AP 4020 Program and Curriculum Development

Reference:
Title V Sections 51021, 55000 et seq., 55100 et seq.; Accreditation Standards 4.A and D.

PROGRAM SERVICES REVIEW

A. Establishment of the Institutional Effectiveness Committee (IEC) membership.
1. The committee organized to conduct the review process will be a general college committee. The role of the committee is to facilitate and standardize the program review processes required by Accreditation Standards, the Educational Code of California, Title 5 regulations, and Board policy.
2. Membership will include representation from faculty, professional support staff, and administration as follows:
   - Four (4) faculty
   - Two (2) professional support staff
   - One (1) administrator
   - One (1) student representative
   - Director of Institutional Research – resource to committee
   - Vice President of Instruction – ex-officio member
3. The committee members choose the chair of the IEC.
4. Additional committee members may be appointed to serve on an ad hoc committee if deemed necessary to facilitate the completion of the tasks set for the semester.

B. General IEC responsibilities.
1. The IEC advises President’s Council concerning program review.
2. The IEC oversees the review process to maintain consistency in the development, selection, and application of criteria and guidelines. The IEC revises procedures when appropriate.
3. The IEC reviews the outcome of the previous year’s recommendations.
4. The IEC submits the completed program review self-study to include the unit plan and Budget Request form to the President’s Council before the end of the academic year.
5. IEC approved action plans will include resource allocation requests that will be incorporated into department budget requests and unit plans. Budget requests for a minimum three year cycle and a not to exceed five year cycle.
6. The IEC recommends a list of programs and services designated for review within specific timelines.
7. The IEC provides program models to aid programs in conducting their self-study.
8. The IEC reviews program reviews to ensure all programs include Student learning Outcomes including assessment of those outcomes.
9. Conduct an annual evaluation of the IEC process.

C. Timeline for program and services review
1. Program review cycle will be between 3-5 years and will be established by a schedule published by the IEC.
2. Every year, an internal and external needs assessment, which is conducted in accordance with generally accepted program review and development principles and regulations, will be completed by the deans of all academic, vocational and technical programs. The provisions...
of the California Education Code paragraphs 78015 and 78016 apply for the vocational and technical programs. Programs that have a questionable need based upon the assessment by the educational leadership team and/or cabinet will be referred to the IEC for review and recommendations forwarded to President’s Council. These programs will be reviewed in addition to the regular program review cycle.

3. The triggers used to identify programs with questionable need (at risk programs) are as follows:
   - Cost: compare direct instructional revenue based upon FTES to direct costs of the programs over two years. Identify those programs that lose money and rank order by percentage of loss to expenses (highest to lowest).
   - Identify programs with declining enrollments over the previous three-year period based upon WSCH of the college and rank order by percent of enrollment in year three to year one (lowest to highest).
   - Needs assessment to identify the community need for the skills taught in the program.

D. President’s Council Review
   1. The President’s Council shall review the IEC recommendations and action plan of the program and may conduct an independent review. An outcome of the review may be to:
      - Return the program review to the committee with suggestions for modification of the recommendations.
      - Submit the recommendations to the Board of Trustees for final disposition.
   2. Action taken by the President’s Council shall be communicated to the IEC and the staff of the program being reviewed.
   3. Resource allocation requests included in program reviews will be presented to President’s Council as part of the Program Review reporting and approval process. President’s Council will review resource allocation requests for consistency with the Strategic Plan.

E. Follow-up
   1. Each program will submit a status report to the IEC the year following the completion of the program review for the purpose of informing IEC on the implementation status of unit plan actions and the disposition of funding requests. At the request of IEC additional annual reports may be requested from a department.
   2. The IEC will evaluate the progress of the program’s action plan.
   3. The assigned Vice President responsible for implementation of actions within a program review, will present the evaluation of the action plan to President’s Council.
   4. The evaluation of progress of the program review action plans will include an analysis of how the actions are intended to or are improving student learning.

NEW PROGRAM DEVELOPMENT

A. Proposals for new programs shall be submittal to curriculum committee for preview and recommendation

B. The curriculum committee shall submit the proposal to the IEC for review and recommendation. If the curriculum committee approves the program, the proposal shall be submitted to the President and the Board for final approval.

C. Once approved by the Board, the program shall then be submitted to the State for approval.

ATTACHMENT 1
CURRICULUM DEVELOPMENT

A. The committee shall be a standing committee of the Academic Senate.

B. The primary goal of this committee shall be to oversee curriculum to sustain quality instruction and standards.

C. The curriculum committee shall have jurisdiction over all phases in the development, modification, and updating of the curriculum at Gavilan College. The committee shall have jurisdiction over the transfer General Education Patterns in compliance with CSU and UC mandates. The committee shall also have jurisdiction over non-transfer General Education patterns. The review of the curricula by the committee may result in a recommendation for curricular additions, deletions or modifications to the Senate.

D. The curriculum committee shall meet once each month unless the chairperson calls an additional meeting. Special meetings may also be convened by the chairperson. Meeting dates and times shall be established by the committee.

E. 1. Roberts Rules of Order, revised, shall govern the committee in the decision-making process.
    2. The chairperson shall be responsible for setting and distributing the agenda. This shall be done as far in advance of regular meetings as possible.
    3. Guidelines to be followed when submitting requests for new courses, modifications, or deletions appear in the Easy Curriculum Guide.
    4. Proposals given final approval by the curriculum committee and Senate shall be submitted to the District Board for action. Items of policy significance (e.g., program proposals, general education issues) shall first receive the approval of the Academic Senate before being submitted to the District Board. Upon a majority vote of the curriculum committee, any matter before the committee may be submitted to the Academic Senate prior to submission to the Board. By majority vote of the Academic Senate, any matter put before the curriculum committee for decision may be called before the Academic Senate for final decision.
    5. Minutes of committee meetings shall be the responsibility of the chairperson and will be submitted to the Academic Senate for acceptance.
    6. The District shall provide adequate secretarial support to the Curriculum Committee.
    10. Curriculum will be submitted to the President for approval.
    11. New programs will be submitted to the District Board for approval and then to the State.

F. Criteria to be considered when evaluating curriculum: (not in order of priority)
   1. Carnegie Unit criteria
   2. Appropriate degree of academic rigor related to objective
   3. Capital and instructional costs, availability of facilities
   5. Availability of faculty
   5. Courses within the catalog that are supportive or duplicative of the courses presented
   6. Student needs
   7. Relationship to curricular patterns
   8. Needs of the community
   9. Appropriate to an educational institution
   10. Legal requirements
G. Membership
   1. Faculty Senate Representative (chair)
   2. Department chairs (a department chair may designate a representative from his/her department)
   4. Vice President of Instruction
   5. Dean of Technical and Public Services
   6. Dean of Liberal Arts and Sciences
   7. Student representative
   8. Articulation Office - may already be a voting member as department chair or as representative of department. If Articulation is also a department chair or curriculum committee member, s/he may have only one vote.
   9. Registrar (ex officio)
   10. Chairperson will vote to break ties
# Unit Plan Budget Request Form

<table>
<thead>
<tr>
<th>Department:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Requestor's Name:</td>
<td>Requestor's Dept.</td>
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## Required Signatures:

<table>
<thead>
<tr>
<th>Supervisor's Signature:</th>
<th>Area VP Signature:</th>
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<tr>
<td>Comment:</td>
<td>Comment:</td>
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(A) Non-Personnel Request

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<tr>
<th>Item No:</th>
<th>Priority Level:</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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<tbody>
<tr>
<td>Is this Request a Result of Program Review?</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</table>

Unit Plan Goal: List Related Strategies from Strategic Plan 2007-2012. (Attach Unit Plan):

Expected Outcome:

Specific Measurements to be Used in Evaluation:

Source of Funding: General Fund / Program  Categorical Funding Program: Which one?  Are other funding sources available to support this request? Yes | No | If “yes” where? |

<table>
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<tr>
<th>Specific Item(s) Needed</th>
<th>Resource(s) Being Requested (Brief Description):</th>
<th>Amount Requested</th>
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<td>Total Amount Requested: $ 0.00</td>
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## Personnel Request

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<th>Item No:</th>
<th>Priority Level: High Medium Low</th>
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- **Is this Request a Result of Program Review?** Yes No

### Unit Plan Goal: List Related Strategies from Strategic Plan 2007-2012. (Attach Unit Plan):

#### Expected Outcome:

- [ ]

#### Specific Measurements to be Used in Evaluation:

- [ ]

### Source of Funding:

- General Fund / Program
- Categorical Funding Program: Which one?

- Are other funding sources available to support this request? Yes No

  - If “yes” where?

<table>
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<tr>
<th>Job Classification</th>
<th>Does this position already exist at the district?</th>
<th>Classification:</th>
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<tbody>
<tr>
<td>i.e. Office Assistant, Program Services Specialist</td>
<td>Is this a new classification? If so, you will need to provide enough information so that a classification study can be completed.</td>
<td>Yes No</td>
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<th>Duration</th>
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<td>Number of days, months per year.</td>
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<th>Full Time Equivalent (FTE)</th>
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<td>25% 50% 75% 100%</td>
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<th>Program Number</th>
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<td>What specific department/project will this position be charged to</td>
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<td>To Be Completed by Human Resource Department</td>
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<td>---------------------------------------------</td>
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<td><strong>Salary</strong></td>
<td>Track placement. Identify Salary Schedule</td>
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<td><strong>Burdens</strong></td>
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<td><strong>Benefits</strong></td>
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<tr>
<td><strong>Total Amount Requested</strong></td>
<td>Add salary, burdens, and benefits</td>
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</table>
I. PURPOSE OF PROGRAM REVIEW

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. The primary objective of the process is to assure the quality of the educational programs at Gavilan College so that they reflect student needs and encourage student success. Review of programs will be undertaken for the following specific purposes:

A. To evaluate how well an instructional 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.

B. To strengthen planning, decision making, and scheduling.

C. To influence program development and improvement.

D. To assess the inter-relationships of programs (impact).

E. To improve the use of college/district resources.

F. To establish the basis for changes to the strategic plan

G. To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests

H. To improve student learning

II. PROCESS (see Page 2 for details)

Program Review is a systematic process for the collection, analysis and interpretation of data concerning a program and its curriculum. It will be utilized for making judgments about the effectiveness of the program and to facilitate improvement of the program. Validated recommendations for each program need to be linked and incorporated into the area program/service planning process, including proposals for scheduling and curriculum changes, budgeting decisions, and hiring practices. The process involves a discipline self-study and written report, based on the questions posed in Section V. The self-study will include a review of data provided by the Office of Instructional Services and any additional data the program may wish to collect. The written report should include interpretation of the data, commentary and finally the program’s plans to address the findings of the self-study. A major outcome of the process is a continual updating of the program’s unit plan including funding requests for department operating budgets.

III. TIMELINE FOR PROGRAM REVIEW

A. 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.

B. The following timeline will be observed by the committee and programs being reviewed:
<table>
<thead>
<tr>
<th></th>
<th>The IEC Process and Time Line</th>
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</table>
| **September** | Establish review calendar  
Notify programs being reviewed  
Provide Orientation  
Begin Unit Plan updates  
Deans will notify programs of yearly updates to unit plans and budget requests. |
| **October** | Begin work on Self-Study and statistics                           |
| **November** | Continue work on Self-Study                                       |
| **December** | Conclude Self-study and Unit Plans and Budget Request Forms       |
| **January** | Self-study, Unit plans and Budget Request Forms to Deans Jan 31.  |
| **February** | Final Report to IEC Feb. 16  
Post documents on Research Website for review  
All final yearly updates are due to the Deans. |
| **March** | Programs meet with IEC  
The Dean will make sure the updated unit plan is connected to the budget request. |
| **April** | Programs meet with IEC                                             |
| **May** | IEC packet with all review documents submitted to President’s Council. |
| **June** | IEC packet with all review documents submitted to the Board of Trustees. |
IV. GUIDELINES FOR PROGRAM REVIEW SELF-STUDY REPORT

A. Preparing the self-study: (The Unit Plan, Budget Request Form, and any surveys you use should be labeled as attachments.)

1. Analyze and evaluate the data (see section B) to be used in developing responses to C-J (attach copies of the data used to the self-study):

2. Prepare an overall description and assessment of the program (see section C); and

3. Address each of the instructional areas of emphasis that are pertinent to your program (see sections D-I), make recommendations for both long term and short term, and update the program unit plan for implementation of the recommendations. See sections C-I for a guide in developing responses and J for updating the program’s unit plan.

