and the Aviation Technology Complex at the San Martin Airport (III.B-50) .

➢ **Facilities Planning**

In fall 2017, HPI Architecture conducted a facilities condition assessment. The report categorized needed repairs by system and placed them into various sections including Building Conditions. The report also provided options for financing and recommendations for short-term projects until major funding could be secured (III.B-51).

In September 2017, the college consultants began the process of creating a new district wide Facilities Master Plan (FMP) involving all four of the College's sites. Under the guidance of the Vice President of Administrative Services, the consultants based the study on the EMP and conducted discussions with students, faculty, governance groups and committees, local

community groups, and surrounding agencies. Also, they surveyed students and staff to find out how they currently use facilities and to identify needed public, private, group, and individual learning spaces (III.B-52).

As part of this Facilities Master Plan process, current design, material, and process standards were identified. The various District trades staff has been involved in discussions as to how they currently work and what changes might be suggested to make their work more efficient. Statistical information includes current and forecasted space needs utilizing past, current, and projected.

> ➢ **Facilities Renovations**

Numerous renovations have already occurred on the Gilroy campus from 2007 to 2017 as part of the 2004 bond. The modernized buildings include:

- Multi-Purpose Building

- Art Building

- Humanities Building

- Music Building

- Math Building

- Life Science Building

- Physical Science Building

- Cosmetology Building

- Business Building

- Social Science Building

- Security/Facilities Building

Other projects funded by the bond were the San Martin Airport Facility, the Coyote Valley Facility, and purchasing land in Hollister for future buildings to expand services to the growing community.

In 2016-2017, the College's Student Center at the Gilroy Campus was renovated to seismically upgrade the building to meet the current standards.

Student Services was moved to a prominent location in the Student Center at the Main Campus and made more visible by creating an open floor plan with spacious service windows. Students can easily identify the space and the layout streamlines the admission process to help reduce

queues during peak times. All workstations and counters meet ADA requirements providing accessibility for both students and staff.

➢ Equipment Replacement

Requests for new or replacement instructional equipment happen in a formal program review process. Departments make requests to the Budget Committee which ranks the requests based on justifications made regarding the Educational Master Plan and department-based program plans. The subcommittees submit recommendations to the Budget Committee, which scores the requests (III.B-53) and submits them to the superintendent/president who makes the final determination regarding funding.

New technology, as well as upgrades, have been substantial and are ongoing. For example, with the completion of the last bond project, all classrooms are now equipped with a computer and a projector. Many classrooms also have document cameras.

➢ Maintenance

In addition to Information Technology, Audio/Visual and Facilities are departments that are responsible for maintaining physical resources at Gavilan. The Audio/Visual Department maintains all of the audio/visual equipment and services to classes at all campuses and provides technology training for faculty, students, administrators, staff, and for other college-related activities.

The facilities department does preventive maintenance and emergency repairs to structures, utilities, mechanical and electrical systems. The work order system consists of an email system (III.B-2) that deals with day-to-day emergencies and also automates preventive maintenance assignments for all equipment, such as routine emergency power generator inspections, mixing valves, hazardous waste inspections, boiler inspections, and HVAC equipment filter replacements (III.B-54). Preventative Maintenance is performed by both internal maintenance personnel and outside contractors.

➢ New Features and Upgrades

In alignment with Gavilan's commitment to social and environmental responsibility, the college has embarked on several energy efficiency projects to create a smaller carbon footprint while reducing liabilities for budgetary purposes. These projects include a partnership with Sunpower to lower peak demand billing costs by installing solar photovoltaic fixed-tilt carport Systems on the Gilroy Campus. Also, the pool boiler was replaced with an energy efficient heat exchanger which operates from the building boiler system and the main pool pump was replaced with an upgraded pump and a Variable Frequency Drive for the motor. The swimming pool, which was leaking an estimated 20,000 gallons of water daily, was replaced and new pool covers purchased to reduce the amount of natural gas used to heat the water. The college has also replaced a majority of the lighting on campus with Light Emitting Diode (LED) lamps. Areas replaced with LED lighting are:

- Parking Lot lighting (all including carports).(III.B-55)

- Wall Pack Exterior Lighting (various buildings).III.B-56

- Walkway Lights (all exterior).III.B-57

- Gymnasium Lights (all). III.B-58

- Theater (house light tubes).

- Music Building MU 101 (tubes and canned lighting)

Analysis and Evaluation for Standard III.B.2

The completion of Gavilan's facilities bond project list resulted in major upgrades and replacements of its facilities and instructional equipment. The district voters' authorization, in 2018, of a second bond will allow remaining work at all campuses to be completed. The new Facilities Master Plan is based on extensive facilities assessment and a wide range of input from internal and external constituencies. Facilities and instructional equipment prioritization align with Gavilan's mission and programs and services as well as upgrades and changes that reflect its commitment to social and environmental responsibility.

Standard III.B.3

> To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence for Standard III.B.3

Gavilan College uses multiple planning components to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. The Educational Master Plan and the Facilities Master Plan guide the feasibility and effectiveness of the College's physical resources in supporting institutional programs and services. The Facilities and Grounds (III.B-3) and the Curriculum Committees (III.B-59), Student Learning Outcomes (SLOs) (III.B-60) and the Board of Trustees' Facilities and Utilization committee (III.B-61) provide additional guidance. Reviewing space utilization in conjunction with course scheduling throughout each academic year optimizes current need. The Facilities Master Plan (III.B-52)and the annual update of the Five-Year Capital Outlay Plan (III.B-62) identify projects in relation to existing lecture, laboratory, and office space in relation to capacity workload measures. The Five-Year Scheduled Maintenance Plan (III.B-63) is annually updated to evaluate the institutions facilities and equipment. The Space Inventory Report (III.B-64), updated annually, monitors the institutions utilization and defines how effectively space is used.

Equipment is assessed on a regular basis through both institutional and departmental processes. The institution reallocates resources as necessary to meet changing instructional and operational needs as evidenced in the Strategic Plan and Program Plans as well as in Institutional Effectiveness Committee (IEC Facilities Report III.B-65) reviews. Each department completes and IEC review every three to six years. The institution also participates in the statewide Association of Community Colleges annual liability assessments.

The institution contracted with HPI Architecture to evaluate the condition of mechanical units including HVAC data/building management systems (III.B-66). In addition, they completed an educational asset inventory on all campuses and identified scheduled maintenance projects for the next ten years.

The College stakeholders, through a participatory process, annually update the Five-Year Strategic Plan (III.B-67). Physical resource planning is integral in accomplishing many of the strategic goals, including those involving College locations at the main Gilroy Campus and locations in Morgan Hill, Hollister, San Martin Airport, and Coyote Valley. The Facilities Master Plan (FMP) identifies the future needs and potential areas of growth for the district. The FMP is driven by the mission statement and integrated with the College's other planning documents such as the, Educational Master Plan, Strategic Plan , and the Technology Master Plan. The selection projects for the current Facilities Master Plan (FMP) were based upon data collected

from community surveys and forums, a campus-wide evaluation of existing facilities, and projected data regarding program and enrollment growth. (III.B-52).

Through the Institutional Effectiveness Committee (IEC) program review process, each program and department conducts a self-study that includes an assessment of facility and equipment needs for that area. Program reviews describe how each department views the future of its program and help identify facility and equipment needs (III.B-68).

Guided by the Facilities Master Plan and the Five-Year Scheduled Maintenance Report, the District plans and implements scheduled maintenance projects for the repair and renovation of existing facilities as well as the new construction and modernization. The Scheduled Maintenance Five Year Plan 2015-2020 (III.B-63) helps determine what an item and/or project will cost and when it should be replaced and/or repaired.

Analysis and Evaluation for Standard III.B.3

In order to assure the ability of its physical resources to support programs and services, the college plans and evaluates its facilities, physical resources, and equipment on a regular basis through facilities master plan updates, annual five-year capital outlay plan updates, annual five-year scheduled maintenance, and annual program reviews. In addition, the college has contracted with third parties for extensive facilities reviews that provide detailed information for planning and improvement purposes.

Standard III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence for Standard III.B.4

In spring 2017, Gavilan Joint Community College (GJCC) completed a facilities condition assessment (III.B-69) to allow the College to align its new bond expenditures and Facilities Master Plan requests with the planning of facilities.

In Fall 2017, a Facilities Master Plan was started that involved all functional areas of the District. Utilizing the demographic and programmatic needs data from the recently completed Educational Master Plan, a review of the existing inventory of buildings was performed that resulted in recommendations for the renovation of existing or construction of new facilities to meet these current and projected instructional needs. All constituent groups and operational areas of the district participated in the development of the Facilities Master Plan to ensure that the college is aligning projects with the program plans and user groups, but also make sure stakeholders are integrated into the planning process from inception of a project to its completion.

These studies and evaluations directed by the College contain a Total Cost of Ownership (TCO) component in the analysis that helps to define options available to the overall plan. TCO is a formula the College uses to evaluate choices based on total lifetime costs associated with a decision. It includes total cost of acquisition and operational costs, including maintenance and energy. It is based on the estimated total lifetime of the equipment of system or on a set period of years sometimes exceeding the lifetime of a particular component, and if so the cost also includes replacement costs.

Gavilan Joint Community College District

Total Cost of Ownership Calculations for Future Projects using 2016 - 2017 data

	$	GSF	$Per GSF
Utilities	553,402	300,579 $	1.84
Maintenance	761,568	300,579 $	2.53
Custodial	567,980	300,579 $	1.89
Total	**1,882,950**	$	**6.26**
		Maintenable SQ.FT	
Grounds	507,548	3,740,497 $	0.14
Total yearly cost		$	**6.40**

Project Name	New GSF	Existing GSF	Net GSF	Project Cost w/o Equipments & Prog. Mgmt	Operating Yearly Cost $ 6.40	Capital Renewal Cost 0.015	First Cost 75 Years	Total Cost of Ownership
Student Services	43,106	-	43,106 $	30,496,358 $	275,878 $	457,445 $	406,618 $	1,139,942
Library/LRC/Student Center	69,923	38,803	31,120 $	41,924,913 $	199,168 $	628,874 $	558,999 $	1,387,041
STEM	16,000	-	16,000 $	12,445,153 $	102,400 $	186,677 $	165,935 $	455,013
Visual & Performing Arts Complex	53,020	17,569	35,451 $	38,515,324 $	226,886 $	577,730 $	513,538 $	1,318,154
Career/Tech Ed.	14,586	-	14,586 $	11,419,126 $	93,350 $	171,287 $	152,255 $	416,892
Kinesiology & Field Improvements	15,123	-	15,123 $	8,771,776 $	96,787 $	131,577 $	116,957 $	345,321
San Benito - Multidisciplinary Building	36,619	-	36,619 $	24,843,599 $	234,362 $	372,654 $	331,248 $	938,264
Total	**248,377**	**56,372**	**192,005 $**	**168,416,249 $**	**1,228,832 $**	**2,526,244 $**	**2,245,550 $**	**6,000,626**

Notes
1. The Operating Cost/Year = $6.40x GSF using Gavilan College Data. APPA data was $8.67, and was not used.
2. Capital Renewal = $0.015 x CRV with 1.5% of current replacement value per year as an established standard
3. First Cost is amortized over anticipated life of facility estimated as 75 years
4. These calculations do not factor in inflation adjustments

Long range capital projects at Gavilan College originate in discussion with staff and community and are then outlined and incrementally achieved through the college planning process. Gavilan College has a number of long-range capital projects that are based on its educational planning to support its mission. Long-range capital planning is basic to the college's Strategic Plan (III.B-67) and Educational Master Plan (IIII.B-70), Facilities Master Plan (III.B-52), Five-Year Construction Plan (III.B-71), and Technology Master Plan (III.B-72).

The main campus was initially planned to accommodate an enrollment of 5,000 students and now serves about 5,200 FTE with a headcount of 15,500. While the 2004 bond funded much needed modernization projects, the college continues to plan for modernizing the remaining facilities and building new ones.

The program review process allows the Facilities Development and Facilities Master Plan Committees to evaluate individual program needs in conjunction with data generated from the District's management information system such as program and student data from Banner and user input. The committee uses an integrated approach in the reviewing of pertinent data related to any facilities project on the college campus. Also, this integration allows for a life cycle approach to identifying data associated with a building.

Analysis and Evaluation for Standard III.B.4

Gavilan's long- range capital planning is integrated into its Integrated Planning Model and supports its educational master plan. All constituents, including the Gavilan Trustees, the Facilities department, and the Facilities Utilization Committee, are involved from the beginning of planning a new Facilities Master Plan. Gavilan completed all facilities improvements that were slated in its 2004 Bond and district voters approved a new bond that will enable the college to build and renovate additional facilities.

III.B Evidence

III.B-1   SWACC Property and Liability Inspection, June 2016

III.B-2   Work Order Tasks

III.B-3   Facilities and Grounds Committee Agenda

III.B-4   Facilities and Grounds Committee Minutes

III.B-5   Health and Safety Committee Agenda

III.B-6   Health and Safety Committee Minutes

III.B-7   Light Replacement Map

III.B-8   Environmental Health Permit

III.B-9   Environmental Health Permit, Medical Waste

III.B-10   Preliminary Elevator Order

III.B-11   Local Fire Department, Fire alarm and Sprinkler testing

III.B-12   Training Sign up sheet

III.B-13   Training Photo

III.B-14   Training Photo

III.B-15   Training Photo

III.B-16   Extinguisher Tag Front

III.B-17   Extinguisher Tag Back

III.B-18   Water Board Monitoring Results

III.B-67   Strategic Plan 2018-2013

III.B-68   IEC report-generated identifying maintenance needs

III.B-69   2017 Facilities Needs Assessment

III.B-70   Educational Master Plan

III.B-71   Five-Year Construction Plan

III.B-72   Technology Master Plan

Standard III.C.1

> Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence for Standard III.C.1

Gavilan Joint Community College District (GJCCD) has made significant efforts to provide appropriate and adequate technology resources to support the institution's management and operational functions, academic programs, teaching and learning, and support services. A plethora of new technologies and enhancements have been implemented to streamline operational processes, deliver instructional content efficiently, and provide support to student services effectively.

