

EXTERNAL EVALUATION REPORT

**Gavilan College
5055 Santa Teresa Blvd
Gilroy, CA 95020**

A confidential report prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Gavilan College from March 11
to March 14, 2019

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Team Chair

Gavilan College
Comprehensive Evaluation Visit
Team Roster

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Gavilan College

DATES OF VISIT: March 11, 2019 to March, 2019

TEAM CHAIR: Michael Claire

A ten member accreditation team visited Gavilan College March 11 to March 14, 2019 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended a team chair training workshop on December 5, 2018 and conducted a pre-visit to the campus on January 29. During this visit, the chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire external review team received team training provided by staff from ACCJC on February 6.

The evaluation team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On March 11 team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The team members then attended a reception at Gavilan and were provided a tour of the campus.

During the visit, team members met with approximately 55 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members also met with two trustees from the Gavilan Joint Community College District and observed a board meeting. Team members also visited the following all of the College's off-site locations. The team held two open forums, which were well-attended, and provided the College community and others to meet with members of the evaluation team.

Major Findings and Recommendations of the 2019 External Evaluation Team

Team Commendations

Commendation 1

The College is to be commended for its deliberate and extensive outreach efforts to the communities it serves. The team believes that these efforts have positively influenced the College's educational planning and programming, its long-term facilities planning, and have established stronger relationships with the communities it serves. The community's support of the recent Gavilan Joint Community College District capital improvement bond provides evidence of the College's good work regarding its community outreach efforts (IVB.6).

Team Recommendations

Recommendations for Compliance

Recommendation 1

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

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 (IIA.3).

Recommendations to Improve Quality

Recommendation 3

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 (IIA.11).

Recommendation 4

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 (IIIA.5).

Introduction

Gavilan College was established in 1919 as San Benito County Junior College; the Gavilan Joint Community College as established in 1963. The Gavilan Joint Community College District boundaries cover 2,700 square miles, which includes a portion of Santa Clara County and most of San Benito County. The main campus is located in the City of Gilroy. Gavilan also offers instruction at 4 other locations: Coyote Valley Center, Hollister Satellite Campus, Morgan Hill Satellite Campus, and the San Martin Aviation Site. Seventy-five percent of the students attending Gavilan College reside in the Gavilan Joint Community College District Service area

Gavilan College is a comprehensive community college that offers a transfer program, associate degree programs, career and technical education programs, basic skills, life-long learning opportunities, and a full complement of academic and student support services.

There have been a number of changes at Gavilan College since 2016. The College has made thorough assessments of its policies, procedures, and practices. Furthermore, the College has made great strides in connecting with its community. Based upon Gavilan's *Institutional Self Evaluation Report (ISER)*, individual interviews, and open forums it is clear that the College has identified goals and areas to work on, and the College has been proactive in its response.

The College faces some unique challenges and opportunities over the next several years. First, as the demographics of the service area continue to change, there is a greater disparity in the wealth of the community. Gavilan has worked hard to understand and meet the needs of its diverse student body. Second, the recent passage of a major capital improvement bond allows Gavilan an opportunity to provide the facilities necessary to achieve the goals outlined in its educational master plan, while improving access to certain communities in its service area. Finally, it's likely that Gavilan's primary funding source will shift from a revenue-limit model to a community-supported model (Basic Aid) within the next few years. This presents both an opportunity as well as a challenge during the transitional time to this new funding model.

Eligibility Requirements

1. Authority

The team confirmed that Gavilan College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provided educational services to 10,939 students for the 2017-18 academic year. Approximately 62 percent of these students are pursuing goals that relate to degree, certificate, or transfer.

The College meets the ER.

3. Degrees

The team confirmed that the majority of courses offered lead to a degree, certificate, or transfer. A majority of Gavilan's students are enrolled in courses leading to transfer and/or a degree or certificate.

The College Meets the ER

4. Chief Executive Officer

The team confirmed that the Governing Board employs a superintendent/president as the chief executive officer of Gavilan College. The CEO does not serve as a member of the board nor as the board president. The team found that the Governing Board vests requisite authority in the superintendent/president to administer board policies. There have been changes in the CEO position since the last full accreditation visit. These changes were appropriately reported to the ACCJC.