4. The program will relate their evaluations and recommendations to the College’s Mission Statement, Institutional Goals and Priorities contained in the Strategic Plan.

5. The programs will identify the desired results of planned actions to include the expected impact of resource allocations on improvement in student learning.

B. Analyze and/or comment on all areas pertinent to your program. Contact the Research Office for pertinent statistical data. (data for three years should be used, if available)

1. Enrollment and WSCH Data
   a. Total WSCH at first census
   b. WSCH per Full-time Equivalent Faculty (FTEF)
   c. WSCH per contract instructor FTEF
   d. WSCH per hourly instructor FTEF
   e. Enrollments per section
   f. WSCH per section
   g. WSCH per FTES
   h. Historical data on FTES per semester

2. Grade Distribution
   a. Instructor (by contract and hourly)
   b. Day course (by contract and hourly)
   c. Evening and weekend courses (by contract and hourly)

3. Enrollment and WSCH Trends and Patterns

4. Retention and Success Rates
5. Outcomes Data
   a. Majors
   b. Majors’ transfer data, including performance
   c. Number of students who earn A.A. and A.S. degrees
   d. Number of students who earn certificates
   e. Other data elements needed to evaluate the impact of resource allocations

6. Staff Data
   a. Faculty Headcount (by contract and hourly)
   b. FTEF Totals (by contract and hourly)
   c. Ethnic and gender distribution of faculty
   d. Contract overload by year
   e. Program Release Time
   f. Classified Staff who contribute to the instructional program, e.g., Instructional Assistant
   g. Student Assistants

C. Overall Description and Assessment of the Program

   The self-study shall begin with an executive summary, which is a short description of the program including basic skills, transfer level and noncredit courses. It is a general statement of the primary goals, objectives and outcome measures of the program, any unique characteristics, concerns or trends affecting the program, and any significant changes or needs anticipated in the next three years. This summary is a broad, general assessment versus the more detailed responses and recommendations for both long term and short term covered in the six instructional emphasis areas (D-I).

D. General—Answer all questions that are applicable to your program.

   1. What program outcomes are established for student learning and what measures are used to assess whether these outcomes are met?

   2. What methods does the program use to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes use?
3. To what extent are writing skills, quantitative reasoning and critical thinking reinforced in each course of the program?

4. To what extent is the program encouraging the use of instructional strategies that involve students in the learning process?

5. To what extent does the program use technology in instruction?

6. What initiatives have been used to increase the program’s WSCH?

7. To what extent has the program explored alternative scheduling approaches?

8. What innovative teaching approaches have been successfully used?

9. What other opportunities for learning exist in the program outside of the formal classroom, e.g., field trips, guest lecturers, travel, etc.?

10. To what extent are there adequate resources in the Learning Resource Center to support the program?

11. Are the college’s non-classroom resources used effectively in the program and are additional resources needed?

12. What local and regional studies support the need for the program?

13. Does the program meet all local, state, and federal requirements?

14. Is the program articulated with regional four-year colleges and universities and district high schools?

15. To what extent does the program integrate or link with other disciplines? (include concepts such as learning communities, service learning and other student-centered learning strategies)

16. How is the program competitive with but not duplicative of similar programs at other community colleges, schools or community agencies within the region?

17. Does the program appropriately include distance learning opportunities such as television and web-based delivery modes?

18. Does the program include appropriate ladder-concepts, i.e. strata from certificate of achievement to transfer?

19. For vocational/technical programs, do occupational, professional, or trades and industry organizations at the state or national level as available/appropriate certify the program?

20. For vocational/technical programs, does the program lead to employment opportunities that provide an income equal to or above the level for a livable entry-level wage as determined by private industry councils and EDD data for the
employment market(s) served by the college and/or program?

21. Does an active advisory council that participates in curriculum and economic development support the program?

22. Does the program include work-based learning strategies such as internships, apprenticeships, and other school-to-work transitional strategies appropriate to the occupation?

23. Does the program qualify for CalWORKs (if appropriate)?

E. Curriculum

1. What are the program’s methods for evaluating the contents of course offerings?

2. What degrees and/or certificates does the program currently offer?

3. In what way do courses/programs (if applicable) support general education or other instructional programs?

4. What procedures are being used to assure that current curriculum is adequately meeting the needs of students?

5. What has the program done to validate the appropriateness of its degree and certificate requirements?

6. Are the established prerequisite(s), co-requisite(s) or advisory(ies) consistent with Title V Regulations?

7. If this is an occupational program, what role has the advisory committee played in shaping curriculum.

F. Student Success

1. To what extent are the students in your program meeting program student learning outcomes?

2. Does the program offer basic skill level courses? If so, what is the success rate of the students enrolled in the courses?

3. What are primary illustrations of the program’s commitment to the matriculating student? For example, do we offer full course offerings, job placement, tutoring, facility and equipment access, etc.?

4. What programmatic initiatives has the program made to meet the needs of part-time and non-traditional students? For example, scheduling, student services, office hours, library services, etc?
5. What are the program’s linkages to student support services? How does the program use student support services?

6. What efforts have been made by the program to recruit students into the program and provide liaison with the secondary schools?

7. What initiatives have been made to improve student retention, program completion, and transfers?

8. What interventions identify and assist at-risk students?

9. To what extent do under-represented students participate in program course offerings? If participation rates are low, what has the program done to encourage greater participation?

10. What is the level of student satisfaction with the program’s offerings and operation?

11. How well do Gavilan transfer students from the program do at four-year institutions compared to other community college transfer or four-year university students (when applicable data are available)?

12. How well does the program prepare students for a job? What are the indicators?

G. Staff Development

1. What staffing factors influence the effectiveness of the program (e.g., part-time/full-time ratios, and dependence on overloads)?

2. What areas of focus have been identified for future faculty/staff development?

3. What evidence is there that faculty members are staying current in their respective disciplines and instructional methodologies (e.g., workshops, conferences, course work, related work experience, advanced degrees)?

4. What recognitions have faculty members received?

H. Community Outreach and articulation

1. What has the program done to establish communication and cooperation with the secondary schools, Regional Occupational Program (R.O.P.) and four-year institutions (if applicable)?

2. If this is an occupational program, what noteworthy achievements have resulted from involvement with advisory committees?

3. How does the program coordinate with other programs and services to initiate community outreach activities?
I. Resources

1. What progress has the program made in obtaining the necessary resources (e.g., equipment, technology, grants, facilities, etc.) to enhance program effectiveness?

2. What staffing resources need to be added, deleted or changed?

3. What resource deficiencies have the area program experienced and how has this impacted the program?

J. Unit plan

1. From the assessment of paragraphs E through I, review and update the program's unit plan.

2. The unit plan is updated annually and will include activities, responsibilities and timelines. The unit plan will list each outcome the program is going to measure and explain how the program is going to measure it.

3. The unit plan is a document that should be aligned with the budget request process.

K. Budget Request Forms

1. Create a three year funding request as appropriate to ensure resource requests are included for consideration in the annual budget development process. The requests should consider a three year planning cycle. Consider the following resource areas:

   a. Personnel
      i. Faculty
      ii. Professional Support Staff
      iii. Administrative staff and support
      iv. Adjunct faculty, professional experts and other expert services
   b. Equipment
   c. Supplies
   d. Other Resources

2. Identify desired outcomes from Budget Requests.
   a. What data elements are to be monitored to determine if desired outcomes are achieved
   b. How will student learning improve as a result of these resource allocations
GAVILAN COLLEGE
NON-INSTRUCTIONAL PROGRAM REVIEW

I. PURPOSE OF PROGRAM REVIEW

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. The final goal of this process is the improvement of all programs and services at Gavilan College. The primary objective of the process is to assure the quality of the educational programs at Gavilan College so that they reflect student needs and encourage student success. Review of programs will be undertaken for the following specific purposes:

A. To evaluate how well an instructional service/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.

B. To strengthen planning, decision making, and scheduling.

C. To influence service/program development and improvement.

D. To assess the inter-relationships of service/programs (impact).

E. To establish the basis for changes to the strategic plan

F. To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests, so as to ensure that district resources are used optimally,

G. To improve student learning

II. PROCESS (see Page 2 for details)

Program Review is a systematic process for the collection, analysis and interpretation of data concerning a service/program and its curriculum. It will be utilized for making judgments about the effectiveness of the service or program and to facilitate improvement of the service/program. Validated recommendations for each service/program need to be linked and incorporated into the area service/program planning process, including proposals for scheduling and curriculum changes, budgeting decisions, and hiring practices. The process involves a discipline self-study and written report, based on the questions posed in Section IV C. The self-study will include a review of data provided by the Office of Instructional Services and any additional data the program may wish to collect. The written report should include interpretation of the data, commentary and finally the program’s plans to address the findings of the self-study. A major outcome of the process is a continual updating of the program’s unit plan including funding requests for department operating budgets.

III. TIMELINE FOR PROGRAM REVIEW

A. 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.

B. The following timeline will be observed by the committee and programs being reviewed:
### The IEC Process and Time Line

<table>
<thead>
<tr>
<th>Month</th>
<th>Task</th>
<th>Details</th>
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| **September** | Establish review calendar  
Notify programs being reviewed  
Provide Orientation  
Begin Unit Plan updates | Deans will notify programs of yearly updates to unit plans and budget requests. |
| **October** | Begin work on Self-Study and statistics |                                                                       |
| **November** | Continue work on Self-Study |                                                                       |
| **December** | Conclude Self-study and Unit Plans and Budget Request Forms |                                                                       |
| **January** | Self-study, Unit plans and Budget Request Forms to Deans Jan 31. |                                                                       |
| **February** | Final Report to IEC Feb. 16  
Post documents on Research Website for review | All final yearly updates are due to the Deans. |
| **March** | Programs meet with IEC | The Dean will make sure the updated unit plan is connected to the budget request. |
| **April** | Programs meet with IEC |                                                                       |
| **May** | IEC packet with all review documents submitted to President’s Council. |                                                                       |
| **June** | IEC packet with all review documents submitted to the Board of Trustees. |                                                                       |
IV. GUIDELINES FOR PROGRAM REVIEW SELF-STUDY REPORT

A. Preparing the self-study: (All tables, charts, surveys, the unit plan and the budget request form should be labeled as attachments)

1. Analyze and evaluate any pertinent data either gathered by the service or obtained from the Research website to be used in developing responses to Section C (attach copies of the data used to the self-study):

2. Prepare an overall description and assessment of the program (see section B); and

3. Address each of the questions listed below, make recommendations for both long term and short term, develop a unit plan and a budget request. The service area will relate evaluations and recommendations to the College’s Mission Statement, Institutional Goals and Priorities, and the Strategic Plan.

4. The programs will identify the desired results of planned actions to include the expected impact of resource allocations on improvement in student learning.

B. Overall Description and Assessment of the Program

The self-study shall begin with an executive summary, which is a short description of the service. It is a general statement of the primary goals, objectives and outcome measures of the service, any unique characteristics, concerns or trends affecting the service, and any significant changes or needs anticipated in the next three years. This summary is a broad, general assessment versus the more detailed responses and recommendations for both long term and short term covered in the four emphasis areas (C-F).

C. General—Answer all questions that are applicable to your program.

1. What program outcomes are established and what measures are used to assess whether these outcomes are met?

2. Describe the service area history and what the service is designed specifically to do.
   a. Satisfaction level of users
   b. Program mandates
   c. User diversity
   d. Local (community/school) duplication of services
   e. Tangible products developed

3. What is the student and staff utilization of this service?
   a. Number and type of service users
   b. Number and type of staff users

4. What evidence indicates that the service provided is of high quality?
5. What is the cost of providing this service?
   a. Describe and give measurements for designated spaces
   b. Show annual income and expenses

6. Describe program strengths and weaknesses
   a. Plans for the future
   b. Plans for improvement
   c. Budget strengths and weaknesses
   d. Other data elements needed to evaluate the impact of resource allocations

7. Comparison to other schools
   a. Similarities to other programs
   b. Unique characteristics

D. Staff Development

1. What staffing factors influence the effectiveness of the service?

2. What areas of focus have been identified for future staff development?

3. What evidence is there that staff members are staying current in their respective disciplines? (e.g., workshops, conferences, course work, related work experience, advanced degrees)?

4. What recognitions have staff members received?

E. Community Outreach and articulation

1. What has the service done to establish communication and cooperation with the secondary schools, Regional Occupational Program (R.O.P.) and four-year institutions (if applicable)?