> ➢ **Identification of Technology Needs**

GJCCD identifies technology needs through inputs from multiple sources to ensure technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the District's academic and operational functions. Given below is a list of committees, surveys, and documents from which inputs are gathered:

- District Technology Committee

- Technology Master Plan 2014-2019

- Annual Program Plans and Budget Requests

- Institutional Effectiveness Committee (IEC) Program Review

- Distance Education Committee

- Other participatory governance committees, sub-committees, or task forces

- IT Help Tickets/Requests

- Student, Faculty, and Student Surveys

- Third-Party Contractor

The District Technology Committee (DTC) is a participatory governance committee comprised of representatives from the college's constituent groups (i.e., Student, Faculty, Professional Support, Director/Confidential, Administration) and Divisions (i.e., Instructional Services, Students Services, Administrative Services). (III.C-1). In order to enhance the operation of technology on campus effectively, decisions regarding technology services, support, facilities, hardware, and software are prioritized through the DTC. The DTC analyzes and finalizes decisions regarding the technology needs and the stated initiatives in the Technology Master Plan (III.C-2).

The DTC creates an annual task force to update the Technology Master Plan (TMP). The TMP is a "living" document which identifies and develops initiatives that will best support the overall strategies of the College. It is integrated with the Gavilan College Mission Statement (III.C-3), Strategic Plan (III.C-4), 2017 Educational Master Plan (III.C-5), and the Facilities Master Plan (III.C-6).

The task force collects technology needs from several sources and completes a prioritization list of initiatives from the entire College community. (III.C-7). In addition to being listed in the TMP as a priority, budget requests are included in each department's or division's program plans. Once the technology needs are identified and prioritized, annual program plans and budget requests are initiated for major technology projects (III.C-8). For example, the Content Management System (CMS) was identified as a technology need and became a TMP initiative in 2014. (III.C-9). The DTC evaluated several CMS products, and provided a recommendation for Cascade CMS. (III.C-10). The Informational Technology (IT) department submitted a program plan and budget request for FY 2014-15, which was ranked high by the Budget Committee (III.C-11). In 2015, GJCCD purchased the Cascade CMS, and we were able to go-live by Fall 2016.

All departments and programs participate in the annual program plan and budget cycle, in which resources are requested to support institutional strategies/goals, Institutional Effectiveness Committee (IEC) recommendations, or Student/Program Learning Outcome assessment results. In addition to the annual program plan and budget cycle, all departments and programs go through a comprehensive program IEC review/self-study every three to six years. The DTC evaluates program plans, budget requests, and IEC self-studies to identity any new technology needs.

GJCCD also identifies technology needs through other participatory governance committees, sub-committees, task forces, and divisional/department areas. Since 2015, the following technologies were identified and implemented: Canvas Learning Management System (Distance Education Committee), Cascade CMS (WebHeads Sub-committee), CurriQunet Curriculum Management Systems (Curriculum Committee), GradGuru/ Go2Orientation/Cranium Café/EAB Navigate (Student Success Task Force), AcademicWorks/CampusLogic (Financial Aid), CI Solution for Student ID cards (Associated Students of Gavilan College) and Board Docs (District Technology Committee; UA Task Force) (III.C-12; III.C-13, III.C-14).

GJCCD has a support help desk for faculty and staff as well as a helpline for students which is currently staffed by the Admissions and Records Department. Technology and training needs are identified from these support requests. Help-line personnel gather technology needs and forward the information to Information Technology (IT) department. Requests are either fulfilled by IT or forwarded to the DTC for collaborative discussion. Many needs are effectively met through help desk requests.

Surveys of faculty, staff, and students are administered throughout the year to evaluate the technology needs of the District. These include online surveys, computer center surveys,

distance education surveys, administrative services surveys, and off-site surveys. Overall, the surveys indicate a satisfactory level in regards to current technology. (III.C-15). According to the 2018 Accreditation employee survey, 57% of employees agreed or strongly agreed that the Gavilan's technology support is sufficient to meet the mission of the institution and 76% of employees have a satisfactory or excellent experience with their desktops computers or laptops (III.C-16, III.C-17). According to the 2018 Accreditation student survey, 91% of students agreed to strongly agreed that Gavilan supports student learning through services such as computer labs (III.C-18).

In 2015, GJCCD contracted with an outside consultant to complete an Information Technology (IT) infrastructure needs assessment encompassing the following areas: Data Center Core Computing, Disaster Recovery and Business Continuity Planning, Infrastructure Support Staffing and Support Tools, Access-to-Computing-Systems and Technology Refresh Planning. This report provides cost estimates for the recommended improvements to deficiencies found in the District's IT infrastructure (III.C-19).

> ➤ Appropriate and Adequate Facilities for Management and Operational Functions, and Teaching and Learning

As previously stated, GJCCD contracted with an outside consultant to complete Information Technology (IT) infrastructure needs assessment. One recommendation was for GJCCD to virtualize its data center. Virtualization reduces the number of physical servers thereby reducing staff support effort, ongoing system maintenance costs, and power consumption (III.C-20). Virtualization provides a greater ability to centrally manage the computing needs of the college and more quickly recover from hardware failures or other disasters. A key advantage of virtualization is the ability to easily package and transport applications systems computing environments to alternate disaster recovery processing locations.

According to the 2018 Accreditation Survey, 37.08% of employees and 55.81% of students responded that WiFi reliability was excellent to satisfactory. (III.C-17, III.C-21). Another recommendation from the IT infrastructure needs assessment was to upgrade its Core Data and Edge Network to increase the performance and reduce response times required by end system users. (III.C-20). In addition, it was recommended that GJCCD upgrade the Campus Fiber Optics Backbone and Cabling that were not covered by Measure E, a facilities improvement bond passed in 2004. The campus fiber optics backbone is the high-speed data communications freeway that connects the campus buildings' wired and wireless networks to the data center core computing environment, and the Internet. As network payloads and applications increase, higher performance is required. Higher backbone speeds are the key to providing higher performance and response times demanded by multimedia applications, streaming video, and online interactive application systems.

After reviewing the IT infrastructure needs assessment, DTC recommended that GJCCD virtualize its data center, upgrade its core data and edge network, and upgrade the campus fiber optics backbone and cabling not covered by Measure E (III.C-22). The IT department submitted a program plan with a budget request, which was rated high by the Budget Committee as a

priority to purchase. (III.C-8). In January 2017, the District purchased equipment for the network infrastructure from various funding sources.

The TMP and the Minimum Technology Standards for Classrooms and laboratories, a component of the Technology Master Plan, serve as guides for College technology implementation (III.C-23). Through Measure E, GJCCD was able to retrofit all classrooms using the media-enhanced technology to create "smart" classrooms. A smart classroom includes a computer teaching station with broadband Internet connectivity integrated with a VCR/DVD player supporting closed-captioning, audio and video controls, and LCD projector, and stereo speakers. Smart classrooms have become a standard feature in all renovated buildings. In addition, Measure E provided a mobile cart for the presentation screen used in instructor training sessions. Once the Measure E funding had been exhausted, many classrooms were renovated from the Media Services budget, Stem Grant, or Title V monies. Many classrooms still need to be updated either through wiring or new projectors, see Appendix D in the Technology Master Plan (III.C-24).

> ➢ **Appropriate and adequate hardware to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Besides the Gavilan campus, Gavilan's IT department provides support for all programs and services at all four offsites (Morgan Hill, Hollister, Coyote Valley and San Martin). Technical needs are addressed through site surveys (III.C-15). The TMP addresses prioritization, standards for hardware, software, the internet, and network management, and outlines a 5-year Desktop Computer Replacement Plan. According to the 2018 Accreditation Employee survey (Q45), 43% of employees agree to strongly agree that the college replaces and maintains technological equipment on a predetermined basis to ensure that all program needs are met (III.C-25). IT replaces outdated desktops in accordance to its Desktop Computer Replacement Plan as funds are available (III.C-26). IT reviews annual Program Plans to identify additional hardware not included in the Computer Replacement Plan. In recent years, computer replacement has been funded either through Measure E bond or through grants. Based on the IT infrastructure needs assessment, it is recommended that GJCCD lease desktop computers (similar to the Data Center) to avoid large unplanned expenditures as IT equipment reaches end-of-life (III.C-20). We are currently evaluating alternative procurement options for our desktop computers such as leasing or virtual desktop infrastructure. According to the initiatives from the TMP, the Smart Classrooms on campus and at the off-site locations need to be updated to ensure that there is appropriate and adequate hardware in the teaching and learning environments (III.C-27). The Appendix D of the TMP lists the Smart Classroom Prioritization list as a guideline for planning (III.C-24).

In 2017, GJCCD began its Centralized Printing Project to help reduce printing costs, increase efficiencies, and improve its carbon footprint. An assessment report was completed and recommendations were suggested on centralized printing by Monterey Bay (III.C-28). After researching a wide range of print solutions, the college chose Konica Minolta multifunction printers/copiers (MFP) to replace out-of-support copiers and costly desktop printers. In addition,

GJCCD is using Papercut software to allocate printer services to departments efficiently, provide cost reports for departmental chargebacks, and enable users to print to any MFP copier/printer from any device (III.C-29).

➢ **Appropriate and Adequate technology services to support the institution's management and operational functions.**

The Information Technology (IT) Department coordinates the delivery of professional services to various departments and deploys technologies that benefit the entire GJCCD. IT has improved its technical support and is working to address technical issues. Gavilan has hired many contractors to configure Banner modules (e.g., Human Resources, Finance, Payroll, Student, Financial Aid) and digital document archiving (e.g., Banner Document Management System). Additional resources were focused on improving the workflow in Human Resources, Payroll, and Finance. Other engagements involved network security evaluation and redesign.

In 2016, IT collaborated with the Business Department on implementing online requisitions. Prior to the online requisition project, GJCCD personnel submitted paper requisitions and quotes for approval. Once approved, the Purchasing Agent would manually input data from the paper requisitions into the Banner system. The entire process of requisition creation, approvals, input into Banner, and budget verification would take 2-4 weeks to generate a purchase order (III.C-30). The online requisition system enabled users to create requisitions online, verify availability of budget up front, and send to the appropriate staff for approvals. Once approved, the requisition is routed to the Purchasing Agent electronically. This allows the Purchasing Agent to review requisitions and generate a Purchase Order immediately. The online requisition system reduced the requisition process from 2-4 weeks to 1 week (III.C-31).

Another technology project supporting the institution's management and operations functions is the Human Resources (HR) / Payroll implementation. IT collaborated with both HR and Payroll departments on implementing an in-house Payroll system. Prior to 2017, GJCCD contracted with Santa Clara County Office of Education (SCCOE) for payroll services. HR and Payroll staff would log into the SCCOE system to input data enabling SCCOE to process the GJCCD payroll and submit the STRS/PERS retirement data. Starting November 2015, GJCCD contracted with Ellucian to help implement the HR/Payroll module in its Banner ERP system. An Ellucian consultant worked with HR, Payroll, and IT staff for 14 months on strategic planning, helped with configurations, provided ongoing training, and tested parallel payrolls and documentations (III.C-32). GJCCD went live with its in-house Payroll system in January 2017.

➢ **Appropriate and Adequate software for academic programs, teaching and learning, and support services.**

In Fall 2016, the District implemented its new content management system called Cascade Server by Hannon Hill. The District worked with a local web design contractor to develop a responsive design framework ensuring easy navigation from tablets and smartphones. The overall design is cleaner and more user-friendly and allows for quick updates and stronger branding of the institution. In addition, the new website has been designed to improve student access to information regarding matriculation, registration, financial aid eligibility, and available

programs and services (III.C-33). Gavilan continues to strive toward ADA Section 508 compliance by utilizing the following Chancellor's Office software programs such as: Compliance Sheriff and Equidox. For instance, results from the Compliance Sheriff reports are discussed monthly at the Universal Access Task Force meetings (III.C-34). During the summer of 2018, the Chancellor's Office will be replacing Compliance Sheriff with a new software program, and Gavilan will implement the new program the following semester.

In Summer 2017, the District migrated from Moodle to Canvas for its learning management system. Canvas is currently used for all online courses as well as for face-to-face courses as a means to communicate with students and provide additional support. Canvas has been adopted by the California Community Colleges Chancellor's Office Online Education Initiative (OEI). In addition, the College subscribes to Turnitin, which allows teachers to check for plagiarism. Canvas and Turnitin have been widely used by faculty across disciplines for both distance education and face-to-face courses (III.C-35).

In Fall 2017, the District implemented CurriQunet Meta, a cloud-based curriculum management system. It interfaces with the Chancellor's Office Curriculum Inventory for management information system purposes, improves the efficiency of curriculum workflow processes, and allows for better access to the course outline inventory by the GJCCD and general public (III.C-36).

The District is a member of the Education Advisory Board (EAB) Student Success Collaborative. EAB is a collection of community colleges, including six in California, committed to redesigning registration and decision-making processes to increase student goal attainment. In alignment with its mission of student success and innovation, Gavilan College implemented the EAB Navigate technology platform. EAB Navigate includes a personalized onboarding path, a smart program matcher, customized degree plans, best-fit student schedules, and term-to-term nudging and registration to prompt students to complete each step in the enrollment process (III.C-37). Despite its dynamic features, the EAB Navigate software was not being fully utilized by students. After research by the Student Services division and IT, the District is planning to discontinue the use of the EAB Navigate software due to its low utilization (III.C-38).

The college is replacing EAB Navigate with several cost-effective technologies such as Cranium Cafe and Go2Orientation.

Since 2010, the student support services areas developed online tools for students and counselors. Gavilan continues to utilize DegreeWorks, a comprehensive academic advising, transfer articulation, and degree audit solution. The primary use of DegreeWorks is that it assists students and counselors in creating an educational plan. It can be viewed, or edited online, instead of a paper copy (III.C-39). Another software solution offered by student support services is Go2Orientation. Go2Oriention is a web-based software platform that is customizable, supports video and audio files, and interfaces with the student information system when a student has successfully completed the module(s) (III.C-40). Counselors customized this online orientation with modules that could be reviewed by students as needed.

