



Accreditation Follow-Up Report

Submitted by:

Gavilan College
5055 Santa Teresa Blvd.
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Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 1, 2020

Certification Page

Date: October 1, 2020

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Kathleen Rose, Superintendent/President
Gavilan College
5055 Santa Teresa Blvd.
Gilroy, CA 95020

This Follow-up Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of determining the resolution of recommendations identified during the March 2019 comprehensive site visit.

I certify that there was broad participation and review by the campus community and believe this report accurately reflects the nature and substance of the institution.

Rachel Perez, President, Gavilan Joint Community College District Board of Trustees

Dr. Kathleen A. Rose, Superintendent/President, Gavilan College

K. Denée Pescarmona, Accreditation Liaison Officer, Gavilan College

Nikki Dequin-Bena, Academic Senate President, Gavilan College

Diana Seelie, CSEA President, Gavilan College

Associated Students of Gavilan College President, Gavilan College

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Statement on Report Preparation

Gavilan College submitted an Institutional Self-Evaluation Report of Educational Quality and Institutional Effectiveness (ISER) in January 2019 and received a visit from an Accrediting Commission for Community and Junior Colleges (ACCJC) external evaluation team March 11-14, 2019. The evaluation team submitted their report in April 2019. The College received its letter of reaffirmation dated June 28, 2019 that detailed four recommendations, two compliance recommendations and two recommendations for institutional effectiveness.

The College's four recommendations are as follows:

Recommendation 1 (Compliance): In order to meet the standards, the team recommends that the college ensure that distance education courses consistently adhere to the policies established by the College concerning regular and substantive instructor-initiated contact with students (Policy on Distance Education and Correspondence Education).

Recommendation 2 (Compliance): In order to meet the standards, the team recommends the college ensure that students receive a course syllabus that includes student learning outcomes from the institution's officially approved course outline (II.A.3).

Recommendation 3 (Institutional Effectiveness): In order to improve effectiveness, the team recommends that the College complete its process for mapping program learning outcomes to institutional learning outcomes for all programs (II.A.11).

Recommendation 4 (Institutional Effectiveness): In order to improve effectiveness, the team recommends that the College ensure that all personnel are evaluated systematically and at stated intervals in accordance with its policies and processes (III.A.5)

Following the exit interview with the external evaluation team, Gavilan College began immediate work to address these recommendations. The letter required the recommendations be addressed in a Follow-Up Report due October 1, 2020 with a subsequent visit in March 2021. The Accreditation Liaison Officer (ALO) formed, through established shared governance processes, a Standing Accreditation Committee during the Fall 2019 term and convened the committee in Spring 2020. The Committee is comprised of stakeholders from all campus groups reporting to the President's Council and meets once a month to conduct the ongoing work of Accreditation, including the submission of the annual report, the midterm report, substantive change proposals and the ISER. The Committee continues to meet to review recommendations and provide feedback on the Follow-up Report in preparation for the follow-up visit. The timeline below provides an overview of key activities and efforts made by the College to address the recommendations. Key leads in the areas of Distance Education, SLOs, and Institutional Planning and Effectiveness were assigned lead roles for the collection of evidence.

Date	Actions Related to Follow-up Report and Compliance Recommendations
December 2018	Gavilan Self-Evaluation Report Submitted
March 2019	External Evaluation Team Visit
April 2019	Evaluation team report submitted
May 2019	Review of report, steps determined to address recommendations

