A second structured event was held on PDD in Spring 2014. The focus for Spring 2014 was to share and identify strategies for instructional improvement and prioritize strategies that can be scaled across courses and programs. These strategies will inform Fall 2014 program plan development.

Instructional deans have increased their communication with faculty on SLO assessment and its link to the integrated planning system. At divisional meetings in Spring and Fall 2013 they discussed the importance of assessment and improvement, and the link between SLO assessment and the development and ranking of annual program plans (R1.13). They also increased their outreach to faculty and programs that are not based on the main campus. For example, the Dean of Career and Technical Education engaged in discussion with the Drywall and Construction apprenticeship programs, which are located at their own facility in Morgan Hill. The Dean, together with the Institutional Researcher, met to conduct training and to support these programs’ assessment and planning efforts (R1.16). As a result of these meetings, the drywall faculty modified several of the assessment reports, adding additional data from course and instructor evaluations. These updates led to one course supplementing hands-on projects with a workbook so that the students not only built the project, but also reviewed and interpreted the information. Some of the assessments were also used to update the equipment and procedures being used (R1.17).

Academic divisions and departments have placed an emphasis on conducting regular meetings, providing increased opportunities for dialogue about student learning improvement and professional development planning (R1.10). Mandatory division meetings are now a part of the Gavilan College Faculty Association contract. Additionally, all departments are now meeting regularly and including instructional improvement as an agenda item at each meeting. Agendas and minutes are forwarded to the Executive Vice-President (EVPI) (R1.09).

The program review process has been revised to strengthen the integration of SLO assessment with improvement, planning, and allocation cycles. In Fall 2013, the Institutional Effectiveness Committee (IEC) changed the program review template to reinforce the link between SLO and other assessment data and the development of planning and budget request items (R1.19). Each instructional and non-instructional program is reviewed on a 3-5 year cycle. At this review, programs complete a self-study that reflects the progress made since the last review, issues facing the program, and plans for the future. Program representatives present data, including SLO data, to support their proposals and future plans. The IEC reviews each submission and highlights issues or concerns and/or requests for additional information. These issues are then conveyed to the program in writing and discussed in person with the program representative and the supervising administrator. The process culminates in recommendations for the program to implement (R1.20). Program review recommendations, as well as SLO data, contribute to the rankings of program planning resource requests in the budget process.

The College has also implemented technology solutions to strengthen the link between assessment and the development of program plan objectives and corresponding budget requests. The Management Information System (MIS) department has developed a website with sorted lists of program plan budget requests and the Budget Committee ranking. Departments can now