The District consolidated most software acquisitions and procurements into yearly subscription packages for cost saving measures such as: Dell (III.C-41), Microsoft (III.C-42) and Adobe (III.C-43), and they are now readily available to the District's employees (III.C-44).

Analysis and Evaluation for Standard III.C.1

The District evaluates the effectiveness of technology using various methods, such as survey results from students, staff, faculty and input to the District Technology Committee (DTC). Also, the DTC is also involved in identifying the technology needs of the main campus and the four offsite locations. According to the 2018 Accreditation Survey, 37% of employees and 56% of students responded that Wi-Fi reliability was excellent to satisfactory (III.C-17, III.C-45). In addition, the IT Needs Assessment recommended that the District upgrade its core and wire/wireless network. To increase the Wi-Fi reliability, GJCCD purchased new Ruckus Wi-Fi Access Points to replace its out-of-support Xirrus WiFi Access Points. IT completed the first phase of the upgrade by deploying all Ruckus Wi-Fi Access Points. IT is implementing the final phase of deploying the centralized Ruckus Cloud Wi-Fi portal system. Once deployed, students, faculty and staff will be able to access secure, faster, and reliable Wi-Fi access.

When the Technology Master Plan is updated, input regarding the technology needs and completed initiatives is requested from the entire college community (III.C-1). The TMP creates a prioritization list that the College can utilize when making strategic technology and resource allocation decisions (III.C-1). The TMP initiatives are organized by the following priorities: 1) Safety, 2) Security, 3) Compliance, 4) Cost Savings, 5) Education, and 6) Operations. Status is assigned to each initiative for tracking progress, and budget is one of the options. If funding is necessary to complete the initiative, a program plan and budget request is completed. Funding is not always available to address these initiatives, such as: the 5-year Computer Replacement Plan, so research and analysis to find other funding supports for IT is imperative.

Standard III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence for Standard III.C.2

Gavilan College continuously plans for, updates, and replaces technology to ensure its technological infrastructure has the quality and capacity to adequately supports its mission. In the message from the 2017 Educational Master Plan (EMP), Dr. Kathleen Rose, Gavilan's Superintendent/President, stated that this plan "is a comprehensive review to determine how our curriculum, campus, and infrastructure will meet the current and future needs of our students" (III.C-2). Just as the EMP is a blueprint to inform the other college's plans, the 2014-2019 Technology Master Plan (TMP) guides Gavilan's technological development through the shared governance decision-making process (III.C-2). The TMP is integrated with the initiatives from the college's various documents and plans such as: the Mission, Strategic Plan, Educational Master Plan, and the Facilities Master Plan (III.C-2). The purpose of the TMP is to prioritize initiatives developed in this process and identify and clarify the technology resources needed to successfully implement these initiatives (III.C-2). The TMP initiatives are developed within the following areas: Institutional Services, Administrative Services, Instructional Services, and Student Services. Gavilan's technology needs are identified through the District Technology Committee (DTC), individual program plans and budget requests (III.C-8), and program reviews (III.C-46) through the Institutional Effectiveness Committee (IEC). The DTC forms a task force to review and update the Technology Master Plan (III.C-2). Technology issues are discussed at the District Technology Committee meetings and then committee members disseminate information and receive input from their respective constituent groups. Once decisions are made, recommendations from the committee are forwarded to the President's Council for final determinations. The committee publicizes the technology-related decisions by posting the Technology Master Plan and the District Technology Committee meeting minutes on their website (III.C-1).

Management, support, and procurement of technology is the responsibility of the Information Technology (IT) Department that is centralized at the District's main campus in Gilroy. In addition, the IT Department supports the off-site locations in San Martin, Hollister, Morgan Hill and Coyote Valley. The Director of IT leads this department, which coordinates technology planning, prioritization and budgeting with others in the College leadership, including Deans, Vice Presidents, and various managers. In regards to staffing the IT Department, the 2014-2019 Technology Master Plan follows the guidelines listed in the Chancellor's Office Statewide Technology II Plan (III.C-2). Within this plan, the Gartner Group and the Telecommunications and Technology Advisory Committee (TTAC) determined the appropriate Total Cost of Ownership (TCO) model for the community college environment (III.C-47). Gavilan uses this model as a guide for developing a baseline minimum requirement for Information Technology.

According to this model, Gavilan's IT Department has a technical support staffing shortfall of approximately 20 technical support positions (III.C-47).

The broad mission of the IT Department is to provide Gavilan students, faculty, and staff with technological equipment and services that enable learning and growth within a diverse community. Services include device and software support, web development, programming, training, and seeking out and procuring up-to-date technology for the campus. The IT department also gathers and reports campus-wide data for the Community College Chancellor's Office (III.C-5). Since the TMP does not delineate funding strategies, these are developed through collaborative discussion among the relevant parties. (III.C-2). The IT Department and the managers work together to identify strategies to fulfill the proposed initiatives. The Director of Information Technology (IT), VP of Administrative Services and Facilities/Maintenance Director work together to develop timelines for classroom renovations and handle immediate issues that come up when equipment fails.

Technology needs are identified in several ways: surveys and focus groups, annual program reviews, specific user group feedback, District Technology Committee meetings, comparison to industry standards, and assessments by the Information Technology (IT) Department Director and consultants. Surveys of faculty, staff and students are administered throughout the year to evaluate the technology needs of the District. These include online surveys, computer center surveys, distance education surveys, and administrative services surveys. For example, in 2015 when the college was researching the need to update the Gavilan website, media preference surveys were administered, and sections of the website to be modified were identified. These surveys addressed the website appearance, content, navigation and functionality of the website from a user perspective (III.C-48). These surveys were used by the particular DTC subcommittee (the "Webheads") and were instrumental in planning and implementing the newly designed website. This subcommittee has representatives from all college constituents, and they have been meeting regularly since 2012 (III.C-49).

One task force that reports directly to the District Technology Committee is the Universal Access (formerly Section 508) task force. This task force was reconvened in October, 2015 and is co-chaired by the High Tech Center (HTC) instructor from the Accessible Education Center (AEC) and the Section 508/ADA Coordinator. The charge of the Universal Access (UA) task force is to develop a campus-wide implementation plan that enforces our current ADA Section 508 policy and administrative procedures. The group's ultimate goal is to embrace a fully accessible and culturally sensitive campus. The four distinct areas of access challenges include: procurement, web-enhanced instruction, campus web sites and alternate media formats. The task force has researched several other colleges' procurement processes, best practices and case studies, added language to our vendor contracts, and attended several accessibility workshops. They have disseminated a survey on electronic and information technology (EIT) to the college (III.C-50), and they have developed a Roadmap to Compliance checklist (III.C-51). The Gavilan Web Developer runs Compliance Sheriff reports on the Gavilan website to check for web accessibility and reports to the committee monthly (III.C-52). The HTC instructor and a few of Gavilan staff have been trained on Equidox, a software program that creates accessible PDFs. In addition, the HTC instructor is collaborating with the Teaching and

Learning Center (TLC) faculty in developing training resources in order to assist faculty in creating accessible course materials. The IT Director and the HTC instructor also evaluate Voluntary Product Accessibility Templates (VPATs) and demo the products using assistive computer technologies before the EIT product is purchased to ensure ADA Section 508 compliance (III.C-53). After evaluating the results from the Universal Access survey, it was found that a majority of the answers pointed to the "Not sure" category, so the UA task force deemed it necessary to focus their efforts on awareness and education (III.C-50). They are currently in the process of developing an Accessibility Plan for the college, and they are in the initial planning stages of utilizing the Institutional Information and Communication Technology Accessibility Guidance checklist (III.C-54) recommended by the Accessibility Center of the California Community Colleges (III.C-55). The Universal Access task force members have collaborated with the Webheads Subcommittee members to develop an Accessibility link (III.C-56) on the footer of Gavilan home page, so individuals can report an issue regarding web accessibility. In addition, they have developed a Web Accessibility Complaint Process, which was recommended by the District Tech Committee in April 2018, and it is currently circulating around the various committees for shared governance approval before it goes to the Board. The draft was listed on the Academic Senate's May 1, 2018 agenda as an informational item (III.C-57).

Currently, Gavilan has approximately 1700 computer stations on campus and at the off-site locations at San Martin, Morgan Hill, Hollister, and Coyote Valley. The Chancellor's Office has stated in its Technology II Plan that a computer has an expected useful life of 3 years. Gavilan's TMP states that computers in classrooms should be replaced every three years in order to keep pace with the level of instruction/proficiency demanded by industry and education (III.C-2). Many instructional or student services programs purchase their own laptops, and some programs have utilized grants to fund these laptops. Even though the funding sources may vary, the IT Department must support these laptops so Gavilan developed a Desktop Computer Replacement Plan (III.C-26) for the implementation of new computers in the classrooms, laptops and faculty/staff computers (III.C-26).

Technology accommodates the College's commitment to classroom-based and online modalities of student learning. As part of the College's annual resource allocation process, academic departments can submit annual program reviews to request instructional equipment or software. These requests go to the Budget Committee for vetting and ranking, and their recommendations are forwarded to the President's Council. Departments report back the following year on the status of funded requests and how they have impacted their instructional programs (III.C-8). Deans and lead faculty are consulted, so computer labs and computer classrooms meet the needs of the specific department. The VP of Student Services consults with student services staff and also faculty to ensure that student learning support needs are met through the necessary technologies. For example, the Nursing Lab, Math Lab, Digital Media Lab, and the Business Skills Center have speciality software that is utilized specifically for instructional courses.

Analysis and Evaluation for Standard III.C.2

The College meets Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. Technology resources are identified through the shared governance decision-making process, and they are detailed in the 2014-2019 Technology Master Plan (III.C-2). The TMP is integrated with the initiatives from the college's various documents such as: the Mission, Strategic Plan, Educational Master Plan, and the Facilities Master Plan. The District Technology Committee is an institutional governing committee that advises the President's Council on technology issues affecting the District. Many report to the DTC on technology related issues such as the Webheads subcommittee and the Universal Access task force. The mission of the IT department is to provide Gavilan students, faculty, and staff with technological equipment and services that enable Gavilan to support its mission, operations, programs, and services. Because technical support is such a critical area for the college, the deficit of technical support positions has to be addressed as funding becomes available. The EMP suggests that Gavilan move towards a virtual infrastructure in order to reduce costs and save space. This includes a virtualization of all backend servers, and a college-wide implementation of a Virtual Desktop Infrastructure (VDI), which will allow students to access College resources and services from their own devices (III.C-5).   In addition, the EMP states that Gavilan should continue to utilize various technological methods to increase student success by streamlining assessment, educational planning, and counseling. These methods include Accuplacer, DegreeWorks, SARS, and the Gavilan Early Alert Referral System (GEARS) (III.C-5).

The Gavilan College Technology Master Plan prioritizes computer needs, and it states that computer classroom labs should be updated first and maintained current as funding permits. Once the labs are properly equipped, money can be spent on other areas such as faculty/staff computers. As part of the plan, it is suggested that the computers in the labs be recycled for use as faculty/staff computers, if possible (III.C-26).

Standard III.C.3

> The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence for Standard III.C.3

Gavilan Joint Community College District (GJCCD) assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety and security. The District has one main campus in Gilroy and four off-sites locations in San Martin (Aviation), Hollister, Morgan Hill, and Coyote Valley. Its centralized data center is located at the main campus, but offers the same level of access, safety, and security across all sites through a seamless network integration. All critical

applications are centralized but distributed as well. A complete information technology infrastructure assessment was performed in 2016 by an outside consultant that covered:

- Data Center Core Computing

- Disaster Recovery and Business Continuity Planning

- Access-to-Computing Systems

- Infrastructure Support Staffing and Support Tools

- Technology Refresh Planning

This report provided cost estimates for the recommended improvements to deficiencies found in Gavilan's Information Technology (IT) infrastructure. An IT refresh plan was proposed as part of the annual budget process to provide for a systematic approach to upgrading equipment over time in a planned manner. Planned refresh cycles allow the college to pay-as-you-go avoiding large unplanned expenditures as IT equipment reaches end-of-life (III.C-20).

➢ **Reliable Access**

Access permissions to IT core equipment and datacenter were also reviewed in the network security assessment. Physical access was limited to only network and server technicians. Network permission is controlled with Active Directory (AD) permission levels based on the Principle of Least Privilege (PoLP) and the Need-To-Know security fundamental principles. The access levels of IT technicians are routinely reviewed and adjusted. In event of power failure, the IT core equipment and datacenter is protected by both UPS unit and backup generator. According to the Technology Master Plan's network management standards, Gavilan has made significant progress or the status is in-progress in establishing equipment redundancy to eliminate single points of failure in order to maintain service levels including 24/7 network availability and UPS battery backup protection for the data center (III.C-58).

In order to assure reliable access of core applications, the College opted to make most services available on the Web, sometimes leveraging cloud-based applications. For instance, a new mobile-friendly student portal, a new self-password reset module, online parking permit purchase, and many faculty applications are all available on the MyGav Portal (III.C-59).

In order to provide reliable access to the College's information resources and respond to increased mobile device usage, a new responsive-design website was created. It adapts to all screen sizes thereby offering more user-friendly navigation to mobile device users, which are primarily students. The content management system (CMS) platform permits easier content editing. It also uses cascading style sheets (CSS) to enforce the College branding and its look and feel (III.C-60). The content management system (CMS) platform secures sensitive information through unified authentication (LDAP).

➢ **Safety and Security**

The Technology Master Plan (TMP) establishes many specific items to be pursued over the five-year period. Two such items include: 1) preparing a disaster recovery strategy, including backup capability and recovery hardware and software, and 2) implement various improvements in the monitoring, evaluation, and maintenance of all network and server hardware and infrastructure (III.C-5). The District aims to ensure that all network management standards are accurate, up-to-date, and accessible for instruction, student services, and administrative services both on campus and at the off-site locations (III.C-61). The standards encompass the following areas: usability, reliability, performance, and security (III.C-2). The following network updates have been completed to ensure stability to the network:

- Purchased adequate bandwidth to support instruction for both on-campus & off-campus sites due to discussion with the Chancellor's Office need to update our DS-3 CENIC.