June 28, 2019	Accreditation Reaffirmed with Follow-Up Report and Visit
March 25, 2019	DE Presentation at Curriculum on instructor Contact
April-May 2019	DE: TLC Trainings: <ul style="list-style-type: none"> • User Friendly iLearn Course Organization • iLearn Gradebook • Building online engagement using ARC Media • Using Tech tools to lecture remotely
June-July 2019	DE: Summer Camp
August 2019	DE and SLO: Dean's Meeting – Training and Evaluation Plan DE: Professional Development Day – Reviewed student and instructor-initiated contact
August 2019	SLOs: Collection, Evaluation and Correction by Deans
Sept 2019	DE: GOTT Showcase, including facilitation on instructor-initiated contact DE: 9-26 Deans meeting. Training on evaluating online instruction, reg. and substantive contact
October 2019	SLO: Review of SLO work DE: Host Can-Innovate @One Network Conference <i>[NOTE: October 2019 Ryuk Incident Leads to Loss of Evidence]</i>
October - December 2019	DE: TLC Trainings: <ul style="list-style-type: none"> • User Friendly iLearn Course Organization • iLearn Gradebook • Building online engagement using ARC Media • Using Tech tools to lecture remotely
January 2020	SLOs: Welcome Letter and Reminder to Faculty and Deans re. SLOs DE: Professional Development Day (1-24) – Online Teaching Methodology training
February 2020	ALO recruits membership for Accreditation committee SLOs: STEM creates a spread sheet to document syllabi review
March 2020	Accreditation Committee Approval Process goes through Shared Governance <i>[NOTE: Shelter-in-Place Order moves all instruction to online learning]</i>
April 2020	First Accreditation Committee Meeting DE: Spring Training Day – Teaching Online in an Emergency – includes best practices
May 2020	Accreditation Committee Meeting DE: Beginning now and throughout summer, sessions of 2-week long trainings.
June-August 2020 August-September 2020	DE: GOTT 1 and 2 Facilitated Trainings ongoing for all faculty Final Draft Accreditation Follow-up report goes through Shared Governance review and approval cycle

Faculty, staff, administrators, and students reviewed and shared feedback regarding the College's Follow-up Report during the beginning of the Fall 2020 semester. The Follow-up Report was available for review on the College's Intranet page. The Board of Trustees also reviewed the report and provided feedback. The Board of Trustees received the report as an action item on September 8, 2020.

Response to Recommendation 1 (Compliance)

In order to meet the standards, the team recommends that the college ensure that distance education courses consistently adhere to the policies established by the College concerning regular and substantive instructor-initiated contact with students (Policy on Distance Education and Correspondence Education).

Gavilan College took action to ensure regular and substantive instructor-initiated contact by making improvements in the following three areas: (1) governance, curriculum and documentation; (2) professional development for faculty; (3) distance education class evaluation training for all faculty and administrators.

Governance, Curriculum, Documentation

A review of the Distance Education Committee and Program took place as a result of the recommendation. Two key documents were revised and implemented through both the shared governance and negotiation processes. First, Administrative Procedure (AP) 4105 “Distance Education” was revised and passed through shared governance review, under the review umbrella of the President’s Council Policy Committee. The revision to AP 4105 explicitly includes reference to ACCJC’s Guide to Evaluating Distance Education and Correspondence Education as well as revisions to Title 5, section 55204, which expands “contact” to include both instructor-initiated contact and student-to-student contact (1. [AP 4105](#)). The revised AP includes explicit definitions of what constitutes effective instructor-initiated contact as well as what defined effective initiated student-to-student interaction. Second, through negotiation with the Gavilan College Faculty Association (GCFA). Article 40, “Distance Education,” includes an expanded definition of regular and effective contact in section 40.4.2 to reflect changes to the new AP and to Title 5, sections 55200 and 55204 (2. [GCFA Article 40](#)).

Gavilan College regularly engages in curriculum and governance processes that ensure the quality, integrity and effectiveness of its distance education program, including the development of curriculum addenda in distance education courses that delineate the methods used to achieve regular and effective contact. The Curriculum Committee reviews all course outlines and distance education addenda to ensure compliance with United States Department of Education regulation, CA Education Code and Title 5 regulations, Sections 55200, et. al., and 58003.1. All distance education courses at Gavilan College follow the same course outline of record as face-to-face courses and each course has a comprehensive distance education addendum. Distance education courses go through the same curriculum approval process as other courses with an additional curriculum approval review by the Distance Education Faculty Coordinator (3. [DE Committee Bylaws](#)). The Distance Education Faculty Coordinator reviews all proposed new and existing courses and makes recommendations regarding the sufficiency of the instructor-initiated contact in new courses.