The College meets the ER.

5. Financial Accountability

The team confirmed that Gavilan College engages a qualified external auditor to conduct audits of all financial records. All audits are certified and all explanations of findings are documented appropriately. Audit reports are made available to the public.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

The College has provided multiple opportunities for third party comment in advance of the team visit. Gavilan College publishes the process for third party comment on its website.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

The College has established institution-set standards, including course completion, job placement rates, licensure pass rates, and student achievement. The College regularly assesses performance against those standards.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

See Standard IIA.9

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

See Standard IIA.10

Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The College has a clear policy on regular and effective contact and offers training for faculty teaching online. However of the online courses reviewed, 20% did not meet the college's definition of regular and substantive interaction.

Recommendation 1

In order to meet the standard, 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.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

Gavilan has clear procedures for student complaints. The team was able to verify that the College keeps complaints on file, and that the College has followed their complaint processes for student complaints. The College identifies the name of the accrediting agency or licensing body on their website.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Information about programs, locations, and policies is communicated to students and to the public through the course schedule, catalog, and College website. The team examined these materials and found that the information presented is an accurate reflection of the College. The College also provides information about its accredited status, which is easily accessible on its website.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team examined the report of the independent auditor. The audit resulted in no findings requiring the institution to improve its tracking of withdrawn students and reporting timeliness in accordance with Title IV Compliance 602.16(a)(1)(v).

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A Mission

General Observations:

Gavilan College demonstrates a commitment to a mission that fosters student learning and achievement. The college has the resources necessary to evaluate its progress in meeting its mission and uses its decision-making, planning, and resource allocation processes to implement its mission.

Findings and Evidence:

The College's mission statement broadly describes the College's purpose and its intended student population. Gavilan is in the process of revising its mission statement to reflect changing college priorities, such as emphasizing student equity (IA.1).

In conversations with College personnel, discussion in open forums, and observation of governance meetings, it is clear that the college is early into a process of reinvention, which includes a change in how data is used, how the college will meet its mission, and serve its communities. Based on observations with the Leadership Council, Student Success and Equity Committee, and Program Integrated Planning and Review Committee, the college is engaged in collegial dialogue around how the college is meeting or not meeting its mission and developing plans to improve (IA.2).

The College regularly updates its *Educational Master Plan* and *Strategic Plan*. These plans are informed by the College's mission statement and link the mission statement to College's program-level plans, institution-level decisions, and resource allocation. The mission statement informs goals, and guides decision making, planning, and resource allocation (IA.3).

The College adheres to an established process to review its mission statement, in conjunction with its *Educational Master Plan* and *Strategic Plan*. The mission statement and related planning documents are reviewed and approved by the Board of Trustees and are widely published (IA.4, ER 6).

Conclusions:

The college meets Standard IA and related eligibility requirements.

I.B Assuring Academic Quality and Institutional Effectiveness

General Observations:

Gavilan College has a number of mechanisms and structures that facilitate ongoing dialog regarding student outcomes, academic quality, equity, and institutional effectiveness. The college has engaged in dialog to “reset” several of its processes in order to ensure they meet their intent and are aligned to the mission of the college

Findings and Evidence:

Gavilan College is engaging in dialogue around student success and is currently revising its Strategic Master Plan to align with the California Community College Chancellors Office (CCCCO) Vision for Success goals. This alignment is stimulating conversation around academic quality, institutional effectiveness, and student equity (IB.1).

The *Strategic Master Plan* is one of several areas where the college has reset its goals and related quantitative measures to better align with state initiatives. The team encourages the College to be cautious in setting metrics that rely upon CCCCCO measures since these measures are often revised. It may be wise for the college to select internally developed data points, which are aligned with the external sources so that continuity of measurement can be maintained over time (IB.1).

The team reviewed course outlines of record, program review, and other documents. Based upon this review the team concludes that the College has a process of defining and assessing student learning outcomes for instructional programs and student and learning support services. The team concludes that most departments follow the process currently in place (IB.2, ER 11).