- Increased the speed of the network backbone since the minimum standard for any new or renovated buildings should be at least 10GB per second.

- Standardized network hardware including switches.

- Ensured that we have Quality of Service enabled equipment that will let campus needs determine service levels.

- Established remote centralized management by testing and monitoring all our networking equipment efficient tech support. Automatic alerts are sent to network managers.

- Provided secure, remote access for Gavilan employees to work from remote locations.

- Provided a system-wide notification of changes in system operations and maintenance schedules.

- Incorporated anti-virus software and malware protection for the network and desktop stations (III.C-61).

- According to the TMP's network management standards, Gavilan has made significant progress or the status is in-progress in the following areas:

- Provide a secured environment to ensure integrity and privacy to comply with government standards to include physical connectivity to the network.

- Plan for a network that includes the capability for new technology services and/or infrastructure. For example, this may include video and voice over IP, i.e. convergence.

- Establish the capability of supporting network intrusion, detection, prevention and logging, to include network access accounting (III.C-61).

In 2017, GJCCD implemented an enterprise security service called Cisco Umbrella. This security service provides enhanced protections from adware, malware, malicious websites,

phishing attacks, Botnets, and Ransomware. Any device on the District's network will be redirected to a warning page if a suspected/affect site is trying to be accessed. As of Some month ending in ber or gust 2018, xxx malicious web sites have been blocked by Cisco Umbrella (III.C-58).

Analysis and Evaluation Standard III.C.3

Through institutional planning, financial resources have been allocated to implement and maintain the technology resources necessary for its courses, programs and services. Gavilan offers the same level of access, safety, and security across all sites through a seamless network integration. All critical applications are centralized and distributed. Even though Gavilan has made significant progress toward reliability, safety and security of its infrastructure, not all updates have been completed since funding is not always available.

Gavilan's 2017 Educational Master Plan states that, "the growing ubiquity of technology in education requires that more thought, resources, and funding be directed toward the Gavilan IT department to keep it from falling behind the technology of its competitor colleges." Important technologies that the department has supported and continues to support include moving towards virtual infrastructure in order to reduce costs and save space, creating a refresh plan, and establishing a backup recovery plan. As Gavilan moves toward a virtualization of all backend servers and a college-wide implementation of a Virtual Desktop Infrastructure (VDI), it will allow students to access College resources and services from their own devices (III.C-5). Many efforts have been made toward developing these goals and will continue to do so when fiscal resources are designated for these purposes.

Standard III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence for Standard III.C.4

Gavilan Joint Community College District (GJCCD) continues to offer quality training for faculty, staff, students, and administrators in the use of technology. Technology training and support is provided for instructional programs, student services, and business services. Gavilan's training needs are assessed by periodic surveys (III.C-62). In addition, Gavilan's support needs are determined by the types of email requests sent to the tech help address (help@gavilan.edu). Calls to the TLC help desk are also evaluated periodically to determine the staff's technology training needs (III.C-63).

➢ **Trainings and support for faculty, staff, and administrators**

A Professional Development Day committee creates the agendas and organizes the Professional Development Day and Convocation Day workshops each semester for all employees. Following the day's activities, evaluations are disseminated to all participants. From these evaluations, needs are assessed and new trainings are developed for faculty and staff every year. The Faculty Professional Learning Committee is a standing committee of the Academic Senate and its purpose is to review and approve faculty professional growth activities. They review and approve the flex contracts, co-curricular, and individual professional development plans. Technology trainings that include flex credit are initiated by the instructors and coordinated between the Vice President of Academic Affairs and the Teaching and Learning Center (TLC). Convocation and Professional Learning Day workshops are included in flex contracts and these trainings are frequently focused on technology (III.C-64).

The TLC is a centralized place on campus where a variety of training opportunities and equipment are provided for all faculty and staff (III.C-65). The TLC organizes and implements ongoing trainings for both faculty and staff. Currently, the TLC is staffed by the Distance Education Coordinator and a part-time faculty member. The TLC's program plan calls for the addition of a full time instructional Technologist position, per State Guidelines (III.C-66). The Title V Grant is paying for a part time Instructional Technologist which will end in 2020.

The equipment in the TLC includes: 7 lab PC computers, 2 Macs, one document scanner, a color printer, a copy machine, and a Macintosh with a large monitor for presentations and web conferencing. The lab is open to all staff and faculty on a drop-in basis. However, employees can reserve the computer lab or the presentation area for specific trainings or monthly committee meetings. A list of ongoing trainings is provided on the TLC website (III.C-67) and flex credit options are available. Training and support needs are assessed through individual faculty requests and survey results (III.C-68). The current Title V grant funds faculty opportunities for technology trainings and focuses on online teaching. Announcements and

information are disseminated regularly by the TLC staff on workshops, courses, webinars and conferences from sources such as: Online Education Initiative Consortium, @One, and the Accessibility Center (III.C-69).

The TLC also provides equipment and training for faculty who teach distance education courses (3C.4.9:). When the college transitioned from Moodle to the Canvas Learning Management system, the TLC provided several workshops on "Getting to Know Canvas" (III.C-70). The TLC also designed a Canvas Help website to instruct faculty on the topics of: Getting Started, Adding Course Content, Using Outcomes, FAQs, etc. (III.C-71). Individual appointments for assistance or training are available throughout the semester and drop-ins are welcome. Examples of ongoing trainings include the latest Microsoft Office software, podcasting, video creation, YouTube captioning, anti-plagiarism software (TurnItIn), Adobe Creative Suites software, Google docs, etc. Sign-in sheets for these various trainings are maintained in the TLC (III.C-72). The TLC also maintains a website that provides links to many informational resources and tutorials such as: Distance Education Best Practices, Classroom Resources, 3C Media, Kognito, California Acceleration Project, and SLO/PLO resources (III.C-73). The Media services staff provide continuous support and training on how to utilize the existing equipment and the new technologies in the classroom. In addition, they assist in video and sound production and setting up the assisted listening devices (ALD) in the classrooms and theater.

With the conversion to the content management system (CMS), Hannon Hill, the TLC staff and the Webmaster have been instrumental in streamlining the transition. The webmaster provides continuous weekly trainings on the software in the TLC and the training also includes web accessibility guidelines (III.C-74). Resources on how to create accessible web pages and course materials are also provided to faculty. Each department/program has a representative who is trained, and responsible for maintaining their department or service website. The Web Developer and the SLO faculty liaison collaborate to ensure that the SLO Reporting Website is up-to-date and operational (III.C-75). The SLO faculty liaison also provides training to faculty on how to assess their student learning outcomes and how to upload their results to the website.

Whenever a new software program or service is purchased, trainings are provided by the vendor or the contracted service as part of implementation stage. When CurriQunet was purchased, Gavilan's IT and Curriculum Specialist collaborated on implementing the program. Once the program went live, the Curriculum Specialist and Curriculum Chair provided several trainings for the Curriculum committee members on how to use the program, so that faculty could provide ongoing training for other faculty (III.C-76). Gavilan's IT department, Curriculum Specialist, and Curriculum Chair continue to support the users of CurriQunet.

Extensive training was provided to faculty and staff during the implementation of Ellucian's Banner, the Enterprise Resource Program (ERP) for the College. The IT department offers introductory Banner training when requested by new users. Detailed module training is provided to employees by their respective departments. For example, the Business Office offers training on the self-service finance module bi-annually to individual budget managers who require or request training. With the addition of the Ellucian's Banner HR Payroll module and the FLAC online contract module, trainings are continually provided for the staff using the technology

(III.C-77). The implementation of Banner required changes to some of the College's business processes.

When new software systems or upgrades are implemented, trainings are provided for faculty and staff. Some examples include: My DegreeWorks, SARS Anywhere, Banner Self-Service, 25Live, GEARS and Argos/Hyperion (III.C-77).

> ➢ Training and Support for Students

Through the implementation of Banner and student email, students now have increased access to information regarding their student account, registration, financial aid, degree progress, and course information. An additional feature of Banner is that it is available 24/7 for students and faculty access. Informational and training websites and tutorials are available for students to learn how to access the myGav portal, Self-Service Banner, mobile apps, and use their Gavilan email (III.C-78).

Gavilan provides students with many free tools to help them stay organized and have instant access to grades, schedules, and other campus resources. For example, Grad Guru sends electronic notifications regarding important deadlines, and EAB Navigate takes the guesswork out of education requirements from registration to graduation. There are mobile apps, emergency alert systems, interactive online programs, and free online tutoring available for Gavilan students (III.C-79).

Gavilan provides quality training opportunities for students in many different areas. In addition to the computer application courses, technology training for students is provided in the Computer Center, Library, High Tech Center, Learning Skills lab, Business Skills Center, Tutoring Center, Writing Center, Learning Commons, Math Lab, Digital Media/CSIS Lab, and off campus labs, on a drop-in basis or as requested by the student. For example, once the students are trained in the assistive computer technologies in the High Tech Center, the software is available in various student labs on campus and at the off-site locations (III.C-80). According to the 2018 Accreditation Student Survey, of the 64% of the students responding to the question about assistive technologies, 57% rated the assistive technologies satisfactory to excellent (III.C-21). According to the 2018 Accreditation Student Survey, 83% of students agreed that the District provides adequate information and training about various technologies including myGav Portal, iLearn, and computer labs (III.C-81).

The new student orientation for Gavilan students is a two-part process. The first part of the new student program requires a completion of the Online Kick Start session (III.C-82). The second part of the new student program is the completion of the New College Student Seminar or First Year College course called Guidance 210 in which students can take either as a face-to-face or as an online course. This course includes a section on navigating and using online resources (III.C-83).

When students are enrolled in online courses, they are provided with many opportunities for training and support. Gavilan offers an in-person or an online orientation workshop for the use of Canvas each semester. Students can attend orientations in the library each semester for

additional assistance and information, and the trainings and resources are listed on the Distance Education website (III.C-84). An online non-credit student orientation course (LIB 732: Introduction to Online Gavilan) is available for all students enrolled in online courses (III.C-85). Students may choose to complete the course as needed. Another non-credit course that was developed for student training is Guidance 700: Online Basic Academic Skills (III.C-86). This online course is designed for entry-level students who want to improve their basic academic skills or prepare for the GED or HiSET test through the use of appropriate software. Additional online non-credit courses are available to assist students with online research and avoiding plagiarism. The online non-credit information competency tutorials that are offered with the Nursing program include: Library 740: Information Competency for Nursing Assistants, Library 741: Information Competency for the Life Cycle, and Library 742: Information Competency for Nutrition (III.C-87).

Analysis and Evaluation Standard III.C.4

The College meets Standard III.C.4. Faculty, staff, students, and administrators are provided with sufficient technology training and support. Online instructions, tutorials, one-to-one instruction, and small group sessions are provided weekly by the TLC faculty and Webmaster.

Workshops, in the Teaching and Learning Center are readily available to all faculty and staff who want to utilize various delivery modes and teaching methodologies within Canvas. Technology trainings are provided to assist employees when new software is implemented and business processes have evolved. Technology training and support needs are assessed through individual faculty requests and surveys, and workshops are continuously developed based on those results. Each semester, Professional Learning Day activities are evaluated and new workshops are developed to meet the needs of all faculty and staff. Students have many opportunities to select courses offered in a variety of delivery formats. If they choose online, appropriate instruction and support is available to guide a student to be successful. Gavilan also provides our students with many free technology tools to assist them in staying organized and giving them instant access to grades, schedules, and other campus resources.

According to the 2018 Accreditation employee survey, only 59% of employees agree to strongly agree that the District provides sufficient training in the use of technology both hardware and software, to effectively carry out their work responsibilities (III.C-88). Even though many trainings are conducted when new technologies are introduced, it appears that a significant number of employees feel they are not receiving sufficient training. These results may be due to various reasons such as scheduling conflicts and part time faculty availability. To address these training needs, the District will continue to survey employees on their specific training needs and create a variety of professional growth opportunities accommodating multiple schedules.

Standard III.C.5

> The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence for Standard III.C.5

Gavilan College has policies and procedures that guide the appropriate use of technology throughout the teaching and learning process. Decision-making policies for technology resources are detailed in the 2014-2019 Technology Master Plan (III.C-2) and are integrated into the College planning and shared governance processes. Gavilan's Board of Trustees is responsible for setting policy for the District. There are several Board Policies and Administrative Procedures that specifically address appropriate use of technology resources. In addition to the Board policies and procedures, many standards were developed and listed within Appendix E of the Technology Master Plan (TMP), such as: Hardware, Software, Web and Network Management Standards (III.C-89). Many of these standards are discussed at the District Technology Committee meetings, and then committee members disseminate information and receive input from their respective constituent groups. Once decisions are made, recommendations from the committee are forwarded to the President's Council for final determinations. The committee publicizes the technology-related decisions by posting the TMP and the District Technology Committee meeting minutes. The Distance Education Committee has also developed best practices and processes regarding the appropriate use of technology resources to meet the needs of the faculty responsible for distance education. These guidelines are best described in the following documents: the Distance Education Master Plan (III.C-90) and the Distance Education: Best Practices (III.C-91).

> ➤ **Board Policies and Administrative Procedures**

Gavilan's Board Policy (BP 3720) Computer and Network Use states that the employees, trustees and students who use the College's computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. It also states that users must also respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users (III.C-92).

The associated Administrative Procedure (AP 3720) outlines in more detail the following areas: Conditions of Use, Legal Process, Copyrights and Licenses, Illegal Distribution of Copyrighted Materials, Integrity of Information Resources, Unauthorized Access, Usage, Nondiscrimination, Disclosure, Dissemination, and User Acknowledgement (III.C-93). This procedure states that the District's computers and network systems are for instructional and work related purposes only. Regarding unauthorized access, users must protect their password or they may be subject to both civil and criminal liability. Regarding copyrights and licenses, it emphasizes that computer users must respect copyrights and licenses to software and other online information, specifically prohibiting plagiarism of computer information. It says that plagiarism is prohibited in the same way that plagiarism of any other protected work is prohibited (III.C-93). All new

employees have to sign a Computer and Network Usage Agreement, located in AP 3720, acknowledging that they have read the BP and AP procedures (III.C-93). Furthermore, IT is implementing a "pop-up" dialog box stating that these rules will be abided by when utilizing the District's computers and network systems.