Of particular note, after the Santa Clara County shelter-in-place order occurred on March 17, 2020, and all courses moved to distance education, additional steps were taken by the Curriculum Committee and the Distance Education Committee to create an “Emergency DE Addendum” for all classes that were moving to online due to the novel coronavirus pandemic. The emergency addendum includes language specific to ensuring regular and substantive instructor-initiated contact take place in all courses (4. [DE emergency addendum in curriQunet](#)).

The standards for regular and effective instructor-initiated contact are described and defined in the Distance Education Handbook (5. [Distance Education Handbook](#)). The Distance Education Handbook provides effective methods of substantive contact such as regular weekly announcements, messaging via Canvas text features, personalized and timely feedback on assignments, discussion boards with appropriate instructor participation, chat/instant messaging, web-conferencing, Zoom meetings and office hours, and phone/voicemail (5. [Distance Education Handbook](#), page 3). Further, the Distance Education Handbook reminds faculty to include appropriate opportunities for both instructor-to-student and student-to-student contact in the course design, utilize appropriate media for accessibility, design assignments to promote collaboration, create questions in the discussion boards to encourage various types of interaction and critical thinking skills among all course participants, monitor content activity frequently to ensure student participation and netiquette, and ask students for feedback about the course on a regular basis and revise content as needed.

Professional Development

Gavilan College recently received one of the CTE Pathways Grants to develop new online programs and support faculty teaching in these programs. This Grant dovetails with the College's work in the Online Education Initiative (OEI). One of the elements of both the grant and the OEI requires Gavilan College's local academic senate adoption of the OEI Course Design Rubric. Section B of the Rubric contains specific guidelines for interaction, specifically course design elements required to promote effective instructor and student contact (6. [OEI Course Design Rubric](#), 7. [Ensuring Effective Contact Rubric](#)). The Distance Education Committee provides regular training on the OEI Rubric. As a part of the work of the Grant and the OEI, the Peer Online Course Review (POCR) club was recently created and bylaws (8. [POCR bylaws](#)) were established to review online courses and make suggestions to faculty regarding accessibility and regular and substantive faculty-initiated contact (9. [POCR webpage](#)). To date, Gavilan College has more than a dozen faculty who have successfully completed their POCR training and are now serving as online faculty mentors to new students. Ongoing POCR engagement and training will be the ongoing method for sustaining best practices in student engagement and course design.

As a response to the novel coronavirus pandemic and the subsequent move to fully online instruction, Gavilan College completely revamped its local faculty training processes. Previously, GOTT (Gavilan Online Teacher Training) was a self-paced series of modules introducing basic concepts and best practices of online teaching to faculty. In response to the pandemic, the District and Faculty Association entered into an MOU to provide robust online training for faculty (10. [Covid MOU](#)). Faculty were provided compensation for completion of GOTT 1, a twenty-hour fully facilitated introduction to online teaching course designed to help faculty learn the tools to create and facilitate effective contact and engagement, and for GOTT 2, a forty-hour advanced course in online course design elements and best practices that encourage instructor and student engagement and interaction, modeled off the OEI Course Design Rubric and the @One Course Design training class. The course also highlighted the use of the Canvas-embedded tool "Studio" to promote higher levels of student/teacher interaction. As of August 2020, more than 200 faculty at Gavilan College (11. [faculty tracking sheet](#)) have successfully complete one or both of the summer intensive trainings; the GOTT 1 course is a requirement for all faculty teaching in the Fall 2020 term.

The Distance Education team and committee provide regular training for faculty during Gavilan College's Professional Learning Days. After the visiting team recommendation, workshop topics for these days

included adding facilitation on instructor-initiated contact and building online engagement using ARC Media. At the most recent Professional Learning Day in August 2020, the Distance Education Coordinator hosted a workshop entitled “Online classes: How to make genuine contact” which trained faculty to foster real interactions between them and their students. and how to foster communication among students (12. [Faculty PDD calendar 2020](#)). The Distance Education faculty also hosted daily and weekly office hours for faculty to answer any questions regarding best practices in online teaching (13. [Teaching and Learning Center homepage](#), 14. [TLC weekly workshops](#)).