The College provided evidence that it has established institution-set standards for student achievement. The College uses the California Community College’s Institutional Effectiveness Partnership Initiative (IEPI) for establishing and assessing institution-set standards (IB.3, ER 11).

The College has processes in place to ensure on-going collegial conversations regarding institution set standards, performance gaps, institutional effectiveness, and continuous improvement (IB.4)

The College adheres to its program review process, which includes disaggregated data concerning student achievement. Faculty collaborate with the College’s Institutional Effectiveness Committee/Program Integrated Planning and Review (IEC/PIPR) to verify alignment with institution plans, identify areas of improvement, including student achievement and to develop program goals (IB.5)

The College provides a rich set of disaggregated data which is made widely available to college and community stakeholders. The College numerous examples of institution-level strategies used to address student performance gaps (IB.6).

The team applauds Gavilan's comprehensive assessment of its policies and processes. The College is in the midst of several revisions to its outcomes and assessment processes including defining Institutional Learning Outcomes, program outcomes mapping, and implementing a new Program Integrated Plan and Review process. The team was not able to verify that the new processes had been operationalized at the time of the visit. The team encourages the College to ensure that the new processes and tools are implemented in a timely manner (IB.7).

Based on the evidence provided, observations of several committees, and interviews with College personnel, the team concludes that the College demonstrates the use of quantitative and qualitative data through multiple mechanisms in order to facilitate assessment and evaluation of goals and objectives, learning outcomes, and student achievement. The College relies on its planning processes, GavDATA and various California Community Colleges State Chancellors Office tools to communicate the results of its assessment and evaluation activities (IB.8).

Gavilan's *Educational Master Plan, Strategic Plan*, program review, and resource allocation processes form the foundation of its integrated planning process. The College gave examples of both institution-level and program-level initiatives, which provide evidence that the college is engaged in a continuous, broad based, systematic planning and evaluation process. These plans address short-range and long-range resource needs (IB.9, ER19).

Conclusions:

The college meets Standard I.B and related eligibility requirements.

I.C Institutional Integrity

General Observations:

Gavilan College demonstrates institutional integrity in publications provided to the public and staff. The College uses its catalog, website, class schedule, and other documents to describe degrees and certificates, programs, and courses offered, as well as relevant learning outcomes.

Findings and Evidence:

Gavilan College maintains a number of resources that communicate the types of programs and services that support the College's mission. The College publishes a Catalog that provides stakeholders current and prospective students with accurate and timely information regarding requirements, course content, policies, expected outcomes, and student support services. In addition, the College publishes its accredited status via its website, catalog, and other appropriate sources (IC.1, IC.2, ER 20).

The College uses documented assessment and evaluation of student achievement to assess academic quality. The College uses a variety of communication tools in communicating matters of academic quality to prospective students and to the public. These include publishing the assessment of institution-set standards, disclosing licensure pass rates and other Career and Technical Education (CTE) data where appropriate, and including California State Chancellors Office Scorecard data on the College website (IC.3, ER 19).

The College Catalog, website, and class schedule provide the public information regarding the purpose, content, course requirements and outcomes for the College's degrees and certificates (IC.4).

The President's Council Policy Committee is charged with reviewing all College policies and procedures for currency and effectiveness. The college has a process and timeline for reviewing policies to assure integrity in all representations of its mission, programs and services (IC.5).

Gavilan publishes information on its website, its catalog and schedule that informs current and prospective students regarding the total costs of education including textbooks and other materials (IC.6).

Board Policy (BP) 4030: Academic Freedom addresses academic freedom and responsibility. The policy supports academic freedom for faculty and all constituencies and assure the free pursuit and dissemination of knowledge (IC.7).

BP 5500: Standards of Conduct establishes policies and procedures concerning student conduct including academic integrity and honesty. These policies are also published in the catalog and are available on the Gavilan website (IC.8).

The Gavilan College Faculty Association collective bargaining agreement outlines specific responsibilities for faculty to maintain objectivity and to separate personal conviction from professionally accepted standards (IC.9).