2. If this is an occupational service, what noteworthy achievements have resulted from involvement with advisory committees?

3. How does the service coordinate with other programs and services to initiate community outreach activities?

F. Resources

1. What progress has the service made in obtaining the necessary resources (e.g., equipment, technology, grants, facilities, etc.) to enhance service effectiveness?

2. What staffing resources need to be added, deleted or changed?

3. What resource deficiencies have the area program experienced and how has this impacted the program?
G. Unit plan

1. From the assessment of paragraphs C through F, review and update the program’s unit plan.

2. The unit plan is updated annually and will include activities, responsibilities and timelines. The unit plan will list each outcome the program is going to measure and explain how the program is going to measure it.

3. The unit plan is a document that should be aligned with the budget request process.

H. Budget Request

1. Create a three year funding request as appropriate to ensure resource requests are included for consideration in the annual budget development process. The requests should consider a three year planning cycle. Consider the following resource areas:
   a. Personnel
      i. Faculty
      ii. Professional Support Staff
      iii. Administrative staff and support
      iv. Adjunct faculty, professional experts and other expert services
   b. Equipment
   c. Supplies
   d. Other Resources

2. Identify desired outcomes from Budget Requests.
   a. What data elements are to be monitored to determine if desired outcomes are achieved
   b. How will student learning improve as a result of these resource allocations
Reference Sheet for Budget Request Flow Chart

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Program Review – follow process determined by IEC.</td>
</tr>
<tr>
<td>2.</td>
<td>As a product of the program review process each department prepares a resource requirement request list.</td>
</tr>
<tr>
<td>3.</td>
<td>Budget request(s) developed for the next three fiscal years (years 1, 2, and 3).</td>
</tr>
<tr>
<td>4.</td>
<td>Each budget request will be accompanied by a list of data elements that need to be gathered to evaluate the effectiveness of the resources to determine if the desired results are achieved.</td>
</tr>
<tr>
<td>5.</td>
<td>Each department will create a unit plan as part of the program review and update it annually.</td>
</tr>
<tr>
<td>6.</td>
<td>Unit plans will be linked to the existing strategic plan at the time the plan is created or updated.</td>
</tr>
<tr>
<td>7.</td>
<td>Any themes noted in the unit plan that the department wants to be considered for inclusion in the strategic plan are recorded and sent to the strategic planning committee.</td>
</tr>
<tr>
<td>8.</td>
<td>Unit plans will include the budget request forms for Year 1, Year 2 and Year 3 that were generated as a result of the program review process.</td>
</tr>
<tr>
<td>9.</td>
<td>The strategic plan will be revised annually.</td>
</tr>
<tr>
<td>10.</td>
<td>The review of the strategic plan will begin by assessing the status of prior year strategies and the progress made on achieving goals.</td>
</tr>
<tr>
<td>11.</td>
<td>Budget requests initiated in the program review and included in the strategic plan will be provided to the strategic planning committee to identify strategic themes that appear as priorities within department plans.</td>
</tr>
<tr>
<td>12.</td>
<td>Strategic planning committee will assess progress on achieving prior year strategies and report its conclusions/evaluation.</td>
</tr>
<tr>
<td>13.</td>
<td>Strategic planning committee will use conclusions on status of prior year goals and determine which strategies remain relevant and need to be carried over into the next fiscal year.</td>
</tr>
<tr>
<td>14.</td>
<td>Annually, a SWOT analysis will be completed to determine if there are changes in the communities that need to be considered as part of the strategic plan update.</td>
</tr>
<tr>
<td>15.</td>
<td>Evaluate data that is gathered to determine if what changes in strategies may be appropriate.</td>
</tr>
<tr>
<td>16.</td>
<td>Identify any new strategies that should be pursued.</td>
</tr>
<tr>
<td>17.</td>
<td>Create a draft of the updated strategic plan and forward through governance process for refinement and approval.</td>
</tr>
<tr>
<td>18.</td>
<td>The Tentative Budget is prepared and submitted to the Board of Trustees in June of each month.</td>
</tr>
<tr>
<td>19.</td>
<td>Budget assumptions are noted in the Tentative budget. This includes revenue and expenditure assumptions.</td>
</tr>
<tr>
<td>20.</td>
<td>The budget includes projections of all permanent fixed expenditures including personnel costs.</td>
</tr>
<tr>
<td>21.</td>
<td>Revenue projections are made based on information from enrollment levels, state revenue and local revenue.</td>
</tr>
<tr>
<td>22.</td>
<td>As part of the Budget Guidelines section of the budget there will be an assessment on the effectiveness of previous year resource allocations in achieving the identified goals.</td>
</tr>
</tbody>
</table>
23. A written evaluation of the assessment of prior year allocations will be prepared and included in the budget.

24. Conclusions will be made on whether the allocations improved student learning. Those conclusions will be supported by evidence and included in the budget.

25. Department unit plan requests for the current budget year will be prepared and considered for funding as the budget is prepared.

26. A status sheet will be prepared that shows the disposition of each funding request.

27. The Tentative Budget is processed through the governance process and submitted to the board for approval.

28. The Final Budget is submitted for approval by the Board of Trustees no later that September 15 of each year.

29. Budget assumptions for revenues and expenditures will be finalized.

30. Department budgets are distributed.

31. Unite plan funding requests that were allocated resources will be identified in the budget along with allocations made to achieve the strategic plan priorities.

32. The Final Budget will include comments within the Budget Guidelines section of the budget on the effectiveness of allocations in improving student learning.

33. The Final Budget is the concluding step in the resource request process and the program review cycle restarts the assessment process for each program.
Budget Request Flow Chart – Program Review to Final Budget
Descriptions and Narrative Information

1. **Program Review.** The Institutional Effectiveness Committee is responsible for setting a
   calendar for review of all departments within the college. Administrative Procedure 4020
   provides guidance to the IEC on the role and responsibilities for the conduct of program
   reviews. The IEC uses guidelines that are followed by departments in preparation of the self
   study document. There are three documents created as part of the Program Review Process:
   a. Department Self Study
   b. Unit Plan. The unit plan is a three year plan that outlines the courses of action to be
      followed by a department to address items noted as part of the self study.
   c. Budget Request Form. The Budget Request Form is prepared in support of the planning
      actions noted in the unit plan. A Budget Request Form is prepared for each of the next
      three years of a planning cycle. The form is used to support requests for resources as
      part of the annual budget development process. Proper evaluation of the effectiveness
      of resource allocations requires that certain information be gathered in support of
      evaluation efforts. The Budget Request Form identifies the date elements that need to
      be considered in order to evaluate whether the resource allocation achieved the desired
      result.

   **General Comments**

   Departments prepare self study reports using guidelines established by the IEC. As part of the self
   study, each department also prepares a unit plan. Unit plans are updated annually and used by the
   departments on an on-going basis to identify the areas where proposals are considered necessary by
   the department to improve student learning and support of student learning. Unit plans are supported
   by Budget Request Forms. The Budget Request Form’s emphasis is on the resources needed to
   achieve unit plan initiatives. Departments are requested to prepare a Budget Request Form of each
   of the next three years. Each year a Budget Request Form is submitted for consideration in the
   development of the annual budget.

   Evaluation of the effective use of resource allocations to achieve the desired improvement in student
   learning requires that certain data elements be gathered. Some of those data elements may not be
   included in the standard routine research that is conducted by the college. To ensure appropriate
   information is collected the department will identify what data elements will be considered when the
   evaluation of the resource decision is conducted. The results of the evaluation will be used in the
   development of future self studies, unit plans and budget request forms.

   Self studies are prepared on a three or five year cycle depending on the number of departments to
   be studied during the program review cycle. Regardless of the review cycle for the self study, a unit
   plan will be prepared by each department each year. Also, budget requests will be refined an updated
   annually.

2. **Create Unit Plan.** Departments review their unit plans each year. The college’s Strategic Plan
   is used a guide when preparing the unit plan. Trends that development within the unit plans
   are also used to modify the Strategic Plan as part of the College’s on-going strategic planning
   activities. When preparing the unit plan each department is requested to align proposed
   actions to assist in the achievement of the Strategic Plan strategies. Priorities for each of
   the next three years are identified in the Unit Plan. The priorities are supported by a Budget
   Request Form for each year.
3. **Strategic Plan.** The Strategic Plan is a five year planning document. The strategic plan is a five year rolling planning document. Each year one year is dropped and one year is added. Because some strategies require several years to be completed, it is not uncommon for a strategy to be listed for multiple years. The Strategic Plan goals listed under each strategy may also change as additional information is obtained or when it is apparent that a more specific goal is needed to properly measure achievement and improvement in student learning.

   a. The Strategic Planning Committee meets at least four times a year. In the fall, the committee reviews the actions taken on prior year goals. An evaluation of progress made or achievement of a goal will be made and reported to the college community.

   b. As part of the evaluation process, the Strategic Plan Committee will make recommendations on which strategies are to be carried forward into the next plan cycle.

   c. Any major themes noted in the unit plans, program review self studies, other supporting plans including the Technology Plan, Facilities Master Plan and Educational Master Plan as well as information from constituency groups, available to the committee will be considered to determine what additional strategies should be incorporated in the follow on Strategic Plan.

   d. After consideration of local market information, a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, the Board of Trustees Goals and other information related to changes to the community served by the college, an updated Strategic Plan will be developed.

   e. The revised Strategic Plan will then be routed through the shared governance process for refinement and recommendation for approval to the Superintendent/President.

4. **Tentative Budget.** The Tentative Budget is approved in June of each year. This budget is a rough estimate of projected revenues, expenditures and updates on items funded from previous years. Additionally, to the extent information is available the budget will also include proposal personnel position increases, salary adjustments and all other significant changes being proposed in the expenditures of the college.

   a. Budget Request Forms are used to support budget increases in departments. Unit plans are the source of the budget request with the Budget Request Form being used as the supporting document that is the formal request for funding.

   b. The Tentative Budget will identify the funds allocated to achieve each strategic plan strategy and the goals of each strategy. For those goals that were included in the previous year strategic plan, comments about the funding allocated the effectiveness of the allocation in achieving the desired goal will be commented on within the Budget Guidelines section of the budget.

5. **Final Budget.** The Final Budget is the revised spending plan for the year. The Final Budget will include a revised Budget Guidelines document that includes the Strategic Plan, the Board of Trustee Goals and any other initiative that may have been identified during the planning process for the year. The Final Budget will include a listing of items specifically funded in the current year to achieved Strategic Plan goals and Board of Trustees goals. The Budget Guidelines section of the Final Budget will also contain an assessment on the effectiveness of resource allocations in improving student learning.
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Program Review to Strategic Plan

Program Review Conducted Every three years

Budget requests approved by IEC and President’s Council

Assess and evaluate effective of resource allocations- was the desired result achieved?
Gavilan College Idea Consideration Process

Individual Idea or Concept

Department Reviews Idea

Idea related to originating department goes through department planning process

Unit Plan

Program Review

Strategic Plan

Budget

Governance Process

Idea related to another operating department goes through governance process

Committee of President’s Council

President’s Council
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AP 3250 Institutional Planning

Strategic planning provides direction to the college and provides to students the best possible learning experiences, high quality support systems, and an environment promotes learning. Institutional research and effectiveness will be integrated with and supportive of all institutional planning. The mission, values, objectives and institutional student learning outcome goals will be available on the college web site and in the college catalog. All plans will be distributed to college representative groups both during the development stages and after final approval. Strategic planning produces the following plans.

**Strategic Plan:** The strategic plan states the mission, values and institutional objectives of the college. The objectives have outcome measures that both determine if the objective has been reached and whether the objective has been effective. One or more of the college objectives addresses student learning outcome goals and related planning needs. This plan provides the framework for all the other plans that support it. This plan is a primary responsibility of the Board in collaboration with the staff. Each year the board prioritizes objectives in order to formulate budget guidelines for the next fiscal year, again in collaboration with the staff. Although the strategic plan is a five-year plan, it is updated each year. Updating will include assessment planning and prioritizing of objectives.

**Educational Master Plan:** The educational master plan implements the strategic plan by identifying the department and program activities that support the major objectives of the strategic plan plus the objectives and activities relevant to individual departments and programs. The educational master plan in essentially the compilation of all unit plans. The educational master plan is a five year plan that is updated each year. Updating will include assessment planning and prioritizing of objectives and activities.