Evaluation Training

To ensure that documents, policy and training for effective online teaching are being implemented, significant changes have been made to the training evaluators undergo. Gavilan College has an established evaluation process for all faculty as explained in the GCFA Collective Bargaining Agreement. In summary, all new part-time faculty must be evaluated by their dean. Returning part-time faculty may request a Trained Faculty Observer (TFO) or dean to evaluate their course. Most full-time faculty and several part-time faculty have undergone TFO training, which is offered every year in August on Professional Learning Day (15. [Professional Learning 2019](#), 16. [TFO Agenda](#)). In August 2019, changes were made in TFO training to include specific training on evaluating regular and substantive instructor-initiated contact. Training included a PowerPoint presentation, “Regular Effective, and Substantive Contact” modeled on the San Joaquin Delta College handout, explaining what exemplary, aligned and incomplete methods of interaction were (17. [Regular Effective Contact PowerPoint Presentation](#)). Training also provided a copy of the Instructor Self-Assessment checklist to evaluators in order to assist faculty with understanding the expectations for effective course instruction, including substantive contact (18. [self-assessment tool](#)). In August 2019, Instructional Deans were also trained on effective evaluation of online courses by the Distance Education Coordinator and were provided the same handouts and an opportunity to ask questions (19. [2019 Deans Training PowerPoint](#)). The Distance Education Coordinator also provided time in office hours to meet with Deans and TFOs to help analyze courses that were being evaluated.

Response to Recommendation 2 (Compliance)

In order to meet the standards, the team recommends the college ensure that students receive a course syllabus that includes student learning outcomes from the institution's officially approved course outline (II.A.3).

Gavilan College took action to ensure compliance with Standard II.A.3 by making improvements in the following two areas: (1) establishing a system for collection, review and revision of all syllabi for every course; (2) regular communication and professional development about student learning outcome (SLO) inclusion on syllabi for faculty and deans.

Systematic Review and Correction

In response to the recommendation by the visiting team, the Academic Affairs team immediately began implementation of systematic review for all syllabi provided to students. As stated in the Gavilan College's ISER, "Student Learning Outcomes are transferred from the Course Outline of Record to each syllabus. New faculty are given instruction in this process by area deans; the Course Syllabus Verification handout includes SLOs as a check off item. Syllabi are reviewed each semester by deans, and evaluations include an item for SLOs." Despite this existing process, the recommendation noted areas for improvement. The first area for improvement came with the development of a syllabus tracking sheet used by deans to verify inclusion of the correct SLOs on each course syllabus (20. [STEM tracking sheet](#)). When syllabi are submitted by faculty, they are placed into a shared drive and marked as submitted. Deans, with help from their division assistants, review each syllabus to ensure that the correct SLOs are included. Those syllabi with incorrect or missing SLOs are then returned to faculty for review and correction. Faculty are then required to resubmit correct syllabi to their dean and provide amended syllabi to students (21. [Cisneros email to faculty](#), 22. [Nari email to faculty](#)). Through systematic evaluation, compliance with SLO inclusion is now over 90%, with a goal of complete compliance in 2020.

To aid in meeting the compliance requirement, changes to the GCFA Collective Bargaining Agreement (CBA) were negotiated during the 2018-19 bargaining cycle to ensure that faculty understood and could be held to the standard. Article 25.3.7 now states that "All faculty must ensure that students in every class section receive a course syllabus that includes SLOs verbatim from the District's officially approved course outline of record" (23. [GCFA contract, Article 25](#)). These changes helped to ensure compliance from faculty in meeting this recommendation.