Gavilan does not seek to instill specific beliefs or world views, nor does the College operate in a foreign location (IC.10, IC.11).

As demonstrated by review of evidence and in meeting with College personnel, the College demonstrates commitment to compliance with Commission policies, eligibility requirements, and standards (IC.12, IC.13, ER 21)

The College is a public institution and demonstrates its commitment to high quality education and student learning over other financial objectives as evidenced by its mission statement, planning, and financial resource allocation processes (IC.14).

Conclusions:

The College meets Standard IC and related eligibility requirements.

Standard II

Student Learning Programs and Support Services

II.A Instructional Programs

General Observations:

Gavilan College's curriculum aligns with the College's mission and accepted standards for higher education. The College has a program and curriculum review cycle, and their courses and programs meet generally accepted professional standards.

Findings and Evidence:

All instructional programs at Gavilan College are offered in fields of study consistent to the mission of the institution and are appropriate to higher education. The College has provided evidence of student success rates, achievement of degree and certificates, transfer and employment rates to support their compliance with this portion of the Standard (IIA.1).

The faculty are responsible for the the College's curriculum development process. This process assures that the content and methods of instruction for courses meet academic and professional standards. The College's professional development program, program review, and curriculum approval processes assure currency, continuous improvement of teaching and learning strategies, and promote student success (IIA.2).

The team verified that the institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. However, the College has yet to fully implement its new process. The team examined a sample of official course outlines and verified that student learning outcomes were documented on the course outline.

The team also reviewed a random selection of syllabi and compared them to the course outlines of record for those courses. Over half the syllabi reviewed did not document student learning outcomes from the approved course outline of record (IA.3).

Gavilan College offers pre-collegiate level curriculum in English, English as a Second Language, and math, and it distinguishes that curriculum from college-level curriculum through course sequencing, curricular processes, and subject matter expertise. The College supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum through flexible testing and retesting placement procedures, accelerated courses, and pre-advancement bootcamps (IIA.4).

The team examined the College catalog and related board policies and administrative procedures to verify that Gavilan College's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning as well as minimum degree requirements of a minimum of sixty units (IIA.5, ER 12).

The College examines historical data and current trends to schedule courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The college has engaged in sufficient program mapping and Guided Pathways work to assist students to complete their degrees and certificates in a timely manner (IIA.6, ER 9).

Gavilan uses a variety of delivery modes for its instructional programs including online, hybrid, face-to-face, full-term, and accelerated courses. Faculty have identified and employ a breadth and depth of teaching methodologies consistent with the establishment of high-quality, substantive, equitable learning opportunities for students.

The College's library and learning support services meet regularly to discuss the ever-changing needs of current students. Tutoring and Basic Skills support are offered to students across the college regardless of background, while the Accessible Education Center provides opportunities to support students facing unique challenges at the institution (IIA.7).

The College validates the effectiveness of department-wide course and/or program examinations through the use of state and nationally-normed examinations in career education areas and locally-normed portfolios ((IIA.8).

The College has created a comprehensive system of assessment and analysis of student learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education (IIA.9).

The institution provides students with clearly stated transfer-of-credit policies. Counselors and department faculty certify that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses (comparing syllabi, transcripts, etc.). The college has developed articulation agreements appropriate to its mission (IIA.10, ER 10).

The College maps its program-level outcomes to its institution level outcomes (ISLOs). The team examined the College's ISLOs and confirmed that the ISLOs address outcomes in areas as specified in the standard. However, the College has not yet mapped program-level learning outcomes to ISLOs for all of its programs (IIA.11).

All degree programs require general education based on a carefully considered philosophy for associate degrees that is clearly stated in its catalog on page 49 under the heading Programs of Study. The College's general education requirements are clearly designed to promote learning outcomes that include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (IIA.12, ER 12).

The team examined the college catalog and verified that degree programs focus on at least one area of inquiry or an established interdisciplinary core. (IIA.13)

Graduates completing any of Gavilan's 26 career-technical certificates and 30 career-technical degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. Several programs are externally accredited to meet state and national standards, while others rely on faculty training, professional advisory boards, and curricular update processes to remain current with industry and professional standards in their fields (IIA.14).