**Student Learning Outcome Goals:** Student learning outcome goals are developed at the course, program, unit, and institutional levels. They identify what the student has learned and is able to demonstrate after completing each level.

**Unit:** Department, program or service at the college.

**Unit Action Plans:** Unit action plans are those developed by departments, programs, and service areas. They identify activities, timelines and assigned responsibilities that support the objectives in the strategic plan and objectives, activities, timelines and assigned responsibilities unique to the unit. Academic and student services units also identify student learning outcome goals for their units. Together the unit action plans comprise the educational master plan. These plans form the basis and justification for yearly budget development. These are three-year plans that are reviewed and updated each year. When the Institutional Effectiveness Committee (IEC) reviews departments and programs, these plans are reviewed, updated and developed into new action plans to implement IEC recommendations. They also form the basis for accreditation self-assessment.

Budget Request Form: Unit plan requests for resources will be initiated and monitored through the use of a Budget Request Form. A form is prepared for each of the next three fiscal years and serves as the link between program review, unit plan and the college budget. Budget Request Forms are updated each year along with the annual update of the unit plans.
**Mission:** Official purpose statement of the college. What we do and provide. A promise made to the community and our students. The mission will identify the intended student population (e.g. transfer, older adult, career-technical and pre-collegiate preparation) and will emphasize improvement in student learning.

**Values:** The standards by which we determine what we do. The collective guiding principles that drive the institution and give us inspiration. Values are the context in which we establish the college climate and fulfill our mission.

**Objectives:** A concrete set of achievable actions and strategies that address a value and focus our energies within a defined timeframe.

**Outcome Measures:** The intended results from the implementation of an objective. How we know when an objective has been achieved and the significance of the results.

**Learning Outcomes:** The intended results of education and experiences at Gavilan College. What students are able to do as a result of our efforts. Competencies.

**Facilities Plan:** The facilities plan implements the educational master plan by identifying and prioritizing the facilities construction and remodeling that is required by the educational master plan. The facilities plan is a five-year plan that is reviewed and updated each year.

**Technology Plan:** The technology plan implements the technology aspects of the educational master plan by addressing such areas as distance education, management information services, technology support, management of technological resources and staffing. This is a five-year plan that is reviewed and updated each year.

**Staffing Plan:** The staffing plan addresses the staffing needs of the educational master plan, the technology plan and the facilities plan. It identifies and addresses equal employment issues as well as processes for identifying staff needs. This is a five-year plan that is reviewed and updated each year.

All plans are considered when developing the budget guidelines and the college budget each year. With the strategic plan driving all other plans, they are integrated, and together drive the budget development process. Each department will use their plan as support/justification for budget requests.

**Strategic Planning Committee:** The Strategic Planning Committee is a subcommittee of the President’s Council. The subcommittee will meet at least quarterly to review the progress on achievement of strategic plan goals and to develop updates to the strategic plan. The purpose of the committee is to coordinate the development and the update of all district plans and to monitor their progress.

**Approval Process:** When the strategic planning committee conducts the yearly plan update, plans will be forwarded to the President’s Council constituent groups and the board for review and comment. The president’s council will then review and incorporate any comments, finalize the plans, and then present them as a recommendation to the president. The plans will then be forwarded to the board with the president’s recommendation for their review, modification and final approval. If required, the plans will then be sent to the state chancellor’s office.
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Budget Guidelines
FY 2007-2008

(Combined with an update on the effectiveness of allocations made in previous fiscal years that remain priorities in FY 2007-2008)

This budget guideline document with annotations is designed to serve two purposes. The first purpose is to identify the funding priorities for FY 2007-2008 as established through the Strategic Plan and Board Goals. These budget guidelines are derived from several planning documents. The planning documents include the college’s strategic plan and the annual goals established by the Board of Trustees. Other priorities in need of resource allocations are also included although they may not specifically fall under one major strategy or board priority. In developing the budget, resources will be allocated to the extent that funds are available.

The second purpose of this document is to report on the effectiveness of the resources allocated within this fiscal year on activities made possible through resource allocations. The assessment section under each goal summarizes whether the college received the benefits it was expecting when allocating these resources. Evaluating the effectiveness of resource allocations has not occurred in previous years. Additional baseline data and identification of elements to be evaluated will be necessary in order to make definite conclusions about the effectiveness of resource allocations in future planning updates.

In developing the Final Budget the first priority is to allocate sufficient resources to maintain those functions that support the mission of the college so that high quality instructional services can be offered to students. A number of permanent fixed costs exist throughout the college. The budget reflects those commitments and contractual obligations.

Gavilan College Mission Statement:  *In an environment that nurtures creativity and intellectual curiosity, Gavilan College serves the community by providing a high quality learning experience which prepares students for transfer, technical and public service careers, life-long learning, and participation in a diverse global society.*

Section 1 - Strategies from Strategic Plan 2007-2012

**Strategy # 1 Optimize enrollment, course offerings and services to reflect community needs and growth**

**Goal #1**  Increase the number of students who will graduate with an AA/AS degree and/or who can transfer within two years

- Numerous costs are included in current operating budget and have not been separately identified as these actions being completed by existing personnel who also have other primary assignments. This goal was included in FY 2006-2007 also.

**Status as of spring 2007:**

**The Transfer Institute**
The Transfer Institute completed its first four-semester cycle at the end of the spring semester and added a second cohort in the fall of 2006. Persistence rates from fall to spring for Cohort 1 in year one was 93% (compared to 67% for the most recent data available on all students). Persistence in year two was 100%. The persistence rate from semester one to semester four was 85%.
The most recent data available on Gavilan student transfers to UC and CSU institutions (2005-2006) shows a steady increase in the number transferring. A 3% increase was made from 2004 to 2005, with an 11% increase from 2005 to 2006. Data for 2007 is not yet available.

In the past three years, the College has seen a steady increase in the number of AA and AS degrees awarded. In 2003-2004, 212 AA/AS degrees were awarded. In 2004-2005 this number increased to 222 (+4.5% from the previous year) and in 2005-2006 237 degrees were awarded (+6.3% from the previous year). Data for 2006-2007 is not yet available.

Accountability Report for Community Colleges
The Accountability Report for Community Colleges (ARCC, AB1417) released its first College Level Indicators report in 2007. Gavilan was compared to other colleges of similar size and function. Gavilan achievement rates (persistence and student progress) for the percentage of students who earned at least 30 units were above the peer group average.

Transfer Pattern Changes
New IGETC, CSU Breadth and Gavilan Degree patterns have been updated/developed. Continued development and implementation of the ERP system will result in the ability to more efficiently track and communicate with students about degree completion options. One full-time counselor has been added to the EOPS staff and a new adjunct faculty position for the General Counseling area is anticipated in July 2007. The cost of these two positions is approximately $100,000 of which $25,000 is general fund money.

Assessment: The College is making steady progress on this goal. Additional baseline data information will allow the college to revise this goal to include specific performance improvements in each area. The ARCC report is the best industry wide comparison and will continue as an important performance measurement device in future years.

Goal #2 Create an institutional approach to address student recruitment, assessment, outreach activities and retention efforts

- Numerous costs are included in current operating budget and have not been separately identified as these actions are being completed by existing personnel who also have other primary assignments. This goal was included in FY 2006-2007 also.
- Program Services Specialist, 2 FTE positions at $75,000 are included in the budget for a total allocation of $150,000.
- Student Assessment Specialist, .50 FTE position at $25,000, is included in the budget.

Status as of spring 2007:
Outreach and Recruitment
An extensive unit plan has been developed to institutionalize the process of recruitment and outreach. The Outreach and Recruitment Office has been charged with leadership for coordinating the college-wide effort. Noteworthy activities for the current year have included hosting an orientation, assessment and student services fair for high school seniors in conjunction with GavFEST, developing a web portal to coordinate and track college outreach efforts, and continued marketing of the High Step and Early College Academy projects.

Departmental initiatives contained in the plan have resulted in increased enrollment and access to the college. For example, the Financial Aid Office provided 48 workshops during the academic year attracting over 5,000 participants. The goal was to increase student access to financial aid services, and to introduce the customer service initiative of web access. Financial Aid hoped to improve efficiency by 10% and efforts have resulted in 2,000 FAFSAs being downloaded during the current year. This compares to 1,641 in 2005-2006, an increase of 17.95% from the previous year.
**High Step Program**

The High Step Program showed dramatic increases from fall to spring in the number of students participating. The San Benito project grew from 19 students in fall 2006 to 25 students in spring 2007. Efforts with the Morgan Hill Unified School District yielded very small numbers in the fall term and was discontinued due lack of institutional support from that district during the Spring term. Enrollment improved dramatically within the Gilroy Unified School District. Two courses were offered in the fall term attracting 18 students. A concerted college effort was placed on growing the program for the spring 2007 term. Outreach staff and others spent over 40 hours working directly with students, faculty and administration at the school district to improve access and enrollments. Spring 2007 featured three courses offered on the high school campus with an enrollment of 64. Based on student input, Computer Literacy and Marriage and Family were identified to be offered in the fall 2007.

**Student Assessment Office**

The Assessment Office has secured a permanent home, and, through the ongoing funds budgeting process, an additional part-time staff member was been added (June 2007). Funds were also secured through one time funds to properly equip the center with computers and furniture appropriate for future operations. While it is a bit early to evaluate the effectiveness of the additional staff, the goal is that this position will support the college in meeting the needs of new and continuing students through consistent evening and weekend opportunities. Enrollment in evening and day/evening courses has been slowly weakening over the past 3 years. Recent trends indicate a slight upturn in evening enrollments (or a mix of day/evening). Spring 2007 data notes a 2% increase. As more evening services are available we expect to hold to an annual 2% increase as we augment the instructional program with support services.

The Assessment Office provided services to 1,305 students in the past academic year. A total of 62 assessment opportunities were made available. Concerted efforts were made to meet the needs of evening students and those who wish to test on the weekend. Those testing in the evening represented 6.4% of those tested (83), with 23.8% testing on either Saturday or Sunday (311). Nineteen sessions were offered on-site at area high schools where 555 students were assessed (42.5% of totals tested).

**Counseling Services**

The Counseling Department has begun work on several initiatives to aid retention including one initiative that provides specialized workshops and web tools for students in an academic dismissal or progress dismissal category. This initiative will be implemented in the fall of 2007 with the goal of all students in the first term of academic dismissal or progress dismissal attending a mandatory retention and success workshop. A minimum of 75% of students in these categories will attend a workshop prior to enrolling in subsequent terms.

The EOPS, TRIO, and Career Services operations have provided twenty-one student success workshops during the past academic year, up from sixteen opportunities in the previous academic year. Attendance was 212 students.

Student services have been made available at the off-site locations on a more regular and consistent basis. Financial Aid, EOPS, and the Career Center are among those augmenting past levels of service. A Program Services Specialist was added to the Hollister site to allow the site to remain open from 8 AM to 8 PM instead of closing down for the afternoon period. A similar position is being added at Morgan Hill site in the coming months.

These strategic initiatives have resulted in dramatic enrollment increases over the past two years (nearly 13%). The fall 2005 to fall 2006 headcount increased 8%. The fall 2004 to fall
2005 increase was 6%.

Assessment: A number of activities were implemented to allow more opportunities for students to access college programs. While no direct cause and effect relationship link is clear enough to assert that any one action resulted in a specific increase in enrollment, it is apparent that the changes have been embraced by the college’s service area. Enrollment over the course of the year rose by 12.8% in FY 2006-2007.

The additional personnel in Hollister and Morgan Hill will result in additional contact time available for students to access college services. The additional Student Assessment Specialist has allowed the College to increase the number of assessment testing opportunities for students. The conclusion based on information currently available is that the resource allocations are achieving the desired results.

Goal #3  Strengthen our career programs through a cohesive organizational approach such as creating an Occupational Career Program Institute

☐ Costs included in current operating budget. There are no separate costs included in the budget for this item. The activity will be performed using existing personnel.

Status as of spring 2007: The College is developing a construction trades program and has been gathering information to fully develop more career technical training opportunities. An “Institute” has not yet been formed to assist in the pursuit of new career technical options.

Assessment: The College is committed to developing new career technical training programs for its community and will continue to work on this goal during the course of the upcoming fiscal year.

Goal #4  Increase options for credit/non-credit courses for older adults and other constituencies as indicated in community needs surveys

☐ The Community Development Department received a new .50 FTE Office Assistant position at a cost of $20,000.