Communication and Professional Development

Starting with the communication to the campus community after the receipt of the Commission's action letter, regular letters and emails have gone out to faculty regarding the importance of including correct SLOs on their syllabi. In an all-campus email notifying stakeholders of the Commission's actions, it was noted that "when these recommendations emerged during the site visit, Gavilan College faculty immediately began to undertake processes to remedy these compliance issues. Department Chairs are already working to create syllabi templates that not only comply with the standards but reframe the entire syllabus from an equity mindset. Curriculum leadership is working to ensure that the outlines published on our website are easy to access and contain the most recently approved SLOs (24. [Accreditation follow up email](#)). One month later, in the August 2019 Welcome Letter to the Gavilan

Campus Community, faculty were reminded to include accurate SLOs in their syllabi, but also to use the syllabus as an opportunity to warmly welcome students to Gavilan College and to the expected learning experience in their class (25. [Welcome letter 2019](#)). Additionally, a syllabus reminder was sent to all faculty on January 8, 2020 to ensure that “as part of our follow up report for Accreditation, all faculty are required to include the student learning outcomes for their classes on their syllabus. These SLOs need to match the course outlines of record. . . .[D]eans will be reviewing collected syllabi in preparation for our follow-up report to the Commission” (26. [Syllabus Primer reminder email](#)). Crafting regular and direct communication to faculty regarding syllabus expectations and following-up with communication from deans reiterating these expectations greatly improved the accuracy and inclusion of SLOs on syllabi provided to every student in every class.

To support the work of deans and faculty to improve the overall quality and accuracy of syllabi, a faculty workgroup, led by the Professional Learning Faculty Liaison, created a Canvas course shell entitled “The Great Syllabus Primer.” The primer is designed to assist faculty in creating an equity-informed, comprehensive and accurate syllabus. Also, in the New Part-Time Faculty Orientation held at the start of every semester, time has been spent reviewing accreditation requirements and elements of an effective syllabus (27. [PT Faculty Orientation Agenda](#)). These elements are re-iterated in the Welcome Letter packet sent by deans to faculty at the start of each term and on the part-time faculty administrative evaluation checklist (28. [Dean Welcome letter and Guide](#), 29. [Evaluation checklist](#)). Similarly, online training provided in summer 2020 contained extensive dialogue and training around how to create an effective and accurate syllabus in an online class (30. [GOTT 2 Screen Shots](#)). Meeting compliance on Standard II.A.3 has been ever-present in communication and training since the visiting team’s site visit in March 2019.

Response to Recommendation 3 (Institutional Effectiveness)

In order to improve effectiveness, the team recommends that the College complete its process for mapping program learning outcomes to institutional learning outcomes for all programs (II.A.11).

Gavilan College is working towards addressing the recommendation by making improvements in two areas: (1) governance and (2) curriQunet software mapping tools.

Governance

During the 2019-2020 academic year, the Academic Senate began the work to create a Meaningful Assessment committee, replacing the defunct SLO committee. The committee's purpose was to ensure that not only are the academic course learning outcomes assessed at the proper intervals, but also that the assessments taking place would indeed be meaningful and relevant for students. On February 18, 2020 the Senate initiated a taskforce to create bylaws for the committee (31. [Academic Senate Minutes 2.18.20](#)). Initial membership of this Committee attended the SLO Symposium in February 2020 and began a group read of the book *Degrees that Matter*. However, with the shelter-in-place response to Covid-19 work on the Committee slowed while faculty focused on moving all teaching to an online format. Additionally, completion of the needed work surrounding mapping and completion of assessment stalled due to a year-long vacancy in the SLO faculty liaison position. As per the Gavilan College Faculty Association (GCFA) Collective Bargaining Agreement (CBA) 25.2.4 "The District will provide three (3) 20% FTE Faculty Development Liaison positions to support instructional improvement efforts to include emphasis on accreditation standards, mentoring and professional development" (23. [GCFA contract, Article 25](#)). At the December 2019 Academic Senate meeting, it was approved that the SLO faculty liaison would also chair the Meaningful Assessment committee (32. [Academic Senate Minutes, December 3, 2019](#)). While no faculty member applied for the position in academic year 2019-2020, a faculty champion and long-time faculty leader has applied and will lead this work in 2020-2021. The responsibility of mapping PLOs to ILOs is also delineated in the Faculty Association CBA 25.3.6 which states that "Program Learning Outcomes (PLO) shall be developed and revised as part of the curriculum process. PLO assessment shall be conducted, discussed, and disseminated by all departments. PLO assessment should be scheduled for completion in the year prior to the completion of program review. **The SLO liaison** will assist department chairs and program leads with the development of a PLO assessment cycle" (23. [GCFA contract, Article 25](#), 33. [SLO liaison Job Description](#)). In January 2020, a joint presentation with the Vice President of Academic Affairs and the Academic Senate President provided the campus with an update on the Meaningful Assessment (34. [Meaningful Assessment PowerPoint Presentation](#)).