Gavilan's Board Policy (BP 6340) provides access to District programs and services to individuals with disabilities to the fullest reasonable extent possible, as guaranteed by Section 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The District is authorized to proceed with a contract that best serves the college constituencies by several related Administrative Procedures (III.C-94). One such example is Gavilan's Administrative Procedures (AP 6365) Contracts - Accessibility of Information Technology. This AP mandates that a contract for the purchase, development, procurement, maintenance or use of any electronic or information technology must contain a provision that the vendor complies with the requirements of Section 508 of the Rehabilitation Act of 1973 and its related regulations (III.C-95).

Gavilan College's Board Policy (III.C-96) and Administrative Procedures (AP 6520) Security for District Property both state that procedures and processes will be followed to ensure sufficient security of all equipment, including locking software for computers (III.C-97).

> ➢ Standards for Hardware, Software, Web, and Network Management

Initially when the Gavilan District established its TMP, it was recommended that standards be developed for hardware, software, web, and network management. The Hardware Standards document describes the procedures for hardware purchases specifically for Macintosh computers, laptop computers, and handheld wireless devices. It is also reiterated that the vendor must ensure that their product meets the ADA Section 508 standards in Appendix E-1 Hardware Standards of the TMP (III.C-98). The Software Standards section, Appendix E-2, defines the procedures for software purchases for both individual and computer lab purchases. This standard emphasizes the importance of purchasing software that will be compatible with Gavilan's existing hardware, software and network also ensuring that the product complies with the ADA Section 508 standards (III.C-99). The Web Standards, Appendix E-3, section emphasizes the importance of ensuring all official pages on the District website are accurate, up-to-date, and accessible according to ADA Section 508 (III.C-100). The Network Management Standards, Appendix E-4, strive to ensure that all network management standards are accurate, up-to-date and accessible for instruction, student services, and administrative services both on campus and off-campus (III.C-61). The main focus areas for this standard include: usability, reliability, performance and security (III.C-23).

Analysis and Evaluation Standard III.C.5

The College meets the Standard III.C.5. The 2014-2019 Gavilan College District Technology Master Plan effectively documents decision-making policies and procedures for technology resources. Several Board Policies and Administrative Procedures specifically address the appropriate use of technology resources in our teaching and learning processes. The Distance

Education Master Plan and the Distance Education Best Practices document serve as guidelines for faculty who teach online. The institution further demonstrates the appropriate use of technology through its Hardware, Software, Web, and Network Management standards outlined in the Technology Master Plan.

Evidence for Standard III.C

III.C-1   District Technology Committee Website

III.C-2   2014-2019 Technology Master Plan

III.C-3   Mission Statement

III.C-4   Gavilan Strategic Plan 2017-2022

III.C-5   2017 Educational Master Plan

III.C-6   Facilities Master Plan

III.C-7   DTC emails/minutes

III.C-8   IT Program Plan/Budget Requests

III.C-9   TMP Initiatives-CMS

III.C-10   Webheads Committee minutes

III.C-11   MIS Program Plan, AY 2014-15

III.C-12   [DTC / UA /DE meeting minutes](#)

III.C-13   [Booklet](#) (Same as above - need to change numbering)

III.C-14   Participatory Governance Committee Packet

III.C-15   Hollister / Morgan Hill /Distance Education Site Surveys

III.C-16   2018 Accreditation Employee Survey - Q43

III.C-17   2018 Accreditation Employee Survey - Q46

III.C-18   2018 Accreditation Student Survey - Q32

III.C-19   Infrastructure Cost Sheet-Final LWA

III.C-20   IT Needs Assessment Final-LWA

III.C-21   2018 Accreditation Student Survey - Q45

III.C-22   District Technology Committee minutes

STANDARD III.D Financial Resources

Standard III.D.1.

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence for Standard III.D 1

The Board of Trustees is dedicated to sustaining the fiscal resources to support and improve student learning programs and services at the college in coordination with the Educational Master Plan (EMP) (III.D.1-1) while ensuring the ongoing fiscal stability of the District. The College's ongoing fiscal stability is essential for effective operations that support the College's mission and is confirmed by Board Policy (BP) 6200 Budget Preparation (III.D.1-2), BP 6300 Fiscal Management (III.D.1-3), AP 6305 Reserves (III.D.1-4), and BP 6320 Investments (III.D.1-5).

NOTE: We'll need to rewrite this whole section with 2017-18 results and it shows a reserve of 3.21%, below the chancellor's minimum. Wade or Fred will have to do this as the numbers keep changing before the audit. Ken

Gavilan Joint Community College District (Gavilan) passed an Adopted Budget for Fiscal Year 2016-2017 for the Unrestricted General Fund with available resources of $32.7 million (III.D.1-6). The initial budget showed a deficit of less than a million dollars, but later in February 2017, the budget was adjusted to end up with a $380,000 surplus for fiscal year 2016-17 (III.D.1-7, Mid-year unrestricted general fund review) which increased the reserves to over $4,600,000 or 13.73%, well over the recommended 5% minimum (Need evidence using final 2016-17 results). (NOTE: We'll need to rewrite this whole section with 2017-18 results and it shows a reserve of 3.21%, below the chancellor's minimum)This fund is used to account for the basic operations of the college, which includes Administration, Instruction, and Student Services. The college budget had sufficient revenues to maintain current programs and to support necessary improvements where needed. The largest expense of the District, representing 83% of the Unrestricted General Fund budget is for salaries and benefits (III.D.1-8).

The District under AP 6300 Fiscal Management (III.D.1-9) is responsible for the stewardship of all available resources by providing an organizational structure that incorporates clear delineation of fiscal responsibilities and staff accountability. The safeguarding of Districts assets is maintained by sustaining effective internal controls. Gavilan College funds are invested by Santa Clara County Treasurer in compliance with the county's investment policy (III.D.1-10) as specified by AP 6320 Investments (III.D.1-11).

Analysis and Evaluation for Standard III.D.1

The College meets the Standard. Gavilan's financial procedures are outlined in Board policies and administrative procedures and the financial management is transparent and follows generally accepted accounting and internal control practices. The College plans for both short-term and long-term financial solvency. Its resources are sufficient to support and maintain student learning programs and student services. Resources are allocated based on the needs of maintaining programs and student services as outlined in the educational master plan and the five year strategic plan.

EVIDENCE LIST
III.D.1-1   Educational Master Plan

Standard III.D.2.

> The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence for Standard III.D.2

Gavilan College's finances are managed with integrity in a manner that ensures financial stability to Gavilan. The College's mission (III.D.2-1) provides the basis for the fiscal planning, from the Educational Master Plan (EMP) (III.D.2-2), Facilities Master Plan (III.D.2-3), Technology Plan (III.D.2-4), and the Five-Year Full Time Faculty Hiring Plan (III.D.2-5) for setting the long-term goals, which are fulfilled through the Five-Year Strategic Plan (III.D.2-6) and strategic plan to program plans produced by departments.

The budget building process uses the following general guidelines for prioritizing budget requests: First priority is identification of the level of ongoing expenditures necessary to sustain Gavilan's current operational services. Second priority is funding improvements to enhance the College mission; the Gavilan College budget committee and President's Council establish these funding needs through a process of departmental review, program plan and budget requests, and then ranking according to a rubric. All funding requests must directly support a goal listed in the Strategic Plan. This process integrates financial planning with institutional planning, considers EMP and strategic plan goals, and program plan review results and additional requests, and provides essential input into the ongoing budgeting process. The annual budget guidelines, Exhibit 3, page 2 of the Adopted 2016-17 budget, list the current year's objectives for instructional and other institutional enhancement (III.D.2-7).

The budget planning calendar (III.D.2-8) approved by the Board of Trustees sets up a timeline for the budget process. The Board of Trustees' policy regarding budget development (III.D.2-9) is as follows: Each year, the president of the College presents a budget to the Board of Trustees, prepared in accordance with Title 5 of the California Code of Regulations and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals complies with state law and regulations and provides adequate time for study by the Board of Trustees. Budget projections address long-term goals and commitments and budget planning supports institutional goals and is linked to other institutional planning efforts such as the EMP and the Five-Year Strategic Plan.

The Budget Committee makes the final recommendations in preparation of the tentative budget to the superintendent/president. The vice president of administrative services will then report out the ranking results on the program plan requests and the Business Services sends out award letters to department chairs. The department chairs submit online purchasing requisitions for processing.

To ensure that the budget process follows a set structure, policies and procedures were put in place by the Board of Trustees. Board Policies such as AP 6200 Budget Preparation (III.D.2-10), BP 6200 Budget Preparation (III.D.2-11) and Fiscal Management (III.D.2-12) were developed to safeguard sound financial practices and financial stability of Gavilan short and long term. Responsibility and accountability for fiscal management are clearly delineated and must support the college's mission and educational plans.

Dissemination of financial information occurs throughout the year to the entire institution and community in a timely manner. Gavilan's tentative budget goes to the Board for approval in June (III.D.2-13) and the adoption of the final budget in September (III.D.2-14) (III.D.2-15). The Associate Vice President of Business Services and Security also provides two budget presentations in June and September to the public and Board of Trustees on the budget documents (III.D.2-16). The College annually releases and posts the independent audit report online and takes it to the Board of Trustees for approval (III.D.2-17). The audit and the State Chancellor's Office annual financial report (CCFS 311) (III.D.2-18) are public. documents and are filed with State, Federal, and other organizations as required or requested. Gavilan also reports out quarterly on financial status on the chancellor's quarterly report 311q (III.D.2-19) for board approval. All budget and financial reports are posted on Gavilan's web site under Budget Information (III.D.2-20).

Gavilan provides all budget managers with an online budget tool that allows them to review and maintain budgets in real time, so that they can see account balances, year to date expenditures, and unused encumbrances. This access allows managers and staff to manage their budgets and provide information to management on financial status as a whole.

Analysis and Evaluation for Standard III.D.3

The College meets the Standard. Financial planning at Gavilan College is based on the College's mission, the EMP, and strategic plan goals and is part of a formally established comprehensive budget process that involves administrators, faculty, staff and the Board of Trustees. Board policies and procedures require such integration and outline sound financial practices that promote financial stability. Financial planning is open and transparent to the entire college and local community. Information is disseminated via Web postings, presentations, and is shared through participatory governance.

EVIDENCE LIST
III.D.2-1   Gavilan College Mission Statement
III.D.2-2   Educational Master Plan
III.D.2-3   Facilities Master Plan
III.D.2-4   Technology Plan
III.D.2-5   Full Time Faculty Hiring Plan
III.D.2-6   Five Year Strategic Plan
III.D.2-7   Adopted Budget Fiscal Year 2016-2017, page 11,

Standard III.D.3.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence for Standard III.D.3

The Budget Committee, as described in Standard III.D.2, is the College's shared governance standing committee (III.D.3-1) and is charged with integrating the financial resources with the instructional master plan and program plan reviews (III.D.3-2) to accomplish the College's strategic goals and mission. This committee has bylaws that clearly establish the charge, role, and contribution to the shared governance process. The membership appointments come from all College constituencies including faculty, classified staff, students, and administration. The budget committee reviews the planning and the budget assumptions developed by the Administrative Services Division and revenue and expenditure projections developed by Business Services. The committee sends budget recommendations to the President's Council and the council sends it to the superintendent/president for board consideration (III.D.3-3). The Business Services department takes the original assumptions and develops a tentative budget to be approved at the June Board of Trustees meeting so the District can operate from the

beginning of July until the final budget is adopted at the September Board of Trustees meeting (III.D.3-4, III.D.3-5).

Analysis and Evaluation for Standard III.D.3

The College meets the Standard. The budget process is consistent with the annual planning process and the tentative budget is made available to all constituencies so that all have the opportunity for active participation and feedback into budget development and financial planning. As needed, the budgeting process is updated to reflect the current budget development.

EVIDENCE LIST

III.D.3-1   Participating in Shared Governance Handbook (revised)

III.D.3-2   Program Plan process on web

III.D.3-3   See III.D.2-9, BP 6200 Budget Preparation

III.D.3-4   Budget Presentations for FY 2016-2017 (Repeated from III.D.2-16)

III.D.3-5   Program Plan Ranking Spreadsheet

Standard III.D.4

> Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence for Standard III.D.4

Business Services develops a Budget Calendar (III.D.2-8 NOTE: Also put it in at III.D.4-1 and remove the III.D.2-8) providing a step by step plan of action for the process. The Business Services typically develops budget assumptions in coordination with the Vice President of Administrative Services with input from the superintendent/president's Cabinet and the Board of Trustees. These budget assumptions are presented to the budget committee for review and agreement. (III.D.4-1).

NOTE: The following need to be replaced with 2017-18 evidence. The tentative budget (III.D.4-2) and final adopted budget and periodic updates (III.D.4-3 and III.D.4-4) are developed based on the Business Services information provided by the Santa Clara & San Benito County Treasurer Departments to determine anticipated property tax revenues during the year. The Board of Trustees' policy on fund balance reserve level (III.D.4-5) as well as revenue forecasts and fixed costs (such as permanent and part-time staff & faculty salaries, benefits, and utilities) are integrated into the development of budget projections that are provided to the budget committee for analysis and comment and at the same time the institutional planning priorities

are ranked in order of priority with these assumptions (III.D.4-6). The Business Services department then distributes schedules online to respective budget managers with these budget assumptions for review and adjustment. Budget managers are responsible for developing their department budgets and meeting with the Associate Vice President of Business Services and Security to review each of their budgets.