The College provided evidence to show that when programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption (IIA.15).

The College regularly evaluates and improves the quality and currency of all instructional programs through yearly program plans, which are reviewed by the Institutional Effectiveness Committee (IIA.16).

Conclusions:

The college meets Standard II.A and related eligibility requirements with the exception of standard IIA.3.

Recommendations for Compliance

Recommendation 2

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 (IIA.3).

Recommendations to Improve Quality

Recommendation 3

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 (IIA.11).

II.B Library and Learning Support Services

General Observations:

Gavilan College provides sufficient library and learning support services to support the learning needs of all students at the main campus and offsite locations. Expert faculty, including librarians, and support services professionals use established policies, processes, and plans to guide the selection and maintenance of educational equipment and materials. A program review process and the regular assessment of student learning outcomes and support services outcomes inform improvements that prioritize student needs and contribute to student success. The College secures, maintains, evaluates, and documents formal agreements with outside agencies and partner institutions based on established criteria.

Findings and Evidence:

Gavilan College supports student learning and achievement by providing library and learning support services for students attending classes on the main Gilroy campus, offsite centers, and through distance education. Physical and online library collections are sufficient in quantity and variety to support educational needs. Academic support services are offered through the Learning Commons, learning centers, and labs are available in-person and online, including tutoring. The Team was impressed with the collaborative peer educator training model, which uses a Reading Apprenticeship© framework, incorporates information literacy instruction, and allows students to earn certificates of proficiency to support their tutoring, mentoring, supplemental instruction, and community leadership roles (IIB.1; ER17).

The College relies on the expertise of faculty, including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning in alignment with the college mission. The Team found that learning support services professionals coordinate with librarians and discipline faculty on the purchase of technology and educational equipment to support the Learning Commons, learning centers, and labs. A *District Technology Plan* informs the replacement of desktop computers (IIB.2).

The College evaluates library and learning support services regularly through program review, which uses the results of student learning outcomes assessment and other metrics to establish a positive correlation with student success. The team found evidence that library and learning support services use assessment results to inform improvements to services. The library, Learning Commons, and Writing Center gather quantitative and

qualitative data from students, peer educators, and instructors to determine the extent to which services meet student needs (IIB.3).

The College documents formal agreements for library and other instructional support services, including the library services platform, library databases, computer security, and photocopier maintenance. The library secures and maintains contracts with outside providers and memorandum of understanding with partner institutions for sharing resources and services. The College evaluates contracts and arrangements at the time of renewal using identified criteria (IIB.4, ER 17).

Conclusions:

The College meets Standard II.B and the related eligibility requirements.

II.C Student Support Services

General Observations:

Gavilan College regularly evaluates student support services in accordance with the College mission through the regular annual review and program review processes, and uses the results of the outcomes to improve student learning and success linked to institutional goals. The College strives to provide equitable access to all students regardless of location. Counseling and advising programs are available to support student development. The Welcome Center provides an inviting environment for students to interact with peer mentors to assist them on their educational journey at the college.

The College has clear admission policies and procedures. With the recent changes to the placement of students in English and math, the faculty and counselors have worked diligently to use multiple measures for placement into courses. The Team suggests the College continues to discuss ways of periodically using statistical analysis to review course success rates to determine if placement levels are meeting the needs of the students.

The College has policies and procedures pertaining to student records and maintains the files are permanently maintained, secured, and are kept confidential.

Findings and Evidence:

Student support services are evaluated through regular annual and program review processes as well as regularly administered surveys, and focus groups. The College gathers assessment data related to student services from multiple locations, including distance education (IIC.1, ER15).

The College identifies, develops, and assesses learning support outcomes to ascertain the effectiveness of student support services, which includes student surveys and the Distance Education Surveys. Assessment results inform evidenced improvements to student services and programs in alignment with institutional goals (IIC.2).