Status as of June 2007: In its second full year of operation, the Noncredit Program, continues to serve the older adult population (55 years +) through its “Living Through Learning Program.” The program increased options for older adults by offering a variety of noncredit courses specifically designed for their needs. Courses developed were for the social, physical, intellectual and emotional well-being of the older adult. This academic year brought a 100% increase in the number of students participating across the college district. In addition, along with increased enrollment, there was expansion in the number of senior facilities and locations requesting services.

The following data is available for the academic year 2006-2007:

Number of students: 1,910
Number of sections/course offerings: 79

Location of the sections/course offerings by city:
Hollister – 14, Gilroy – 36, Morgan Hill – 29

Number of senior facilities/locations by city:
Hollister – 4, Gilroy – 7, Morgan Hill - 6
FTES 2006-2007: 62

Because of the substantial growth experienced by the older adult program, additional support staff was added with the addition of a full-time office assistant. The total number of courses developed for the “Living Through Learning Program” is 24.

Assessment:
The goal of offering increased options for noncredit courses for older adults has been achieved this past academic year. The data confirms that there is high demand for this program within the community. Plans are to develop additional courses for “baby boomers,” whose needs may be different than other generations within the 55 years + group and who are expected to be retiring in substantially higher numbers in the next few years. Other goals are to increase facilities/locations to bring parity throughout the cities in the college district and offer a variety of courses.

Goal #5  Increase pre-collegiate credit/non-credit courses and other learning support options to prepare students for entry into transfer and vocational programs

☐ The cost for increasing the number of courses is included in the adjunct salary budget for the college. The noncredit program adjunct salary costs are budgeted at $80,000 for FY 2007-2008 but will increase if the demand for courses exists. Additional costs of up to $30,000 are included in the budget to pay for program coordination services to integrate noncredit courses and credit courses. The cost of $30,000 is to pay for up to .40 FTE of an adjunct faculty position.

The Noncredit Program is in its first year of offering noncredit Basic Skills through the GED (Math, Science, Reading, Writing and Social Science) and CAHSEE Preparation courses (Math and English-Language Arts). Other pre-collegiate noncredit courses that were developed this year and offer learning support and preparation for entry into transfer and vocational programs are VESL, Parenting Advocacy, ESL Citizenship, Personal and Career Development and On-line Literacy. The pre-collegiate noncredit data indicated enrollment growth from one semester to the other.

The following data is available for the academic year 2006-2007:

Number of students: 384

Number of sections/course offerings: 17

Location of the sections/course offerings by city:
   Hollister – 2, Gilroy – 12, Morgan Hill – 0, On-Line – 3

Number of facilities/locations by city:
   Hollister – 3, Gilroy – 7, Morgan Hill – 0, On-Line – 3

FTES 2006-07: 15.85

Assessment:
New course development for this academic year focused on responding to grant opportunities, (CAHSEE Prep), CalWORKs County requirements, literacy for distance education, and GED instruction in Spanish.

Students in the noncredit basic skills courses were given noncredit matriculation services for the first time in the areas of admissions, registration, orientation, campus tour, counseling/
advising, assessment and follow-up. As a result of these efforts, eight of the noncredit beginning VESL students enrolled in credit ESL. The process for matriculation of noncredit students to the credit programs, albeit small, has begun! The total number of courses developed to date is 10.

The goal of increasing pre-collegiate noncredit courses has been partially achieved in that there are now some noncredit courses that have been developed specifically for the immigrant population within the college district and those students who need some remediation in passing competencies for high school diploma equivalencies. However, there are still a number of courses that need to be developed that address the remedial, developmental, and job skill enhancement holistically that much of the immigrant and adult learners need in the community. Courses that were developed this past year were for a specific need for specific populations or program needs with very little course development for the general needs of these groups.

Discussions will need to continue with the credit instructional areas and faculty in order to move the noncredit basic skills program forward to meet the unmet community need in the areas of Math, English, ESL and Vocational/Technical areas. The process will continue through Department Meetings, Department Chair Meetings, and the Curriculum and Basic Skills Committees to determine how best to integrate, enhance and make the noncredit basic skills more responsive to the needs of the community. The major part of this past year was spent in planning and discussion but with very little movement forward in noncredit basic skills content areas that address literacy (reading and writing), computation and skills needed for job entry or re-entry.

The desired outcome is being achieved as evidenced by the college offering more noncredit basic skills or pre-collegiate courses that serve the general needs of the immigrant populations and adult learners that live and work in our communities.

**Goal #6** Expand alternate delivery of courses and services to meet needs of learners in the community such as online, telecourses, High Step, etc.

- A .50 FTE professional support staff position has been requested but not yet funded in this budget to provide additional support for distance education. The cost is $35,000.
- Cost for instructional delivery in alternative formats is included in the adjunct salary budget and in the costs for permanent full time faculty.

**Status as of spring 2007:** The High Step Program offered 2 courses in fall 2006 and 5 courses in spring 2007. Our demand for online classes continues to increase. The campus has adopted a new online learning system called Moodle.

**Assessment:**
Traditional online courses grew from 32 in fall 2006 to 39 in fall 2007. Growth has occurred in CSIS, Political Science, English literature, and Spanish for Spanish Speakers. Hybrid courses are a new area of development; hybrids in Biology and Ceramics address the lab needs while offering students’ flexibility in lecture. Resource allocations to expand distance education opportunities resulted in increased enrollments during FY 2006-2007.

**Goal #7** Offer a complete general education transfer pattern of courses at the Hollister and Morgan Hill facilities and the Gavilan campus in the evenings and weekends

- The costs for additional courses are budgeted in permanent positions and in adjunct faculty salary budgets.

**Status as of spring 2007:** General education offerings were expanded as follows:
Biotechnology 103, Art 15 offered in evening fall 2006
Humanities 3 offered in Morgan Hill fall 2006
Spanish 1B offered in Hollister fall 2006
Anthropology offered in Morgan Hill spring 2007
Guitar, Principles of Physical Science, Phil 2 offered in Hollister spring 2007
Principles of Physical Science, Phil 2 offered in evening spring 2007

Assessment:
The general education transfer pattern is being met at the Hollister and Morgan Hill sites. The evening program needs more balancing; counselors have identified the Arts, History, Political Science, Communications, Health Education (lifelong learning) as areas where additional courses could be offered.

Goal #8 Develop student learning outcomes and assessments for all courses, programs, and the institution with direct linkages for intersegmental transfer or career preparation

- A 1.0 FTE faculty position is included within the budget at a cost of $90,000 to serve as the college’s SLO coordinator. The costs will change as one individual is confirmed for the assignment.

Status as of spring 2007: Faculty continue to develop and update student learning outcomes through the course curriculum approval process. The Department Chairs and Curriculum Committee attended two training workshops on student learning outcome development and assessment during the spring 2007 semester.

A full time Learning Outcomes Coordinator position has been created for the 2007-08 academic year; Staff Development Day training day will include an all-day Learning Outcomes Workshop to begin the Program Learning Outcomes Project for next year. Course Learning Outcomes will be addressed during the 2009-10 academic year. New Program Review mechanisms will also include a method of evaluation for budget items.

Assessment: This is a new initiative for FY 2007-2008 and no assessment information is available at this time.

Strategy #2 Highlight student performance as a result of Gavilan College education

Goal #1 Collect data, package and market information on students’ performance in the following areas:

Vocational programs – provide information on student performance on State licensing examinations

Transfer programs – obtain information on how Gavilan students perform at four-year universities

Gavilan classes – obtain information about student success, retention, persistence.

- There are no separate costs included in the budget for this item. The activity will be performed using existing personnel. The Public Information Office budget includes funding for marketing and advertising.

Status as of spring 2007:
We have not yet been able to find detailed data on Gavilan College student performance after transferring. Chancellor’s Office Data Mart will be used to assess bachelor’s degree completion.
rates for available cohorts. The information on performance on state licensing exams and Gavilan College classes is available. Additional information is available from various sources on student performance for state licensing examinations. The college will need to establish a reporting process to allow it to gather this information.

Assessment: Gavilan spotlights students in the class schedule, the catalog and in various reports to the community. More information about the student body as a whole is needed before global comments can be made about how well Gavilan students perform at other institutions. The CalPass program offered through the State Chancellor’s Office will assist in providing information to the college on this area.

Goal #2 Develop Alumni Program in cooperation with the Gavilan College Educational Foundation; market information about Gavilan alumni

- A .50 FTE Office Assistant position is included in the FY 2007-2008 at a cost of $18,000.
- Equipment costs of $2,000 are expected to be paid out of existing allocations.

Status as of June 2007: The hire was delayed at the end of June for several months due to concerns about the available space to house the office assistant. The space concern has been resolved and the position will proceed on the hiring schedule. Alumni volunteers were present at GavFEST, staffing an information table, handling out Alumni materials and taking new memberships for the database.

Alumni success stories have been highlighted in fall and spring class schedules and in the 2005 /2006 Report to the Community and will continue to be included in subsequent schedules and community reports.

Assessment: The program is a new initiative that is being funded for the first time in FY 2007-2008. No foundation for assessment exists as of the development of the Final Budget.

Goal #3 Highlight Gavilan College student success programs, services and articulation strategies in local junior and high schools

- Costs included in current operating budget within the Public Information Office to pay for advertising and marketing.

Status as of spring 2007: The College has partnered with both San Benito High School and Gilroy High School to offer courses through the High Step Program in both the fall and spring terms. Additional courses are planned for the 2007-2008 academic year. Opportunities for completing the college’s assessment process have been offered in all feeder high schools.

Assessment: The Early College Academy project has included extensive work with administrators, faculty, and students in all area feeder middle schools in the college’s service area, especially with the Gilroy Unified District.

College outreach efforts have been extensive in area high schools. An institutional approach to recruitment has been utilized to coordinate efforts. College faculty and staff involved in these outreach efforts have included Financial Aid, Counseling, EOPS, TRIO, Outreach and Recruitment, Noncredit, Career/Transfer Center, DRC, Community Education, and Assessment among others.
Over the past six months, positive press coverage has highlighted the CalWORKs program, San Benito High School program, and Early College Academy. A ribbon-cutting and dedication ceremony for the T.J. Owens Early College Academy is planned for September, which will hopefully generate additional positive press.

More information and promotion is needed to highlight our articulation strategies.

**Strategy # 3 Improve and expand existing facilities to enhance the learning environment**

**Goal #1** Expand facilities in the northern part of the district by acquiring a site for the Coyote Valley campus

- *Measure E project funds of $25 million are expected to be used to complete this goal.*

  **Status as of spring 2007:** The Board has approved Resolution #847 to acquire property in Coyote Valley. The District currently is conducting an extensive due diligence process to ensure the site is useable as a community college campus.

  The cost of the land is $20 million. Another $8 million is needed for site development. The college has an application on file with the state to receive Educational Center status.

  **Assessment:** This goal is expected to be completed at the end of calendar year 2007. The objective of this goal is to establish educational facilities to serve the needs of the northern most members of the college’s service area.

**Goal #2** Expand facilities in the southern part of the district by acquiring a site for the San Benito County extension or campus

- *Measure E project funds of $12.7 million have been allocated to achieve this goal.*

  **Status as of spring 2007:** The Board approved Resolution #877 to acquire property in Hollister for a full college campus in San Benito County. The District currently is conducting an extensive due diligence process to ensure the site is useable as a community college campus.

  The cost of the land is $8 million with another $4 million expected in infrastructure costs to provide utilities to the site. The objective of this goal is to provide additional facilities to meet the local resident population need for educational services. The site is undergoing the due diligence process to determine its suitability as a college. The college will not seek Educational Center status until the Coyote Valley site is operational.

  **Assessment:** The objective of this goal has not yet been achieved. Once the acquisition is complete and the facility is operational the college will consider this goal accomplished.

**Goal #3** Augment main campus facilities by formalizing plan for use of golf course property at Gilroy campus

- *Development costs of $50,000 to $75,000 are expected in the upcoming year. Funds in existing accounts will be used to pay for these consulting services.*

  **Status as of spring 2007:** Staff has been compiling data on alternative use options for the real property currently used as a golf course. The college is not effectively using this property for educational purposes compared to other educational uses that are available. After considerable research, staff is recommending to the Board of Trustees that a learning
community complimented by residential housing be added to enhance services to the residents of the community of Gilroy and other communities within the college’s service area. Once the final research work is completed it is expected that the Board will be asked to initiate the CEQA process.

Assessment: The objective of this goal is to provide a student, faculty and staff housing option to Gavilan College. This goal has not been accomplished.