Software Improvements

SLO, SAO and PLO work have historically been assessed and tracked in a 'home-grown' software program created and maintained by the Gavilan College IT department. This site required many hours of manipulation, maintenance and updating each year by IT personnel in consultation with the Curriculum Committee Chair and Curriculum Committee Technician. Prior to the recommendation, College leadership had determined to move all assessment for course, program, and institutional learning outcomes to the curriQunet software system. CurriQunet currently is the College's curriculum management system, and starting in fall 2020, will also serve as the College's assessment and program review system.

In summer 2019 work began to transition all assessment to curriQunet. This transition allows for full integration of SLO assessment data into program review as well. The initial set-up meeting occurred on June 7, 2019 (35. [SAO/SLO Transition to curriQunet email](#)) and the discussion focused on SLO course level assessment, Program level (PLO) assessment for academic areas and Service Area Outcome (SAO) assessment for student services and administration areas. Information from the “home-grown system” was downloaded into a spreadsheet (36. [SAO for curriQunet spreadsheet](#)) and organized by current College organizational structures. Subsequent meetings with curriQunet laid out the reporting order and the functionality needed for programs need to create and assess PLOs and SAOs. For the few programs that do not have current SAOs, a guiding document (37. [SAO Creation Model document](#)) has been compiled to help program and area leads create meaningful outcomes. Student Services programs will be going through Program Review (38. [PIPR Rotation Schedule](#)) in the 2020-21 academic year. SLOs/ SAOs are reviewed as part of this process. Program leads and directors will have the opportunity to create an assessment plan, create, update or assess their SAOs and map them to the college’s ILOs (39. [Gavilan College’s ILOs](#)). Because of the numerous meetings between curriQunet and College staff, all academic faculty beginning in fall 2020 will be able to complete course-level SLO assessments in curriQunet and have those assessments map directly to the PLO assessment model. The program is now ready and set-up to map both course SLOs and PLOs to the College’s ILOs as well. This work will commence in fall 2020 and mapping work will be completed throughout the 2020-2021 academic year (40. [curriQunet Proposal page screenshot](#), 41. [curriQunet SLO screen](#)).

Response to Recommendation 4 (Institutional Effectiveness)

In order to improve effectiveness, the team recommends that the College ensure that all personnel are evaluated systematically and at stated intervals in accordance with its policies and processes (III.A.5)

The External Evaluation Report noted that Gavilan College has board policies and administrative procedures regarding faculty and classified staff evaluations. However, the team reviewed an evaluation schedule and found that several classified and administrative evaluations had not been completed as scheduled (IIIA.5).

After receiving the visiting team's recommendations, systems were reviewed. Historically, all professional support staff new hires are evaluated at least once during their nine-month probation period. Evaluations are encouraged to take place at mid-point in the probationary period; however, they can be conducted more often to give guidance and provide an opportunity for improvement. Once the probationary period has passed, all employees are evaluated annually on or around May 1 (42. [CSEA Article 15](#)). After evaluations are received in Human Resources, they are reviewed by an HR Analyst who looks for manager trends, and appropriate and sufficient work feedback based on job classification. Should there be an unsatisfactory review, a Performance Improvement Plan (PIP) is created to address issues, create goals and benchmarks, and allow for positive employee growth and performance. Formal follow-up meetings between the employee and their manager should take place to address the PIP progress.