The College strives to provide equitable access to all students by offering appropriate, comprehensive, and reliable services at all service locations using in-person and online delivery methods. The team reviewed the college catalog and found information regarding student support services to be comprehensive (IIC.3).

The College offers co-curricular and athletics programs that align to the college's mission and contributes to the student educational experience. The College has an intercollegiate athletics program and adheres to College policies, procedures, association guidelines, and codes of conduct. The co-curricular and athletics programs have budgets to support their programs. The College is responsible for the fiscal control of these programs (IIC.4).

The College provides counseling and advising programs to support student development and the achievement of educational and career goals. The College prepares counselors and other personnel with advising roles through professional development opportunities in the form of conferences, webinars, workshops, and a training handbook (IIC.5).

The College follows admission policies set forth by its governing board that are consistent with its mission. The College advises students on clear pathways to degrees, certificates, and transfer goals through use of the DegreeWorks educational planning tool. Counselors assigned to different areas of the college assist students with developing schedules and completion planning, while a Retention Specialist monitors students' progress and refers them to a counselor once they complete a certain number of units (IIC.6, ER16).

The College has adjusted its placement methodology in response to state mandates. The team found that the College has established processes to allow students to self-place into college-level English and math courses through the use of multiple measures using high school GPA (IIC.7).

The College publishes and adheres to board policies and administrative procedures that pertain to the maintenance and release of student records. Student records are securely housed and then imaged into Banner using password-protected software available on a limited number of authorized staff computers in Admissions and Records. The College regularly publishes security and confidentiality mechanisms and procedures on the college website, catalog, and semester guides (IIC.8).

Conclusions:

The College meets Standard IIC and the related eligibility requirements.

STANDARD III Resources

III.A Human Resources

General Observations:

The College follows applicable board and administrative procedures to ensure that it hires qualified faculty, classified staff, and administrators. Job classifications directly support the mission of the College.. The College provides a variety of professional development opportunities to support its diverse personnel. The institution has established fair personnel policies that are equitably administered and employee records are maintained in a secure environment.

Findings and Evidence:

The institution gathers adequate documentation to ensure all the candidates meet the requirements of the position, including the process for validation and equivalency of foreign degrees. Job descriptions, compensation, and information related to the hiring process are available on the Human Resources section of the College website. All job descriptions are directly related to the current College mission and goals (IIIA.1).

The College has adopted the minimum qualifications for each discipline as developed by the California Community Colleges State Academic Senate, which includes relevant education, training, and specified discipline expertise. Administrative positions require a graduate degree. Faculty job announcements and job descriptions include development and review of curriculum and learning assessments. (IIIA.2, IIIA.3, IIIA.4, ER14).

Gavilan 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).

The team affirms that the institution maintains sufficient full and part time faculty staffing. The *Fulltime Faculty Two Year Plan* identifies and ranks need for future fulltime faculty. The College has also developed a comprehensive personnel plan to assess the need for classified and administrative positions (IIIA.7).

The College has specific board policies and contract articles pertaining to adjunct faculty that outline orientation, professional development opportunities, and integration into the Gavilan College community. Adjunct faculty are eligible for professional development. Adjunct faculty are also compensated for some participatory governance activities (IIIA.8).

The College uses the program review process to prioritize and identify staffing needs and to ensure that staffing levels are adequate to fulfill its mission. Gavilan recently

completed a classification study review of classified and management team members. The institution has realigned positions to better utilize staffing and improve efficiency of district operations. (IIIA.9, IIIA.10, ER 8).

The institution has clear and consistent board policies and administrative procedures related to personnel that are equitably administered. Personnel policies are accessible through the district website, as are links to the collective bargaining agreements from the HR webpage. (IIIA.11)

Gavilan has institutional policies and procedures to support a diverse college personnel group. In 2016, Gavilan's governing board officially approved its Equal Employment Opportunity Plan, providing the guidelines by which the institution ensures it maintains appropriate practices and programs to support a diverse personnel. (IIIA.12).

The institution maintains a code of ethics for all employees as documented in *Board Policy 3050* (IIIA.13).