Goal #4  
Renovate Gilroy campus to current community college facility and ADA standards to offer students a comfortable, safe, modern learning environment where students, faculty and staff can come together around common interests

- Building renovation budgets totaling $60 million include costs for upgraded energy systems that will reduce overall energy consumption. The projects are including in the Measure E project accounts.

Status as of spring 2007: The Board has approved a two-volume Facilities Master Plan, dated February 14, 2006, that defines the scope, budget, and schedule of each of the Measure E construction type projects. The first of these projects includes infrastructure upgrades (almost completed), interim housing/swing space, and the modernization of the science building complex. The Facilities Master Plan includes an ADA component and a Landscaping Master Plan was presented to the Board at the June 2007 Board meeting.

Assessment: The completed projects include: infrastructure, parking lot improvements and tennis court repair. The infrastructure project included lighting improvements that will promote a safe campus for students to take advantage of an evening program. The lighting has achieved the desired results. Since the project was completed in June 2007, there has not been sufficient time to determine the impact on evening enrollment.

Goal #5  
Maintain a well-kept campus

- Costs included in the FY 2007-2008 include the following allocations:
  - Grounds Specialist 1.0 FTE $65,000.
  - Equipment purchases of $116,000 have been allocated to update the vehicles used by security and the maintenance departments

Status as of spring 2007: In the spring of 2007 one (1) Custodian and one (1) Grounds Specialist were added to Facilities’ Services with a Grounds Specialist in the hiring process.

Assessment: The new custodian has provided a more balanced distribution of the existing work load giving each custodian the ability to provide a higher level of service due to less area served by each individual.

The new Grounds Specialist provides additional time to focus on specific grounds/landscaping areas that have not received the proper attention due to higher priorities. The perimeter and exterior areas of the campus (weed abatement, shrub control and tree trimming) had been a secondary priority because the interior landscaping requires focused, task specific landscaping to present the “park like setting” for the users. (Mowing, irrigation, weed abatement, tree and shrub pruning). Presently the additional person is assigned specifically to the areas that were secondary priorities in the past.

The grounds staff is presently evaluating their assigned areas looking for ways to decrease water usage by removal and replacement of non drought resistant shrubs, looking at the feasibility of automatic timers on the sprinkler systems (night watering) and lawn areas that can be reverted into natural grass that requires less care and water. The Landscape Master
Plan will be used as a guide. Also, with the passage of Measure E, the landscaping around each building will be within the scope of the individual building remodels.

**Strategy #4** Provide appropriate technology for delivery of instruction, student support services and management of college operations

**Goal #1** Obtain and install an Enterprise Resource Program to ensure better integration of services and more effective reporting

- The ERP system costs of $1.5 million are included in the Measure E project budget. An additional $300,000 of unrestricted general fund money has been transferred to the Capital Projects Fund to pay for the one-time cost of operating parallel systems during the ERP change over.

**Status as of September 2007:** The Luminis portal will begin operating in early September for faculty and staff. Ongoing training and implementation of the Banner ERP system is approximately 50% completed. Several portions of our legacy student data have been converted in a test environment. Conversion of the remainder of our legacy student data is continuing.

**Assessment:** Achievement of this goal will be validated by meeting the various go-live dates to implement each module. Financial Aid go-live date is scheduled for January, 2008; Student is scheduled for April 2008 and Finance is scheduled for July, 2008. Portions of the Human Resources module are scheduled for January 2008, with Payroll remaining on the County Office of Education system. Final achievement of this goal will be retiring our HP3000 system by its end of life and being completely operational on the Banner platform as an integrated software solution for the entire college.

**Goal #2** Modernize technology in the classroom to support the delivery of instruction and to ensure 508 compliance

- An allocation of $1,000,000 is included in the Measure E project budget to replace classroom computers.

**Status as of September 2007:** The College will replace 300 classroom computers during the next two years in accordance with the District Technology Plan, Appendix E.

**Assessment:** The College has replaced 150 computers at a cost of $300,000 to bring the student learning labs up to current technology standards. Additional replacement computers are being cycled into the labs as procurement transactions are completed. The resource allocations have achieved the intended results.

**Goal #3** Modernize technology used by employees in accordance with the college-wide technology plan

- An allocation of $1,000,000 is included in the Measure E project budget to replace classroom, faculty and staff computers.

**Status as of September 2007:** Faculty and staff computers are being replaced this year in accordance with the Technology Master Plan, Computer Replacement Policy. Also refer to Goal #2 above.

**Assessment:** The College has replaced faculty and staff computers as part of the computer replacement plan. The resource allocations have achieved the intended results.
Goal #4  Obtain and install technology systems designed to reduce energy consumption

- Building renovation budgets totaling $60 million include costs for upgraded energy systems that will reduce overall energy consumption. The projects are included in the Measure E project accounts.

Status as of June 2007:

The replacement of the old boiler and boiler control systems are the largest of the projects that were included within this goal area. The project was completed in December 2006.

Assessment: The final project approval for this project occurred in December 2006. However, the systems were operational in October 2006. As a result of this project there were no heat shortages over the past winter. The College expects to save the amount of money it had been paying to repair the boilers each year in addition to an expected reduction in its utility bills. This project provided the anticipated benefit expected when the resources were allocated for this work.

Goal #5  Increase support services for all technology needs

- The FY 2007-2008 budget includes a 1.0 FTE Data Base Administrator at a cost of $100,000 and a 1.0 FTE Senior Computer Technician at a cost of $95,000.

Status as of September 2007: The hiring for these two positions is expected to be completed by November 2007.

Assessment: There is no assessment information available at this time since the positions have not been filled.

Strategy #5  Recruit and develop staff to attract and retain an optimal student population

Goal #1  Continue implementation, within resource constraints, the Five-Year Faculty Hiring Plan

- The FY 2007-2008 budget includes an additional six FTE full time faculty positions at a cost of $510,000

Status as of spring 2007: The Board of Trustees adopted the implementation of a Five-Year Full Time Faculty Hiring plan in November 2005. Since then the District has met and surpassed its goal of hiring per the plan on a fiscal year basis. The plan targeted hiring 10 full-time faculty members by FY 2007/08. As of spring 2007 the district has hired 14 full-time faculty members. The entire plan was to hire 18 full-time faculty members by FY 2009/10.

At the time the plan was approved, the college’s full time versus part time faculty ratio was 53.9%. A sustained ratio of 65% was determined by the college to be financially viable and a tremendous improvement over the base line year of 2004. The overarching goal was to add permanent full time staff to develop instructional programs, increase faculty contact with students and to provide a larger base of full time faculty to lead the efforts of improving student learning.

Assessment: It is very difficult to quantify the impact of a full time faculty member versus an adjunct faculty member. However, the college has noted the following changes that lead to
the conclusion that the desired result of these resource allocations is being achieved:

- In Social Sciences, new degrees are being created in Global Studies, Community Studies, and Social Service. Enrollments have increased in Social Science courses, especially Anthropology and History. Curriculum is being developed for the new degrees. Work has started on collaboration between Political Science and Administration of Justice for a certificate in Homeland Security.
- Enrollment has risen in Theatre, including such courses as Stage Production. Quality performances and community outreach efforts (Arts Back in the Classroom) have attracted more patrons to Theatre performances. Curriculum revisions have begun.
- Bach to Blues and the Marian Filice Piano Competition have become bookends for the Winter Music Festival at Gavilan College. The community-based endowment continues to grow due to positive music experiences at the College. Curriculum revisions are in the planning stages.
- The Biotechnology program is in its third semester; work has started on Biotechnology certificates and degrees.
- Learning Communities are being taught and coordinated by new English Department staff. Reading training is being provided to English staff by the new reading instructor.
- ESL has added four new enrichment courses and is converting survival level courses to noncredit.
- New Communications courses have been created; the discipline will work on collaboration with Business.
- The Library has provided innovations in research and technology.

Goal #2

Maintain competitive salary and benefit packages to ensure the attraction and retention of the best qualified employees

- This Final Budget includes the following increases in salaries for the upcoming year:
  - Full Time Permanent Faculty - 4.54% COLA increase
  - Professional Support staff and Manager/Confidential - 5.54% COLA increase
  - Administrative personnel - 4.54% COLA increase

  Total COLA increases to base salaries were $515,483.

- Adjunct faculty base salary changes were significant this year as the college successfully dedicated an additional $1.3 million (over the prior budget year) to raise adjunct salaries to levels closer to nearby college districts. Additional increases will be needed to raise the salaries to comparable levels.

Status as of June 2007: The District participates in an on-line collective bargaining database that is reviewed periodically by the human resources staff to ensure that salaries and benefits remain competitive with other similar school districts. The District continues to offer a yearly cost-of-living increase that is equal to or surpasses what the state provides. A usual indicator of competitive salary and benefit packages is the district’s ability to attract employees and offer them an increase over their current employment. As of spring 2007 all job offers have been successfully accepted without having to request special considerations for a higher step than the entry step of the particular salary range.

Assessment:
A review of Gavilan’s salaries to nearby college districts has, as expected shown some variation within the overall compensation package offered by Gavilan and other colleges. Overall the comparison revealed that Gavilan’s efforts to maintain a competitive salary and benefit package have been achieved. Salaries for faculty and administrative positions are competitive. It appears that there are a few professional support staff positions and some managerial positions that are less competitive when the base salary alone is considered. Additional review will be conducted to determine if adjustments are appropriate in selected
areas. In conclusion, Gavilan has achieved its intended objective of offering competitive salaries and benefits in order to recruit and retain some of the best qualified employees.

Goal #3  **Support staff professional development opportunities and research of teaching and learning methodologies to assist employees in maintaining excellence in their professions**

- Travel and conference funds of $42,000 are included in the budget.

**Status as of spring 2007:** Comprehensive Staff Development Day activities were offered at the beginning of the fall and spring semesters. Faculty and staff had opportunities to participate in numerous workshops and training exercises included in these programs (fall 2006 - 4 general session activities and 11 breakout sessions; spring 2007 – 5 general sessions and 7 breakout session activities). A number of activities are scheduled throughout FY 2007-2008. Travel and conference funds are provided to defray the costs of involvement in professional conferences. The College is also providing on-site Student Learning Outcome Assessment training for all interested faculty and staff.

Assessment: The value of this training has not yet been assessed.

Goal #4  **Promote a healthy work environment that nurtures personal and professional development**

- There are no separate costs included in the budget for this item. The activity will be performed using existing personnel.

**Status as of spring 2007:** The District continues to promote workshops and training to all employees. While individual departments are responsible for approving training for employees, the professional support staff have to petition a Professional Growth/Staff Development committee for approval to attend certain classes, courses and conferences. As of spring 2007 approximately fifty-one (51) employees attended classes, courses and conferences. In addition eleven (11) professional support staff received annual stipends for completing a course of study. This stipend is up to $700 per award and an employee can earn up to 4 awards during their employment at the District.

Faculty participates in an annual staff development plan that, if fulfilled, earns them track and step advancement on the salary schedule. More than 80% of faculty members advance annually within their respective tracks and/or move to a higher track.

As of spring 2007, the District granted 3 unpaid leaves of absence to faculty members who wanted to pursue their personal goals. In addition, 2 sabbatical requests were approved for fall 2006 and 1 for spring 2007. The approximate cost is $40,000 per employee.

Classified staff may take courses for professional advancement. A number of noncredit and community education courses centering on wellness, personal growth, technology skills, and lifelong learning are available for staff. Fitness courses and exercise facilities are available on campus and are utilized by staff members.

Assessment: Existing allocations have not been evaluated to determine if the resources are achieving the desired goal. Additional refinement of this goal is necessary in future years to provide ease of measurement of progress on this goal.

Goal #5  **Develop a concerted campus approach to improving customer services in administrative services, student services, and instructional services**
There are no separate costs included in the budget for this item. The activity will be performed using existing personnel.