Gavilan College continues to pursue the development of new financial resources to help augment budget resources. The college has had great success in obtaining Title V and STEM grants over the last several years to add resources for educational purposes (III.D.4-7 & III.D.4-8). In 2017, the College hired a Coordinator of the Gavilan Educational Foundation and Alumni Relations to design, develop, and execute a comprehensive development strategy for the Gavilan College Education Foundation to support the college mission and goals, which includes seeking grants and endowments from individual donors, private foundations and leveraging bond funds through a capital campaign drive (III.D.4-9). The College placed a facilities bond measure on the ballot in November 2018, seeking resources for improving, building and expanding educational facilities to meet the strategic goals and mission of the college.

Analysis and Evaluation for Standard III.D.4

The budget development process builds an accurate representation of available resources that is based on the identification of significant budget assumptions, including fixed costs, forecasted expenditures, Board mandated reserve, and projected revenue. Gavilan has been awarded additional financial resources that support College's mission and strategic goals. The annual planning and budget process has enhanced the College's ability to contemplate planning needs and integrate the results into the budget development process.

EVIDENCE LIST

III.D.4-1   Budget Presentations for FY 2016-2017 - Same as III.D.2.16
III.D.4-2   Tentative Budget for FY2016-2017 - Same as III.D.2.13
III.D.4-3   Adopted Budget for FY2016-2017 (Repeat of III.D.1.6)
III.D.4-4   Mid-Year Unrestricted General Fund Review February 16, 2017 (Repeat of III.D.1-7)
The above need to be 2017-18 information
III.D.4-5   AP 6305 Reserves
III.D.4-6   Budget Meeting Minutes,

Standard III.D.5.

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence for Standard III.D.5

Board Policy (BP) 6300 Fiscal Management (III.D.5-1) requires that the Superintendent/President establish procedures to ensure that the College's fiscal management is in accordance with the principles contained in Title 5, section 58311 (III.D.5-2) and that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the College community and Board of Trustees. Responsibility and accountability for fiscal management are clearly delineated and the books and records of the College are maintained pursuant to the California Community Colleges Budget and Accounting Manual (III.D.5-3). Quarterly financial statements are provided to the Board of Trustees (III.D.5-4). The Business Services department also has budget workshops for administrators, staff, and faculty and, at special Board retreats, time is set aside and dedicated to reviewing concerns that have a fiscal impact on the College (III.D.5-5).

All budget managers have online access to the College's financial management system called Banner. Budget managers have the ability to view their annual budgets as well as see the year-to-date actual spending. The Business Services staff meets with budget managers as requested to review their expenditures and assist in answering questions to help with their understanding of their budgets and the budget process.

There is a formal evaluation of the College's financial management through the annual audit conducted by an independent certified public accounting firm (III.D.5-6). The examination of financial records, statements, and audits for compliance is in accordance with generally accepted auditing standards and current Governmental Accounting Standards Board (GASB) requirements as specified in Statements on Auditing Standards published by the American Institute of Certified Public Accountants; Office of Management and Budget Circular A-128 and A-133; Government Auditing Standards issued by the Comptroller General of the United States; Standards for Audit of Governmental Organizations Programs, Activities, and Functions; and the standards specified in the California Community Colleges Contracted College Audit Manual. The audit report includes an opinion of the independent certified public accountant on the financial statements, as well as comments and recommendations about the internal control systems and compliance with state and federal mandates. The annual audit provides the Board of Trustees with substantiation that processes and practices are thorough and comprehensive.

The College periodically evaluates its financial management practices, in addition to the formal audits, to determine whether changes might strengthen ongoing internal controls. As an

example, the College recently separated the cashiering function from Admission and Records Office and moved all the cashiering functions to the Business Services to improve internal controls by adding separation of duties (III.D.5-7).

Analysis and Evaluation for Standard III.D.5

Past financial management practices demonstrate a consistent pattern of prudent fiscal management and appropriate accounting processes using generally accepted accounting standards. Financial information is disseminated to the Board of Trustees and campus constituents. Managers can access their budgets and expenditures at any time for review and can request assistance from the Business Services office to support their understanding when needed. Audits are the formal means of evaluation, but internal evaluations are used to increase financial controls, such as separating admissions and records office from the cashiering function.

EVIDENCE LIST

III.D.5-1   See III.D.1-6, BP 6300 Fiscal Management

III.D.5-2   Title 5, section 58311

III.D.5-3   California Community Colleges Budget and Accounting Manual

III.D.5-4   Quarterly Financial Status Report CCFS-311Q, Fiscal Year 2016-2017, Q4
             (Repeat of III.D.2.19)

III.D.5-5   2016-2017 Budget Workshop Presentation on Budget Web page

III.D.5-6   Audited Financial Statements June 30, 2017 (repeat of III.D.2.17)

III.D.5-7   Employee Description Cashier, Classification Study 2017

Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence for Standard III.D.6

The Board of Trustees also reviews and approves the Colleges tentative budget in June (III.D.6-4) and final adopted budget in September (III.D.6-5). To ensure accuracy, budget drafts are closely aligned with revenue estimates provided by the Santa Clara and San Benito Treasurers. Gavilan routinely submits a revised budget at the end of December (III.D.6-6) or mid-year to align the changes in budget assumptions and/or update revenue or expenditure projections.

The budget is developed using budget assumptions that evolve from the financial and institutional planning processes and those assumptions are included in the budget document for transparency and credibility purposes (III.D.6-7). All budgets and quarterly and annual financial reports submitted to the California Community Colleges Chancellor's Office, as well as audited financial statements, can be found on the Budget website (III.D.6-8) in the interest of transparency.

Supporting student learning programs and services is primary to achieving the College's mission and it's this mission that drives institutional planning and resource allocation. The ongoing financial resources of the College are allocated to academic programs and student support services to implement strategic planning goals that enhance these programs and services.

Analysis and Evaluation for Standard III.D.6

Financial documents are accurate and credible, as evidenced by audits, which have resulted in an unqualified or unmodified opinion in all years. Financial documents are made readily available to campus constituents, the Board of Trustees, and the public for transparency and credibility. All quarterly budgets, annual financial reports, and audited financial statements are submitted to the Chancellor's Office and can also be found on the Budgets website.

Resources are appropriately allocated to support student learning programs and services, as discussed in the College's budget committee meetings and in alignment with the Colleges mission and strategic plans.

EVIDENCE LIST

III.D.6-1   [Audited Financial Statements June 30, 2015](#)

III.D.6-2   [Audited Financial Statements June 30, 2016](#)

III.D.6-3   Audited Financial Statements June 30, 2017 (Repeat of III.D.2-17)

III.D.6-4   Tentative Budget Fiscal Year 2016-2017 (Repeat of III.D.2-13)

III.D.6-5   Final Budget Fiscal Year 2016-2017 (repeat of III.D.1-6)

III.D.6-6   Adoption Budget Fiscal Year 2016-2017, Revised February 16, 2017 (repeat of III.D.1-7)

III.D.6-7   Budget Presentations for Tentative and Adopted Budgets FY 2016-17 (Repeat of III.D.2-16)

III.D.6-8   Budget Information Web page (Repeat of III.D.2-20)

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence for Standard III.D.7.

Gavilan engages an independent certified public accounting firm to perform annual audits of the College's financial statements, which includes all College funds.

When the College receives audit findings, they are discussed throughout the College community. The superintendent/president's Cabinet and the Business Services office work with deans and other appropriate departments to prepare a comprehensive response. All responses are reviewed by the superintendent/president's Cabinet and with the Board of Trustees and then included in the audit report and a correction plan is put in place immediately. If a correction is not made in a timely manner, that department must report to the superintendent/president's Cabinet why such improvements were not made in a timely manner.

The external auditors typically present the annual audit to the Board of Trustees on or before the December 31 statutory deadline. The final audit for FY 2016-2017 was reviewed and accepted by the Board of Trustees at the January 9, 2018 board meeting (III.D.7-1). The College has received positive unqualified/unmodified audits on its financial statements for a number of years (III.D.7-2, III.D.7-3, III.D.7-4, III.D.7-5, III.D.7-6, III.D.7-7, III.D.7-8, III.D.7-9, III.D.7-10, III.D.7-11, III.D.7-12, III.D.7-13, and III.D.7-14).

Analysis and Evaluation for Standard III.D.7

The College meets the Standard. The College responds and makes timely comprehensive corrections to external audit findings. Audits are comprehensive; they include all funds and findings, and corrections are communicated to the superintendent/president's Cabinet and then presented to the Board of Trustees for acceptance and recorded in College record.

EVIDENCE LIST

III.D.7-1	Board Meeting Agenda Item January 9, 2018
III.D.7-2	Audited Financial Statements June 30, 2014
III.D.7-3	Audit Correspondence for Fiscal Year 2014, pages 4-6
III.D.7-4	Audited Financial Statements June 30, 2015 (Repeat of III.D.6.1)
III.D.7-5	Audit Correspondence for Fiscal Year 2015, pages 6-8

III.D.7-6   Audited Financial Statements June 30, 2016 (repeat III.D.6-2)

III.D.7-7   Audit Correspondence for Fiscal Year 2016, pages 6-8

III.D.7-8   Audited Financial Statements June 30, 2017 (See III.D.2-17)

III.D.7-9   Audit Correspondence for Fiscal Year 2017, Page 6-8

III.D.7-10   Annual Financial (Fiscal Year 2012-2013) and Budget (Fiscal Year
2013-2014) Report, CCFS-311

III.D.7-11   Annual Financial (Fiscal Year 2013-2014) and Budget (Fiscal Year 2014-2015) Report, CCFS-311

III.D.7-12   Annual Financial (Fiscal Year 2014-2015) and Budget (Fiscal Year 2015-2016) Report, CCFS-311

III.D.7-13   Annual Financial (Fiscal Year 2015-2016) and Budget (Fiscal Year 2016-2017) Report, CCFS-311 (repeat III.D.2.18)

III.D.7-14   Annual Financial (Fiscal Year 2016-2017) and Budget (Fiscal Year 2018-2019) Report, CCFS-311 (repeat III.D.2.18)

Standard III.D.8.

> The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence for Standard III.D.8

An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls. The most recent audit report had unqualified/unmodified opinions on the College's financial statements and they stated the financial statements present fairly, in all material respects, the respective financial position of the business-type activities and its aggregate remaining fund information of the Gavilan Joint Community College District, as of June 30, 2017, and the respective changes in financial position (III.D.8-1 and III.D.8-2). They also stated they did not identify any deficiencies in internal control that they consider to be a material weakness.

When the Business Office internally reviewed the processes around collection of cash, there was a determination that stronger internal controls were needed. As a result, the Business Office took over the collection of all cash and credit card charges and removed this function from all departments and divisions. The Business Office now has their staff at all activities where cash and credit cards are collected for the College and the Foundation. Receipts are issued, money and credit cards are balanced, and deposits into the bank are made in a timely manner.

Analysis and Evaluation for Standard III.D.8

The College engages an independent public accounting firm annually to perform an audit of its financial statements and controls.

EVIDENCE LIST

III.D.8-1   Audited Financial Statements June 30, 2017 (repeat of III.D.2-17)

III.D.8-2   Audit Correspondence for Fiscal Year 2017 (repeat of III.D.2-17, page 6-8)

Standard III.D.9.

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence for Standard III.D.9

Note: Needs to be rewritten based on current information

Through careful planning and fiscal management, the College has maintained a healthy fund balance and reserve. The Board of Trustees did not feel that compliance with the California Community Colleges Chancellor's Office requirement to maintain a minimum reserve equal to 5 percent of the general fund was adequate and increased that minimum to a required 10 percent (III.D.9-1). The College has maintained more than the Board of Trustees minimum 10 percent reserve level (III.D.9-2, III.D.9-3, and III.D.9-4).

Gavilan relies primarily on property taxes for the largest portion of the Chancellor's Office total computational revenue funding. Property taxes, enrollment fees, Educational Protection Act funding and apportionment revenues are distributed by the county to the college. The year ended June 30, 2017, the college for the first time in the history of the college exceeded the limit of revenue allowed by the Chancellor's Office from all revenue sources. This was caused by Education Revenue Augmentation Fund (ERAF) property taxes delivered unexpectedly at the end of June and so the College was required to return apportionment received from the Chancellor's Office. The College worked out an arrangement with the Chancellor' Office for the return of these funds over seven years. However, this uncertainty surrounding the unknown receipt of ERAF dollars continues to cause the College challenges in cash flow and revenue projections. These property tax dollars are received for the most part on the last few days of the fiscal year.

In addition to fiscal prudence, the College has appropriate policies for risk management. Gavilan is covered by a comprehensive insurance plan that includes property, liability, and employee bonding coverage. The College uses a self-insurance approach for the first twenty five thousand dollars supplemented by joint powers authority risk management to meet its insurance needs. Starting on July 1, 2017, property and liability are insured through the Statewide Association of Community Colleges (SWACC) (III.D.9-5). This coverage includes all risk for the full replacement cost on buildings and contents. Property and liability coverage are supplemented by an umbrella policy of $5 million under SWACC. Schools Excess Liability Fund Joint Powers Authority (SELF JPA) covers the College with additional liability coverage (III.D.9-6, page 42).

In Fiscal Year 2016-17, the College set up a Self-Insurance Fund to help cover deductibles not covered by SWACC and small claims not covered by insurance (III.D.9-7, III.D.9-8).

Analysis and Evaluation Standard III.D.9

The College meets the Standard. Gavilan has adequate reserves which consistently exceed the Board of Trustees required level of 10 percent. The College is sufficiently protected against risk through its participation in the pooled efforts of the SWACC. SWACC is well managed and is the largest California Community College Joint Powers Authority for property and liability insurance, and the College is represented on the SWACC Board of Directors. The Board of Trustees require the College to maintain at least 10 percent in general fund reserves.