The Associate Vice President, Human Resources addressed the Leadership Council on April 9, 2019 (43. [April 9, 2019 Leadership Agenda](#)) to discuss evaluations and AP 7150 (44. [AP 7150](#)). As of April 2019, emails are now sent to supervisors, informing them about the purpose of evaluations, deadlines, and best practices (45. [2019 email](#), 46. [2020 email](#)). Human Resources now documents the receipt of all employee evaluations in one spreadsheet. Reminder emails (47. [2020 Sample Reminder Email](#)) are sent to managers to remind them of evaluations not received (48. [Tracking Email](#)). This spreadsheet is sent to managers and the Superintendent/ President on a quarterly basis.

Training on the evaluation process became critical to ensuring successful and timely completion. In August 2019 the Academic and Student Services Deans received training from Human Resources staff that included the evaluation cycle and tool (49. [August 2019 deans training HR PPT](#)). In November 2019, Gavilan managers were invited to attend a Bay Area CCD Employment Relations Consortium Seminar, "Personnel Management" (50. [Summit Announcement](#)), however due to the impact on workload due to a Ryuk ransomware incident, managers were not able to attend. At the March 24, 2020 Leadership Council meeting (51. [March 24, 2020 Leadership Agenda](#)), the Associate Vice President, Human Resources spoke about spring staff evaluations. Due to the complications of Covid-19, 2019-20, the staff and manager evaluation due date was extended to June 30, 2020 (46. [2020 email](#)). Additional complications to tracking of evaluations occurred due to a staffing change as a result of the Associate Vice President's resignation from the District.

In order to more effectively track classified and administrative evaluations, the Office of Human Resources updated its processes for tracking evaluations. To ensure that that tracking of employee evaluations is reviewed in a timely manner, Human Resources is providing Cabinet with regular reports of scheduled and completed evaluations.

2019-20 Evaluation Results (52. [2019-20 Performance Review Spreadsheet](#)):

Employee Classification	Number of Employees as of 6/30/20	Evaluations received by 6/30/20	Evaluations Missing	Exempt (Probation/ LoA)	Percentage of Evaluations received on time
Classified	122	75	32	15	70%
DCC	19	11	5	3	69%
Administrators	9	6	3	0	67%
Totals	150	92	40	18	70%

Evidence Links and Catalog

Evidence Number	Document Title
1	AP 4105
2	GCFA Article 40
3	DE Committee Bylaws
4	DE emergency addendum in curriQunet
5	Distance Education Handbook
6	OEI Course Design Rubric
7	Ensuring Effective Contact Rubric
8	POCR bylaws
9	POCR webpage
10	Covid MOU
11	faculty tracking sheet
12	Faculty PDD calendar 2020
13	Teaching and Learning Center homepage
14	TLC weekly workshops
15	Professional Learning 2019
16	TFO Agenda
17	Regular Effective Contact PowerPoint Presentation
18	self-assessment tool
19	2019 Deans Training PowerPoint
20	STEM tracking sheet
21	Cisneros email to faculty
22	Nari email to faculty
23	GCFA contract, Article 25
24	Accreditation follow up email

25	Welcome letter 2019
26	Syllabus Primer reminder email
27	PT Faculty Orientation Agenda
28	Dean Welcome letter and Guide
29	Evaluation checklist
30	GOTT 2 Screen Shots
31	Academic Senate Minutes 2.18.20
32	Academic Senate Minutes, December 3, 2019
33	SLO liaison Job Description
34	Meaningful Assessment PowerPoint Presentation
35	SAO/SLO Transition to curriQunet email
36	SAO for curriQunet spreadsheet
37	SAO Creation Model document
38	PIPR Rotation Schedule
39	Gavilan College's ILOs
40	curriQunet Proposal page screenshot
41	curriQunet SLO screen
42	CSEA Article 15
43	April 9, 2019 Leadership Agenda
44	AP 7150
45	2019 email
46	2020 email
47	2020 Sample Reminder Email
48	Tracking Email
49	August 2019 deans training HR PPT
50	Summit Announcement
51	March 24, 2020 Leadership Agenda