Status as of spring 2007: Many activities have taken place to address this goal. Examples include:

- Provided DRC counseling services to the off-sites
- The EOPS/CalWORKs Department offered services every other week to the Briggs and the Morgan Hill campuses to improve customer service to the students who only attend the off-site locations. An average of 5 students utilized the services each week.
- The Financial Aid department developed an orientation program for financial aid students. In addition, the Financial Aid department redesigned the financial aid website to deliver comprehensive information via the web to current and potential Gavilan students.
- As identified in the most recent Student Services Program Review and the College of Choice Task Force focus groups, the college placed top priority on the design and implementation of a web-based registration system. The system, called OLGA, was fully implemented for spring 2006. The goal was that 10% of students that used other means of registration (in-person and telephone) would utilize the system in spring 2007 thereby reducing lines and improving customer service. For spring 2007, 15% of students registered using OLGA. For summer 2007, this percentage has grown to 20%. The goal for fall 2007 is 20%.
- OLGA also provided the portal through which students may select credit/no credit grading options and print out unofficial transcripts. Online grading by the faculty (using IGOR) has made it possible for students to view their final grades on OLGA as soon as the instructor has input them. This upgrade eliminated the age-old practice of posting final grades on faculty office doors.
- LIB 732, an online non-credit course, was developed last year to assist the online student in finding and using students’ services such as counseling, financial aid, tutoring and records. It was offered for the first time in fall 2006.
- The Career Transfer Center (CTC) began providing regular services at both the Morgan Hill and Hollister sites. Each site was visited four times throughout the semester to provide walk-in service and outreach to students. Faculty invites the CTC staff to make three class presentations.

Assessment: Additional student survey will need to be gathered over a period of time to record and improve student satisfaction the service departments. This goal will be refined once baseline information is recorded.

Goal #6 Provide training and encourage activities to assist employees in developing a sensitivity to ethnic, racial, physical and lifestyle diversity

There are no separate costs included in the budget for this item. The activity will be performed using existing personnel.

Status as of spring 2007: As of spring 2007 no specific training has been developed district-wide, however, individual departments have participated in workshops to increase awareness and sensitivity to ethnic, racial, physical and lifestyle diversity. Please see Goal 7 for more information on overall training being provided.

Outcomes:
(1) Employees will demonstrate through the service they provide that they have skills to
manage and understand ethnic, racial, physical and lifestyle diversity.

(2) A random group of employees will participate in a survey developed by the Institutional Researcher to measure employee’s awareness of diversity issues and their level of sensitivity of diversity.

(3) Fewer complaints from internal and external customers that identifies discriminatory issues.

**Assessment:**

(1) On-going customer surveys that addresses how external and internal customers are treated by the district’s employees

(2) Statistical data indicating employees’ level of sensitivity and awareness to ethnic, racial, physical and lifestyle diversity

(3) Report on number of filed complaints from internal and external customers that identifies discriminatory issues

As this is a new initiative for FY 2007-2008 there is no assessment data currently available.

**Goal #7** Develop a professional development training program for administrative personnel

- There are no separate costs included in the budget for this item. The activity will be performed using existing personnel. Funding of $42,000 for travel and conference activities is included in the budget

**Status as of spring 2007:** As of spring 2007 the human resources department is in the process of developing specialized training for administrative personnel. A series of trainings will be provided over the summer of 2007 as a pilot program offered through the community education division. Enrollment has not been confirmed as of this date, but it is expected that 45 – 60% of administrative staff will attend. The courses offered this summer are: (1) Becoming a Leader; (2) Managing Priorities; (3) Communication and Leadership Roles for Supervisors; (4) Building a Dynamic Team; (5) Quick and Easy Customer Service and (6) Attitude in the workplace: Conquering Negativity.

The district provides individualized coaching for managers dealing with special circumstances. One manger will participate in personalized coaching this June to build leadership skills. In another area an entire work team will be engaged in an intense training program with a goal of improving the team’s ability to communicate effectively, provide professional customer service to both internal and external customers and be able to resolve conflicts that arise within the team. This training will start in June 2007.

**Assessment:** No information is available at this time.

**Strategy # 6 Expand Gavilan’s educational role by becoming a vital force in the development of the community**

**Goal #1** Establish Gavilan College as a training provider to improve the local workforce by expanding fee based and credit educational opportunities for area business and industry

- The unrestricted general fund contributes $100,000 annually to maintain this important community marketing and outreach series of programs.

**Status as of spring 2007:** Community Education has increased its business related classes by approximately 50% since the end of Spring 2006. Registrations for business related classes comprise approximately 37% of all Community Education registrations.
Contract Education has delivered classes to local businesses and One-Stop Center in some of the following areas: ESL for the workplace, job search skills in Spanish, computer classes in Spanish, workplace Spanish, supervision, general ESL, time management, business etiquette, customer service, sexual harassment prevention, motorcycle training, and traffic violator’s school. Contract Education also works with Morgan Hill, Hollister and Gilroy Chambers of Commerce and local Economic Development Corporations to determine industry needs. We are also beginning to work with the Visitor’s Bureau to offer training for the hospitality industry.

The Professional Development Institute (PDI) was developed to meet small and medium sized business needs by offering short-term training during the business day.

Assessment: No information is available at this time. Semi-annual reports on the Community and Contract Education Department are made to the Board of Trustees. These reports are not being duplicated in this document. The reports provide statistical performance data and include planning activities of the department for the upcoming year.

Goal #2 Establish Gavilan College as a resource center for the community

- There are no separate costs included in the budget for this item. The activity will be performed using existing personnel.

Status as of spring 2007: Gavilan has increased its visibility through expansion of cultural and community events and promotion of these events, including GavFEST, Bach to Blues, the Marian Filice Piano Competition, Winter Music Festival, California State University Monterey Bay World Theater, GavTV, Summer Digital Media Institute, College for Youth, the Child Development Center, the Mural Program, Contract Education, Noncredit Instruction, and Athletics.

In 2007-2008 we will increase visibility for Athletics through a new athletics marketing plan and for Art and Cultural events through a new web page and events calendar.

Assessment: Surrogate performance indicators are the only sources of measurement information at this time. This goal will be revised in future years to more specific performance indicators. Currently, the college can point to the attendance at GavFest, the Theater Department’s performances, Bach to Blues (sold out the past three years) and various other community oriented events to indicate that the College is making progress on achieving this goal. Student enrollment has grown substantially leading the college to conclude that the community is once again embracing the college’s services and programs.

Goal #3 Promote service learning projects and other collaborations between Gavilan students, staff, area businesses, and service and educational agencies

- There are no separate costs included in the budget for this item. The activity will be performed using existing personnel. The cost of a sabbatical leave is approximately $40,000 and is included in the instructional budget of the college. Additional costs for community related projects are included within department budgets.

Status as of spring 2007: A sabbatical was awarded to Leah Halper. As part of her sabbatical activity she will be contacting community agencies to develop relationships for service learning curriculum and project development.

Students in Communications courses engage in Service Learning projects in the community; projects range from fundraising to raising public awareness through public service announcements. Students in the Mural Project contribute time and resources in
local schools to create community-based murals. The English Department is developing a family-based literacy program; students in Learning Communities volunteer time in the Gavilan College Child Development Center or Gilroy High school reading to and tutoring students. The Theatre program began Arts Back in the Classroom in spring of 2007 and will continue to expand the project by having student volunteers conduct theatrical workshops in elementary school classrooms. The program will eventually include Music and Visual Arts.

**Assessment:** No information is available at this time.

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**Goal #4**  
**Implement the Early College High School program in partnership with Gilroy Unified School District**

- A grant from the State Chancellor’s Office in the amount of $400,000 has been received to pay for the start up costs of this program.

**Status as of spring 2007:** The Memorandum of Understanding approved by the Board of Trustees in December has been accepted by the Foundation for California Community Colleges and grant funds in the amount of $132,856 from the Bill and Melinda Gates Foundation have been received. A program mission and vision statement has been developed. Mr. Michael Hall has been selected by the Gilroy Unified School District as the Principal for the program. Curriculum has been drafted by the Steering Committee for the 4-5 year program that leads to a high school diploma and an associate degree/transfer. A school calendar and high school daily schedule has been drafted that accounts for both the public school and college established calendars. A web site has been established on the Gavilan College homepage. The site houses key documents and information about the work of the Steering Committee and includes information important to the public.

A marketing plan has been developed. The application process, student/parent interviews, and selection process will be completed by May 26, 2007. Many pre-marketing activities have already occurred, including an information booth hosted at the Science Alive event on February 10, 2007, attendance at middle school counseling and administrative department meetings, and the development of a school logo and branding images. Accounting procedures have been developed and set in place. Infrastructure and classroom needs have been identified, with the program being house in Interim Housing Area 1 in two portable buildings. The first required report to the Foundation for California Community Colleges was completed and submitted in January 2007. A briefing for the Gavilan Board of Trustees was held in March. The Gilroy Early College Academy at Gavilan College will open in late August of 2007 with 59 students.

**Assessment:** No assessment information is available at this time although the college has enrolled many of the students in college level courses.

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**Strategy #7 Initiate discussions related to educational programs in a multiple college district to assist in coordinating educational offerings across the district**

**Goal #1**  
Obtain input from the Academic Senate on educational programming options that should be considered when operating campuses in each of the following locations:

- Gilroy – Gavilan main campus
- Coyote Valley – 18 miles north of main campus
- San Benito County – 12 miles south of main campus

**There are no separate costs including in the budget for this item. The activity will be**
performed using existing personnel.

Status as of spring 2007: Steinberg Architects has been retained to take the campus and community through a visioning process for new San Benito County campus. This process was presented at the May Board meeting and will begin in fall 2007. The Academic Senate has been informed of proposed developments in Coyote Valley and the Golf Course. Additional comments will be solicited from the Academic Senate during the 2007-2008 academic year.

Assessment: No information is available at this time.

Goal #2 Evaluate approaches used by other multiple college districts and consider appropriateness of those approaches given Gavilan’s unique service area

☐ There are no separate costs included in the budget for this item. The activity will be performed using existing personnel.

Status as of spring 2007: This discussion is expected to begin in fall 2007

Assessment: No information is available at this time.

Goal #3 Develop a proposed administrative structure and staffing plan to best manage the build out of sites in Coyote Valley and San Benito County

☐ There are no separate costs included in the budget for this item. The activity will be performed using existing personnel.

Status as of spring 2007: This discussion is expected to occur in fall 2007. To provide some additional administrative support the FY 2007-2008 budget includes a Provost position. No action will be taken until discussion about this position occurs.

Assessment: No information is available at this time.

Section 2 – Board Goals for Calendar Year 2007

Goal #1 Emphasize development of Noncredit Basic Skills Program options as pathways for student success. Continue to expand options for active older adults (Complete roll out of Noncredit Program)

☐ There are no separate costs included in the budget for this item. The activity will be performed using existing personnel. Funding of $25,000 is available to assist with curriculum and instruction coordination activities.

Status as of June 2007: The major part of this past year was spent in planning and continued discussion with faculty on how best to integrate basic skills into existing credit basic skills in a way that would enhance both programs. Individual departments have either expressed interest in developing new courses and/or converting some credit courses into noncredit. These discussions will continue through Department Chairs, Curriculum and Basic Skills Committees.

Other developments for noncredit immigrant programming is the agreement of the ESL Department to convert their Survival Track ESL courses 501, 502 and 503 to noncredit ESL by spring 2008. In addition, the English Department has expressed an interest in the development of noncredit courses that support the English 440’s series. Also this past year both the English and Math Departments worked synergistically with the Noncredit Program on both the GED and CAHSEE preparation courses that were developed as both of these
Expansion of options for active older adults will continue through this year as new courses are developed to meet the needs of the aging “Baby Boomers” and the specific need of working retirees. It is anticipated that as more “seniors” become aware of the courses and services that are offered through the “Living Through Learning Program” and as more senior facilities and locations request services that the program will continue to expand.

A new program called the San Benito County Inmate Program will begin fall 2008. At the request of the San Benito County Jail, noncredit courses will be offered for the first time in GED Preparation, VESL and Personal and Career Development to the inmates. Matriculation services will also be provided in assessment, career and academic counseling provided by a Gavilan College counselor.

Assessment:
The “roll out” of the Noncredit Program continues to evolve as institutional discussions take place and an institutional approach is clearly delineated. Meanwhile, if enrollment is supported by the community, the Noncredit Program appears to be on its way to self-sufficiency. During FY 2006/2007, 2,200 students participated in noncredit programs. The program generated 77 FTES. This program is meeting existing needs within the community and is serving new segments of the population that had not previously benefited from Gavilan’s services. The primary objective of this goal is being achieved.

Goal #2 Select appropriate site for San Benito County campus

- Measure E project funds of $12.7 million have been allocated to achieve this goal.

Status as of spring 2007: Sixteen sites have been examined. The Board of Trustees authorized the president to sign a Purchase and Sale Agreement with Dividend Homes for an 80 acre parcel referred to as Fairview Corners. The land is located at the corner of Airline Highway and Fairview Avenue. Due to the nature of the extensive due diligence requirements that community colleges have to follow in order to receive approval for a site, it is very difficult to establish a definitive timeline for completion of this important acquisition.