EVIDENCE LIST

III.D.9-1   AP 6305 Reserves

III.D.9-2   Final Budget Fiscal Year 2016-2017, Revised February 16, 2017 (III.D.1-7)

III.D.9-3   Audited Financial Statements June 30, 2017, (III.D.2-17)

III.D.9-4   Quarterly Financial Status Report CCFS-311Q, Fiscal Year 2016-2017, Q4 (III.D.2-19)

III.D.9-5   Statewide Association of Community Colleges Insurance Plan Summary

III.D.9-6   Audited Financial Statements June 30, 2017, P42 (III.D.2-1)

III.D.9-7   Resolution by Board to set up Self-Insurance Fund

III.D.9-8   Board Item to Fund Self-Insurance Fund (III.D.9-7)

Standard III.D.10.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence for Standard III.D.10

The College practices effective oversight and management of all financial resources, including financial aid resources, grants, externally funded programs, and contractual relationships, investments, and other assets. Board policies provide for responsible stewardship over available resources as directed by effective fiscal management direction. The College is guided by Board policies in developing administrative procedures that ensure compliance and sound fiscal management. Board Policy 6300 Fiscal Management (III.D.10-1) requires effective internal controls be implemented to ensure ongoing effective operations and that there is a clear delineation of fiscal responsibility and staff accountability.

Independent auditors and state/federal program auditors identify any compliance deficiencies. An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. In the audit report, issued June 30, 2017, the College received an unqualified/unmodified opinion on its financial statements with no material weaknesses (III.D.10-2 and III.D.10-3).

The Financial Aid Department is audited every year by our independent auditors regarding its practices and procedures and there have been no findings or material weaknesses noted, including contractual agreements with outside vendors. Many of the processes are automated through the financial aid module that exists in Banner, our management information system. The issuance of financial aid checks is done through the College Business Services as part of the internal control structure. The drawdown of Federal funds is restricted to management positions in the Business Services that are registered with the Department of Education.

The safeguarding of Districts assets is maintained by sustaining effective internal controls. Gavilan College's funds are invested by Santa Clara County Treasurer in compliance with the county's investment policy (III.D.10-4) as specified by AP 6320 Investments (III.D.10-5).

The College also hired an accountant dedicated to serving departments or divisions that receive grants or categorical funds. This accountant reviews grant and categorical requirements and reviews all purchases to make sure that they are spending dollars as per the guidelines in each agreement. Regular budget monitoring by grant managers and the Business Services safeguards against overspending of grant funds which might cause the College to have unanticipated liabilities.

The Gavilan College Educational Foundation also goes through an audit by independent certified public accountant and has received unqualified/unmodified opinion on its financial statements with no material weaknesses for fiscal year ended June 30, 2017 (III.D.10-6). Since the Foundation is the umbrella organization for all booster clubs or other externally funded organizations which support the athletics teams and other areas of the college, the College ensures effective oversight of these groups, too. It is the opinion of the auditors that the financial statements present fairly, in all material respects, the financial position of the Foundation as of June 30, 2017.

The College plans to bring the accounting for the Foundation into the Business Office in fiscal year 2018–2019. This will allow the College to streamline accounting functions and reduce turnaround times on issuing scholarship checks to students. Also, the College will be able to apply more internal controls over the Foundation operations.

Analysis and Evaluation Standard III.D.10

The College meets the Standard. The College has a history of compliance and sound financial management and oversight practices, as evidenced by independent external audits, audits conducted by external auditing firms, and grantors. The Santa Clara County Investment policy protects the Colleges investment of resources. The College and the Gavilan College Educational Foundation have consistently received unqualified/unmodified opinions on its financial statements. Budget monitoring by grant managers and the Business Services office protects the College from exceeding expenditure limits on grant funds and overspending on contracts with outside vendors.

EVIDENCE LIST

III.D.10-1	BP 6300 Fiscal Management
III.D.10-2	Audited Financial Statements June 30, 2017 (See III.D.2-17)
III.D.10-3	Audit Correspondence for Fiscal Year 2010, pages 6-8 (See III.D.2-17)
III.D.10-4	Santa Clara Investment Policy (See III.D.1-10)
III.D.10-5	BP 6320 Investments
III.D.10-6	Audited Gavilan College Educational Foundation for Fiscal Year June 30, 2017

Standard III.D.11

> The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence for Standard III.D.11

Gavilan is developing a five year budget projection model to assist in managing long-range financial priorities and commitments while still managing short-range financial plans. In accordance with state regulations, the College has maintained in excess of the required reserve of five percent of its expenditures. It is Board policy to maintain at least a ten percent reserve. In addition to this required reserve, the College has consistently had additional reserves available to maintain a stable financial climate. The College developed an administrative procedure for reserve levels to be maintained at ten percent (III.D.11-1).

The Vice President of Administrative Services works with the budget committee to provide members with pertinent information to educate them about short- and long-term financial planning as it relates to the Colleges financial activities, including planning and program review. The Business Services office prepares different scenarios during the budgeting process based on known facts and information that it receives from the Chancellor's Office (III.D.11-2). Cash flow projections are monitored to make sure that the College has the resources ready for payroll of staff and meet contractual commitments (III.D.11-3). The uncertainty surrounding the unknown receipt of Education Augmentation Revenue Fund (ERAF) dollars continues to cause the College challenges in cash flow and revenue projections. These ERAF property tax dollars are received for the most part on the last few days of the fiscal year. The District continues to work with the Chancellor's Office as we operate in ERAF Basic Aid status which causes the College to return apportionment dollars.

The College contributes to its fiscal stability and long-term financial solvency by implementing strategies that result in a balanced operating budget. In 2017, the College hired a Coordinator of the Education Foundation and Alumni Relations to assist with fundraising. She is also responsible for the auxiliary foundation to support the college mission and goals and this includes seeking grants and endowments from individual donors, private foundations, and leveraging bond funds through a capital campaign. In addition, the position calls for the Foundation to further support the development of an alumni network for the college through dedicated outreach and database tracking.

The College clearly identifies and plans for payment of liabilities and future obligations. Gavilan has made remarkable progress on funding the retiree benefit liability, also known as Other Post-Employment Benefits (OPEB) (III.D.11-4).

The most significant debt obligations are associated with the March 2, 2004 General Obligation Bond Measure E that was authorized through an election of registered voters authorizing up to $108,000,000 in bond issues. The bonds were issued for the purpose of renovation, construction of facilities, and the purchase of furniture, fixtures, and equipment. The bond issuance has provided funds for facilities, land, and equipment until they were completely spent in February of 2018. In order to save money for the Santa Clara and San Benito taxpayers who generously funded the bonds, the college has refinanced the debt a number of times, lowering the total amount to be paid by the voters (III.D.11-5, III.D.11-6). Bond obligations will be repaid by property taxes. In 2016, Lease Revenue bonds were issued totaling $7,415,000 for improvements to the College athletic complex and new educational site (III.D.11-7). Also, as a cost savings measure to lower utility bills and as a leader in environmental responsibility, the College issued $6,500,000 in Clean Renewable Energy Bonds (CREB) through the U.S. Department of Energy for solar photovoltaic systems for covered parking lots (III.D.11-8).

Analysis and Evaluation Standard III.D.11

The College meets the Standard. The College plans for and has successfully discharged its past financial obligations and has plans to support future obligations. The College maintains reserves in excess of the amount required and has made tremendous progress in funding its OPEB liability. The College has the financial means necessary to meet future obligations as well as reserves for emergencies.

Consequently, reserves have steadily increased over last several years and other sources of revenue have been developed. The College is committed to developing a five- year budget projection model to manage situations that arise outside of its control and anticipate long-term commitments for financial planning.

EVIDENCE LIST

III.D.11-1   AP 6305 Reserves
III.D.11-2   Budget Presentations for Tentative and Adopted Budgets FY 2016-2017 (See III.D.2-17)
III.D.11-3   Cash Flow Projections
III.D.11-4   Quarterly Investment Portfolio June 30, 2017
III.D.11-5   Measure E Bond Program Web page
III.D.11-6   Measure E Audited Financial Statements Fiscal Year June 30, 2017
III.D.11-7   Official Statement for 2016 Lease Revenue Bonds
III.D.11-8   Official Statement for 2017 Clean Renewable Energy Bonds

Standard III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post- Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence for Standard III.D.12

The College provides post-employment healthcare benefits for certain employees. As a result of the new accounting principles, Governmental Accounting Standards Board (GASB) Statement 45, the College contracts for biannual actuarial studies (III.D.12-1). The actuarial amount of any liability associated with this obligation must be reported in the notes of the audited financial statements. As a result, the College reflects an unfunded post employment (actuarial) accrued liability of $1.8 million in note 8 of the June 30, 2017, annual audit report. As of June 30, 2017, the most recent actuarial valuation date, the plan was 80 percent funded (III.D.12-2, page 40). The College made an annual contribution of $523,000 for fiscal year June 30, 2017

The College clearly identifies and plans for payments of liabilities and future obligations. On August 8, 2017, the Board of Trustees approved the additional funding of $500,000 for the retiree benefit liability (III.D.12-3, Item 3.7). The Board took action to pay an amount into the Other Post-Employment Benefits (OPEB) fund, allowing expenditures to be reduced for the unrestricted fund from further obligations for fiscal year 2016-2017.

Analysis and Evaluation for Standard III.D.12

The College meets the Standard. The actuarial plan to determine OPEB liability is prepared as required by appropriate accounting standards and GASB guidance. The College's last study was conducted in 2017, and new studies will be commissioned biannually as required by GASB 43 and 45. The College plans to maintain allocating resources to manage this liability and continue to reduce the unfunded liability.

EVIDENCE LIST

III.D.12-1   Actuarial Study of Retiree Health Liabilities as of June 30, 2017

III.D.12-2   Audited Financial Statements June 30, 2017, p. 40

III.D.12-3   Board Meeting Agenda Item G.7, August 8, 2017

Standard III.D.13.

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence for Standard III.D.13

As part of the annual budget development process, Gavilan assesses and allocates resources for the payment of locally incurred debt. Currently, there are three kinds of local debt: Clean Renewable Energy Bonds (CREB) debt, general obligation (GO) bond debt, and lease revenue bond debt. Gavilan has $94,635,000 in outstanding GO bond debt as of June 30, 2017 (III.D.13-1, page 27 - 29). Bond debt service is managed collaboratively by the College, its financial advisors, and the Santa Clara & San Benito Assessor Office's through the levy of local property taxes as approved by voters in support of GO bonds. GO bond repayment schedules were established when bonds were sold. When tax proceeds are collected, they are deposited into a dedicated Debt Service Fund to assure timely and appropriate retirement of the obligation. Because GO bond debt repayment is supported by the College's taxpayers through property taxes, repayment schedules pose no adverse impact on the College's financial stability. The College is appreciative and respects and supports the local taxpayers who funded the bond. Because of this, the College has been diligent in refunding bond issues to save the taxpayers millions of dollars throughout the life of the bond.

In 2016, Gavilan issued lease revenue bonds. As of June 30, 2017, the College has $7.4 million in outstanding lease revenue bonds (III.D.13-2, page 30). The first two years of lease revenue bond payments are made with capitalized interest and provided no cash flow issues for the district through June 30, 2018. If the bond measure put on the November 2018 taxpayer ballot is successful, the lease revenue bonds will be paid off in their entirety. This repayment method would pose no adverse impact on the College's financial stability.

In June 2017, the college issued $6,500,000 in Clean Renewable Energy Bonds (CREB) through the U.S. Department of Energy for solar photovoltaic systems for covered parking lots (III.D.13-3, page 30). The repayment of these bonds, which is built into the Unrestricted General Fund budget as an operational expenditure, will be offset by the energy savings costs (III.D.13-4) and will have no detrimental effect on the budget going forward. When the bonds are paid off in twenty years, budget savings will provide the College with more operating resources.

Analysis and Evaluation Standard III.D.13

The College meets the Standard. During the budget development process which begins in early January and goes to the Board for approval with a Tentative Budget in June and

concludes with the adoption of the final budget in September, resources are set aside to accommodate the payment for service of any local debt.

EVIDENCE LIST

III.D.13-1   Audited Financial Statements June 30, 2017, p. 27 -29

III.D.13-2   See III.D.13-1, Audited Financial Statements June 30, 2017, p. 30

III.D.13-3   See III.D.13-1, Audited Financial Statements June 30, 2017, p. 30

III.D.13-4   2017 Clean Renewable Energy Bonds savings schedule

Standard III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence for Standard III.D.14

All financial resources, including short- and long-term debt instruments and grants, are subject to the same effective oversight and policies, in addition to the appropriate prescriptive federal and state fiscal and program compliance guidelines, to ensure integrity of use. Effective oversight begins with Board policy (BP), and such policies are in place at Gavilan (III.D.14-1). The Business Services office is responsible for establishing and monitoring the internal control policies that protect the assets of the College (III.D.14-2). An independent certified public accountant performs the annual audit of all financial records, including grants and the Gavilan College Educational Foundation.

As an example, when the Business Office internally reviewed the processes around collection of cash, there was a determination that stronger internal controls were needed. As a result, the Business Office took over the collection of all cash and credit card charges and removed this function from all departments and divisions. The Business Office now has their staff at all activities where cash and credit cards are collected for the College and the Foundation. Receipts are issued, money and credit cards are balanced and deposits into the bank are made in a timely manner.

Oversight and management of financial resources at the institutional level is under the direction of the Vice President of Administrative Services in cooperation with the deans or managers. The auditors express an opinion on the financial statements and the adequacy of internal controls. The most recent audit reports, issued June 30, 2017, had unqualified/ unmodified opinions on the College's financial statements with no material weaknesses (III.D.14-3 and III.D.14-4). The use of bond funds for construction, modernization, and renovation efforts was dictated by Measure E ballot language, approved by the College voters in 2004, and reviewed and accepted quarterly, as required by law, by the Citizens' Bond Oversight Committee (III.D.14-5, III.D.14-6, III.D.14-7, III.D.14-8, III.D.14-9 and III.D.14-10, pp. 69 -).