Assessment: The Board identified a site in San Benito County. This goal is considered complete. The objective of the goal was to establish facilities to serve this important segment of the college’s service area. The objective will be satisfied once the site is open for operational purposes.

Goal #3 Strive to improve the facility load capacity ratios to position the district for additional state construction funds to augment renovation efforts

- Measure E renovation projects will assist in lowering the college’s load/capacity ratios as the buildings are reconfigured for more reasonably sized classrooms. Enrollment increases experienced in FY 2006-2007 also have a positive impact on these ratios.

Status as of spring 2007: The College’s load/capacity ratio was 176% in 2005. This ratio indicates that the college has 176% of the space its needs to serve its existing student population. In order to be considered competitive for state funding the college needs to be at or below 100%.

In the fall 2006 semester enrollment surged by 12% compared to the fall 2005 semester. Course offerings were also redistributed and arranged in a block format that allowed students to consolidate courses over a two or three day schedule instead of a five day schedule. The
changes in the schedule that took advantage of the space throughout the day combined with the enrollment increase resulted in a load/capacity ratio of 126%. Additional changes are planned that will encourage better utilization of the space in the evening.

Assessment: The changes in the load capacity ratios have improved significantly due to increases in enrollments and in reconfiguration of the scheduling of courses. The objective of this goal is ultimately to improve the college’s chances of receiving state funding to augment the bond project work. To date the college expects to receive $8 million in state funding to pay for portions of the costs of the Physical Education and Library/Learning Resource Center projects.

Goal #4

Hold period strategic conversations (either quarterly as information reports or semiannually) to discuss in an open session items that have a long-term strategic impact on the college

☐ Costs included in current operating budget.

Status as of spring 2007: No action taken so far. It is recommended that the Board identify several topics for discussion. This will allow staff to gather data and provide information to assist with the discussion topic. The following are topic items for consideration by the Board:

a. Educational programming options within a multiple college district. With acquisition activities underway to purchase land to develop college campuses in Coyote Valley and San Benito County, there is an opportunity to discuss the degree of differentiation in the educational programs among the three sister campuses. A widely recognized concern within multiple college districts is that colleges offer very similar educational programs and frequently compete against each other for the same students.

b. Development of the Coyote Valley site into a state approved educational center with consideration for full college status in the future

c. The administrative structure necessary to support a college and educational centers

d. Development of the golf course property – to the extent information can be conceptually addressed in an open public forum

e. Educational program enhancements such as construction trades and other career technical training programs

f. Student learning outcomes and assessment processes

g. Financial condition of the college and long range financial impacts of additional educational centers and other proposed changes

h. The Athletic program available to students interested in competitive sports

Assessment: The first update on the Board’s goals was provided in March. The second update was provided as part of the tentative budget document. The intent of this objective is to keep the Board current on the college’s efforts to achieve the Board approved goals for the year.

Goal #5

Participate to the extent possible in at least one state or national convention per board member. Alternatively participate in one local community organizational event during the year
Status as of spring 2007: The Association of Community College Trustees and the American Council on Education offer national conferences that may be of interest to board members.

Board members actively participate in the Community College League of California’s conferences. The first nearby national conference is in the fall 2007.

Assessment: No assessment information is available at this time.

Goal #6 Develop a professional development training program for administrative personnel

Status as of spring 2007: No progress made on this item as of March 2007.

Assessment: No assessment information is available at this time.

Goal #7 Continue efforts in outreach and extending services for high school students in Hollister, Gilroy and Morgan Hill

Status as of spring 2007: The Gilroy HIGH Step Program generated solid enrollment for the spring semester. This program has been a point of concern for the Morgan Hill teacher’s union. Enrollment in Morgan Hill was too limited to allow the courses to continue. San Benito High School enrollment is slowing building. In all three primary service areas there is extensive outreach, recruitment and marketing activity.

The Early College High School Program is proceeding to implementation. The first class of students will begin in the fall 2007.

Assessment: Information of the performance results of these initiatives are recorded in Goal # 1 of the Strategic Plan section of this report.

Goal #8 Monitor progress on Gilroy campus renovations

Status as of spring 2007: No assessment information is available at this time.

To date the following Measure E projects have been completed:
- Tennis court remodel
- Boiler replacement and mechanical upgrades
- Campus infrastructure upgrades
- Interim Housing/Swing space portables - Phase 2

The Interim Housing/Swing space portables - Phase 1 will be completed by August 30th, 2007.

Within the next two months the following projects will begin:
- Theater remodel (Th127-TH130)
- Public Safety/MIS (OE1 & 2) phase 1
- Sciences Complex
Assessment: A detailed cost report that included budget versus actual project costs was provided to the Board of Trustees at the July 10, 2007 board meeting. The summary of that report was that assuming state revenues are received and other revenue sources available are obtained, it appears that the college can expect a deficit of roughly $1.4 million. So far the college has been very fortunate and has completed several projects within the allocated amount of resources. The projected shortfall is not a concern at this time due to the uncertain nature of construction costs.

The college will continue to closely monitor the scope of each project and the bids for project work as they are received. Staff is also actively pursuing additional state funding to augment the total resources available to complete the projects. This goal is being achieved.

**Goal #9**  Establish organizational structure that will incorporate the Coyote Valley educational center as part of the overall operations of the district in preparation for the site to ultimately become a college campus with its own accreditation status

- The budget includes $150,000 for the Provost position.

**Status as of spring 2007:** The Tentative Budget includes a place holder for a “Provost” position. This position is intended to provide the district with a senior executive who can coordinate all of the development activities associated with the establishment of a Coyote Valley Educational Center. The individual will need to be familiar with all aspects of a college’s operations. No internal discussions have yet been held regarding a formal organizational structure. Additionally, no recommendation has yet been developed for on-campus review and discussion.

**Goal #10**  Initiate strategic discussions related to educational programs in a multiple college district

- Costs included in current operating budget.

**Status as of spring 2007:** Discussions are schedule to begin on September 20, 2007 with additional meetings scheduled throughout the semester.

**Assessment:** No assessment data is available at this time.
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ARTICLE I
NAME

1.1 NAME

This committee shall be known as the College Strategic Planning Committee and is an INSTITUTIONAL STANDING COMMITTEE.

ARTICLE II
PURPOSE

2.1 PURPOSE

The purpose of this committee is to advise the President’s Council on strategies, courses of action and other matters that affect operational nature of the District and the services it offers to the community. Areas to be discussed and considered for recommendation include:

1.1.1 To review and make recommendations regarding new proposals, long range strategic directions and significant changes that affect the operations of the District using information from program reviews, unit plans, and external research information as appropriate.
1.1.2 To promote the dissemination of strategies and proposed action plans to representative constituent groups.
1.1.3 To serve as an initial committee to develop and/or review changes in the Educational Master Plan and the Strategic Plan.
1.1.4 To evaluate the college’s progress on achieving strategic initiatives
1.1.5 To evaluate the effectiveness of the strategic planning process and to propose changes to the strategic planning process as appropriate

ARTICLE III
MEMBERSHIP

3.1 MEMBERSHIP

Membership shall be appointed by the represented campus groups.

3.1.1 Membership shall consist of representatives or appointees from the following areas:
   Two (2) Professional Support Staff Members
   Two (2) Faculty Member appointed by the Faculty Senate
   An Administrator Member
   A Student Member appointed by the ASB President
   The Director, Institutional Research as a committee resource

3.1.2 Advisory resource contact persons shall be solicited by the Superintendent/President or designee as appropriate.

3.3.3 Members agree to serve a two-year term based on a July 1/June 30 academic year and attend regularly scheduled meetings.
3.1.4 Appointments shall be made at the end of the academic year for the upcoming year, or upon resignation of a member.

3.1.5 The Chairperson shall be the Superintendent/President or designee who will serve as a non-voting member.

3.1.6 The recorder shall be the administrative assistant assigned to the Superintendent/President.

**ARTICLE IV**

**MEETINGS**

4.1 MEETINGS

4.1.1 Meeting dates and times shall be set by members based upon need and work schedules. The minimum is at least one meeting quarterly.

4.1.2 Special meetings may be called by the Chairperson.

4.1.3 Meetings shall be open to the college.

4.1.4 Decisions shall be reached through a consensus.

4.1.5 Clerical responsibilities for minutes, reports, agendas, policy changes, correspondence and other written committee business shall be assigned and coordinated by the administrative assistant assigned to the Superintendent/President.

4.1.6 An annual report of committee business will be prepared by the Chairperson with input from the committee members. The Chairperson will submit the annual report to the President’s Council. The annual report will include an assessment of the effectiveness of the strategic planning process on improving student learning and on influencing resource allocation decisions.

**ARTICLE V**

**ORDER OF BUSINESS AND PARLIAMENTARY PROCEDURE**

5.1 ORDER OF BUSINESS AND PARLIAMENTARY PROCEDURE

Robert’s Rules of Order, (most current revision), shall be the authority on order of business and parliamentary procedure in both regular and special meetings.

5.1.1 A quorum shall exist when 4 out of the 6 voting membership are present.

5.1.2 Amendments to the bylaws may be proposed at any regular meeting of this committee. Amendments shall be adopted by a majority vote of the voting membership.
Institutional Effectiveness Committee Process Evaluation

**Evaluation**
- Evaluate Program Review Process

**September**
- Evaluate Program Review Process

**October/November**
- Create Request for Changes to process

**December**
- Submit Change Requests through Governance Process

**January/February**
- Revised and Approved Program Review Process

**Program Review Schedule Published**

**Departments Prepare Self Study**

**Department Data Analysis**

**Assess Data Create Unit Plan**

**Unit Plans**

**Develop Budget Request Forms for Years 1, 2 and 3**

**Input Budget Requests to Tentative or Final Budget**

**Institutional Effectiveness Committee Process Evaluation**

Evaluation will assess the impact of previous year program reviews to assess whether there is a need to revise the program review process. Evaluation will be conducted in September each year.

**Evaluation should include:**
1. Forms used in the process
2. Clarity of instructions provided to those working on self study report
3. Processing and review of the self study by IEC
4. Reporting activities of IEC
5. Results of changes implemented as a result of IEC process

1. Document the evaluation of the IEC process and route through governance process
2. Create list of proposed changes as needed and route through the governance process.

President’s Council reviews changes and recommends changes to Board of Trustees for approval as appropriate.
Institutional Effectiveness Committee Process Evaluation  
(Proposed Amendment to IEC Guidelines)

The Institutional Effectiveness Committee (IEC) process will be reviewed annually at the beginning of the academic year. The purposes of the evaluation are:

1. To ensure the IEC process is effective in producing a comprehensive evaluation of programs.

2. To ensure the IEC process is used by departments as a primary vehicle to influence the academic direction of the college.

3. To ensure the IEC process is operating in compliance with Board Policies and Administrative Procedures.

4. To provide regular evaluation of the IEC process to maintain a viable process that meets the needs of Gavilan College consistent with the Accreditation Commission standards.

5. To ensure the participants on an IEC process have an opportunity to provide feedback on the usefulness of the process of the process followed to complete a program.

Procedures:

1. Review the actions taken by programs reviewed in the previous year to determine what activities have occurred. Answer the question as to whether the program review report was instrumental in making improvements within the program.

2. Survey departments that completed the program review to determine what the department felt worked well and what changes may be needed to improve the process.

3. Review Board Policy 4020 (BP 4020) and Administrative Procedure 4020 (AP 4020) and compare those regulatory documents with the activities of the IEC. Propose any changes needed to comply with the regulatory guidelines or to make changes to the board policy and the administrative procedure to better reflect what is occurring in the IEC process.

4. Review Accreditation Standards related to Institutional Effectiveness to determine if the College’s process is in compliance with the broad guidelines of the Standards.

Processing of any Proposed Changes:

1. Any proposed changes need to be accepted by the Board of Trustees. The college’s governance model will be followed to receive input and to communicate information about the reasons for any proposed changes.

2. The chair of the IEC will present information to President’s Council for recommendation to the Superintendent/President. Given the strong instructional focus of the IEC process, any proposed changes to IEC Guidelines should be reviewed for comment Department Chairs and the Academic Senate Prior to the review by President’s Council.

3. Once changes to IEC procedures have implemented the will be allowed to operate for one program review cycle and then evaluated during the annual review of the IEC process.