Grant management is both centralized and decentralized at the College. Workforce grants are centralized and managed by the Dean of Career and Technical Education. Grant managers, as program area experts, are responsible for monitoring expenditures and ensuring that grant funds are expended as intended. The College's Fiscal Business Services Department supports grant managers by co-monitoring expenditures with a dedicated grant accountant who generates reports and assists with state and federal audits. External auditors conduct annual audits of special-funded state programs including Extended Opportunity Programs and Services (EOPS), Student Accessibility Services (SAS), and others for accuracy of financial records and compliance with all local, state, and federal regulations. The external audit includes:

Independent Auditor's Report, Management's Discussion and Analysis, Basic Financial Statements, Required Supplementary Information, Supplementary Information, Independent Auditor's Report on State, Compliance Requirements, Independent Auditor's Report on Internal Controls over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed, Independent Auditor's Report on, Compliance for Each Major Federal, Program and Report on Internal Control over Compliance, Findings and Recommendations. Federal & State grants providers may conduct independent audits to ensure compliance with intent.

The Gavilan College Education Foundation is the umbrella organization for fund-raising efforts. The Foundation received an unqualified audit for 2016-17 (Add evidence).

For the 2016-2017 fiscal year, the College received a unmodified qualified opinion from its external auditors in relation to compliance with applicable state grant requirements (III.D.14-11). Previous years' audits identified findings and recommendations which were sufficiently addressed in the final fiscal year audit report provided by the auditors to the College. These corrective actions were then tested in the subsequent year for accuracies by the auditors.

Analysis and Evaluation Standard III.D.14

The College meets the Standard. Processes, safeguards, and internal controls are in place to ensure that all financial resources of the College, including short- and long-term debt instruments and grants, are used with integrity in a manner consistent with the intended purpose. For the 2016-2017 fiscal year, the College received a qualified opinion from its external auditors in relation to compliance with applicable state grant requirements. Previous years' audits identified findings and recommendations which were sufficiently addressed by the College.

To increase the College's effectiveness, staff has been hired to increase collaborative and supportive relationship with the Gavilan College Educational Foundation to support the fundraising efforts defined by the College's mission, goals, and priorities.

EVIDENCE LIST

III.D.14-1   Policies and Procedures Web page

III.D.14-2   About Business Services Web page

III.D.14-3   See III.D.2-11, Audited Financial Statements June 30, 2017

III.D.14-4   See III.D.7-10, Audit Correspondence for Fiscal Year 2017

III.D.14-5   Citizens' Oversight Committee Web page

III.D.14-6   Measure C Bond Citizens' Oversight Committee Annual Report FY
June 30, 2017

III.D.14-7   Measure C General Obligation Bonds Performance Audit June 30,
2017

III.D.14-8   Measure C General Obligation Bonds Performance Audit June 30,
2016

III.D.14-9   Citizens' Oversight Committee Meeting Packet, June 26, 2017

III.D.14-10   Audited Financial Statements June 30, 2015, pp. 69-

Standard III.D.15

> The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence for III.D.15

The College regularly monitors and manages student loan default rates through integrated planning efforts involving Financial Aid, Institutional Research, Business Services, and the Board of Trustees as well as third party contractors. Through this integrated planning process, default data (III.D.15-1) are regularly assessed, analyzed, and improved.

In September 2014, the College's FY 2011 default rate of 27.2% was released (III.D.15-2, Item I.2). The FY 2011 rate was presented (III.D.15-3) to the Board of Trustees at October 2014 meeting. As discussed at Board of Trustees meeting, the Office of Institutional Research conducted data analysis of 46 borrowers (III.D.15-4) who defaulted in FY 2011 using defined metrics (III.D.15-5). New collaborations were discussed (III.D.15-6) and established with third party servicers like Ed Financial, LCC for default management services. Local efforts to review data accuracy before the official rate is released have also proven successful in stabilizing a once elevated rate (III.D.15-7, 15-8, 15-9). Over a three year period, the default rate was reduced from 27.3% in FY 2013 to 15.9% in FY 2014, with an expected FY 2015 rate of 13.3%.

Analysis and Evaluation, Standard III.D.15

EVIDENCE LIST

III.D.15-1	Gavilan College Cohort Default Rates
III.D.15-2	Department of Education Notification – Default Rate FY 2011
III.D.15-3	Board of Trustees Agenda Item October 2014
III.D.15-4	Data Analysis for Borrowers who Defaulted FY 2011
III.D.15-5	Metrics for Default Analysis March 2014
III.D.15-6	Default Prevention Discussion October 2014
III.D.15-7	Data Challenge Notification April 10, 2018
III.D.15-8	Memo April 10, 2018
III.D.15-9	Department of Education Notification – Draft Rate FY 2015

Standard III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence for Standard III.D.16

All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution. Board Policy 6100, Delegation of Authority (III.D.16-1), requires that contracts be approved or ratified by the Board before they constitute an enforceable obligation of the College.

All contracts and agreements are monitored by the Vice President of Administrative Services. The College's legal counsel reviews specialized contracts as necessary to ensure legal compliance. These agreements include personal services, operating leases, lease purchase agreements, instructional programs and services, contract education, and outside facility use; all of which are necessary to support the College's mission and strategic goals. The Board of Trustees adopts a resolution annually that gives signatory authority to specific management team members of the College (III.D.16-2).The College changed its past practice of allowing several individuals to sign contracts to limiting the signers to only three designated individuals by the Board of Trustees to provide more control over contracts.

All contracts and agreements for services contain the appropriate language to meet all state and federal regulations pertaining to the level of goods or services being procured. All grant agreements are reviewed by a dedicated grants accountant.

Purchasing practices are reviewed as part of the annual audit. This includes testing of expenditures for contracts. There have been no exceptions cited for contractual agreements with external agencies (III.D.16-3 andIII.D.16-4).

Analysis and Evaluation, Standard III.D.16

Contracting practices and agreements support the College mission, strategic goals, and priorities and are in compliance with Board policies and administrative procedures. College contract review and signatory processes ensure the integrity of such agreements, as do annual audits. No exceptions have been cited for contractual agreements with external entities.

EVIDENCE LIST

III.D.16-1   BP 6100 Delegation of Authority

III.D.16-2   Board Meeting Agenda Item I.2, June 13, 2017

III.D.16-3   See III.D.2-11, Audited Financial Statements June 30, 2017

III.D.16-4   See III.D.7-10, Audit Correspondence for Fiscal Year 2017

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 (IV.A-5). 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-6).

The College's efforts with 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-7). 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-8).

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-9). 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-10).

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-11). 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-12).

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-13).   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 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-14) 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-11) 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-15) 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-12). 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 is 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-11, IV.A-15).

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

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-15). Additionally, the *Gavilan College Organization and Governance Handbook* outlines the overall institutional governance process and structure (IV.A-12). 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-11, IV.A-15).

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-21).

> ➢ 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-11, IV.A-15). 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-1). 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-24). 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-25). 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-1), 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

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-11). AP2510 describes the process and entities involved in providing input and recommendations on curriculum and student learning programs (IV.A-15).   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-12). 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-12) 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-26)

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-12)

Analysis and Evaluation of Standard IV.A.4

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-11) 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-12) 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-27), guide the institution's actions (IV.A-28). 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-24). 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.

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

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-15) and Board Policy 2510 (IV.A-11). 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-29). 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-28).

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-12*)*:

- 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-30) 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, Departments, Student Services, President's Council and Board of Trustees meetings, and reports back from such groups as Senate, Department Chairs, Curriculum Committee, and GCFA are regular items on department agendas (IV.A-31, IV.A-32).

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-6). These efforts have culminated in the acquisition and implementation of tools such as BoardDocs (IV.A-33).

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-34). She has conducted open forums where students and staff are able to ask questions and provide direct input to the CEO (IV.A-35) in addition to a monthly podcast. The Public Information Officer distributes an electronic publication entitled "What You Should Know This Week" (IV.A-36), and meeting minutes are posted on the Gavilan Intranet (IV.A-7).

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.

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-37) 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-38) 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.

- Monitori 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-39).

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	Biology Program Plan Sample
IV.A-2	English Department Program Plan, 2016-17
IV.A-3	Student Life Coordinator Program Plan
IV.A-4	CCCCO-Learning Council commendation
IV.A-5	Learning Council Home Page
IV.A-6	Learning Council Report
IV.A-7	Guided Pathways Summer Workshop Notice
IV.A-8	Guided Pathways plan
IV.A-9	President Council Meeting Minutes, 3.28.18
IV.A-10	Open Forums with the President
IV.A-11	Board Policy 2510, Participation in Local Decision Making: Faculty
IV.A-12	Gavilan College Organization and Governance Handbook
IV.A-13	Facilities and Grounds Committee Minutes, April 19, 2017
IV.A-14	Board Policy 2430
IV.A-15	Administrative procedure 2510
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 Website
IV.A-21	Directors and Confidentials Council

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 for presenting 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 a 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 and 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-13Nancy 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

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

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 a 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 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 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 Trustee 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 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

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

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

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

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

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 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 English1A 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

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

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) Final approvals are made through President's Council, which includes representation from all Gavilan College constituencies.

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 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 CCCCO 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 Board is presented with key data from the CCCCO 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-128, IV.C-129). 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-130) 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-131, IV.C-132) 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 IV.C-47). Board Policy 2110 outlines the process and procedures in the event there is a vacancy on the Board. (IV.C.9.16: IV.C-133)

Analysis and Evaluation Standard IV.C.9

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-134). 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-135).

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-33)

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-136) 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-55, IV.C-137), 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-20) Evaluations are an active part of how the board plans and implements its goals.

Analysis and Evaluation Standard IV.C.10

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-3).   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-55, IV.C-138, IV.C-139). 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-56, IV.C-140, IV.C-141) 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-126).

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-142; IV.C-143).

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-3). 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 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.

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-144). 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-145, IV.C-146).

> ➢ 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-147). 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-148). 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" (IIV.C-43). 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-44). 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 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-145, IV.C-149) 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-122, IV.C-123) 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-150: 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-20, IV.C-151)

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-152). This board member participated by reading 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-153 ,IV.C-154) The 2015 Focus on Improvement Report was approved by the Board of Trustees on March 10, 2015 (IV.C-155) and the 2016 Accreditation Midterm Report was reviewed and approved on January 12, 2016, February 9,

2016, and March 8, 2016 (IV.C-156, IV.C-157, IV.C-158). 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-18, IV.C-19, IV.C-159)

Analysis and Evaluation Standard IV.C.13

The Gavilan College Board of Trustees 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 and a current trustee was a member of the Accreditation Steering Committee.

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-118   BoT Training: Strategic Planning Workshop February 2017 Agenda

IV.C-119   BoT Training: Strategic Planning Workshop February 2017 Minutes
IV.C-120   BoT Training: Strategic Planning Workshop January 23, 2018 Agenda

IV.C-121   BoT Training: Strategic Planning Workshop January 23, 2018 Minutes

IV.C-122   Board Retreat, July 2, 2017 Agenda

IV.C-123   Board Retreat, July 2, 2017 Minutes

IV.C-124   BoT Budget Workshop September 12, 2017 Agenda

IV.C-125   BoT Budget Workshop September 12, 2017 Minutes

IV.C-126   Bond Orientation training [Agenda 01.10.18](#)

IV.C-127   Training on BoardDocs

IV.C-128   [BOT Orientation Index](#)

IV.C-129   [Office of the President BOT Orientation](#)

IV.C-130   [Board Orientation, Accreditation](#)

IV.C-131   [R. Perez, BOT minutes, 01.09.18](#)

IV.C-132   [J. Brusco, BOT minutes, 02.13.18](#)

IV.C-133   [BP 2110, Board Vacancies](#)

IV.C-134   Board Policy 2745, [Board Self-Evaluation](#)

IV.C-135   [BOT Committee minutes, 10.02.17](#)

IV.C-136   [BOT Self-Evaluation 11.14.17 minutes](#)

IV.C-137   [AP 2740, Board Education](#)

IV.C-138   AP 2710

IV.C-139   AP 2712

IV.C-140   Board Policy 2717, Personal Use of Public Resources

IV.C-141   Board Policy 2720, Communication Among Board Members

IV.C-142   [BOT_6. 14.16_minute](#)s

IV.C-143   BOT Policy minutes, 4.12.16

IV.C-144   [BP 2430, Delegation of Authority to the President of the College](#)

Text moved from other sections and parked here by Jan: (DO NOT DELETE)

The Gavilan College <mark>Faculty Handbook</mark> 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.

<mark>The student handbook</mark>, 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.

<mark>Class Schedule</mark>: 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).

<mark>SLO policies and process</mark>

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 (II.A.11.4 http://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdfi). 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.11.10https://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.11.11https://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.

<mark>Continuous improvement cycle:</mark> 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 it's cycle for continuous institutional improvement

<mark>Planning Cycle</mark>

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.

<mark>Learning Outcomes:</mark>

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.

A. THINK CRITICALLY & CREATIVELY	B. COMMUNICATE EFFECTIVELY
ILO A: *Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.* *Common actions related to ILO A include:* • 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. *Please note: This area relates to the previous ILOs: 2, 3, and 5.*	**ILO B**: *Express and exchange ideas effectively through listening, speaking, reading, writing, and other modes of interpersonal communication.* *Common actions related to ILO B include:* • 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. *Please note: This area relates to the previous ILOs: 1.*
C. PRACTICE SOCIAL RESPONSIBILITY	**D. CULTIVATE WELL-BEING**
ILO C: *Develop ethical, social and civic awareness.* *Common actions related to ILO C include:* • 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. *Please note: This area relates to the previous ILOs: 4 and 6.*	**ILO D**: *Construct personal, educational and career goals and identify lifestyle choices that promote mental, emotional, physical and social health.* *Common actions related to ILO D include:* • 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. *Please note: This area relates to the previous ILOs: 6.*

➢ 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, Dean of Research, Planning, and Institutional Effectiveness, 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.

Added by Fran 10818:

 (Narrative Draft

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

Removed from I.B.1 by Fran 10918

Additionally, current scorecard and GavData show increased trends in overall achievement in the following areas:
-
-
-

(EVIDENCE: chart including equity as a metric).

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

I.B-15 Disproportionate impact analysis:
https://www.gavilan.edu/about/research/2017.08.31%20Disproportionate%20Impact%20Statement%20Final2.xlsx