Professional Development opportunities are available for all constituent groups; Gavilan has provided opportunities for all faculty, staff, and management team members to participate in professional development (IIIA.14).

Gavilan maintains policies and procedures in accordance with state and federal law in regards to security and confidentiality of personnel records. Employees have access to their personnel files on request (IIIA.15).

Conclusions:

The institution meets Standard IIIA and related eligibility requirements.

Recommendation to Improve Quality:

Recommendation 4

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 (IIIA.5).

III.B Physical Resources

General Observations:

Gavilan College serves students at five locations in a large, two county area. Of the five sites, three are leased or on leased property, two are district owned, and 85 acres of land are available for future growth. The team found that the College's physical resources were safe, well-maintained, and that they are adequate to serve the learning needs of students. Facilities planning is linked to the College's *Educational Master Plan*, as well as program review.

Findings and Evidence:

The college assures safe and sufficient facilities and has demonstrated an integration of resource management in alignment with the district's *Educational Master Plan*, student needs and future plans. The institution's physical resources are inspected and repaired on a regular basis. The team suggests that the College review its dissemination of its emergency plan and also consider locating emergency procedure posters/signs throughout campus locations (IIIB.1)

The College uses a planning and resource allocation system to ensure facilities are adequate to meet the needs of the community. The College has linked its *Facilities Master Plan* to the *College Strategic Plan*, which is reviewed annually. A *Scheduled Maintenance Report* documents assigned costs and resources to the identified maintenance issues.

Gavilan College passed a capital improvement bond which provides funds to address upgrading of facilities, replacement of physical resources, and additional facilities for College growth. The team was impressed with the College's comprehensive planning efforts where facilities needs are driven by educational needs. The plan reflects the total cost of ownership for the institution (IIIB.2, IIIB.3, IIIB.4).

III.C Technology Resources

General Observations:

Gavilan College effectively uses its technology resources to support the needs at five locations (main campus and four smaller sites). Technology resources and services are appropriate to meet the needs of the institution's management and operations. Recent upgrades in software and other technology resources have allowed the institution to update systems and processes, making college operations more efficient. The institution has a well-developed *Technology Master Plan* which identifies and prioritizes needs, as well as potential funding sources.

Findings and Evidence:

Gavilan has developed a technology infrastructure to address the changing needs of the district. The institution regularly surveys students and personnel to ensure technology services are adequate for their needs. The College has made significant improvements to its Information Technology (IT) infrastructure in recent years (IIIC.1).

The institution uses a variety of feedback mechanisms to inform its plans for keeping pace with user needs and in planning its technology and technology infrastructure. The *Technology Master Plan* is updated as the needs of the college change. The College has been innovative in its ability to meet its technology needs given competing budget priorities (IIIC.2).

Gavilan has made progress in securing its network, and procuring sufficient technology to meet student and employee needs at all locations. However the district does not have a disaster recovery plan for district data. The team encourages the district to prioritize technology disaster planning so that operations are not interrupted in the case of a natural disaster or emergency (IIIC.3).

Personnel are trained as new technologies are implemented and the IT department has uses feedback from surveys to improve training opportunities and plans. The team feels that the IT department has made good use of user surveys, long range planning, and committee input to identify technology needs and planning (IIIC.4).

The institution has appropriate board policies and administrative procedures in relation to appropriate use of technology in online teaching (IIIC.5).

Conclusions:

The College meets Standard IIIC.

III.D Financial Resources

General Observations

The College takes integrated planning seriously and its planning processes are well-documented, with on-going plans to strengthen the process. The College demonstrates fiscal responsibility and sets aside funds for future liabilities. The institution has consistently received unmodified opinions in its fiscal, compliance and performance audits, verifying appropriate handling of its financial resources. Appropriate contracting procedures are in place.

Findings and Evidence:

The evaluation team noted that the College's budget allocation process is linked to its strategic plans and goals, as well as the program review and decisions for funding requests are derived from data analysis and tied to those priorities. The College Budget Committee and Integrated Planning Committee processes are used for goal-directed budget development and fund management to promote institutional improvements. The institution has identified future liabilities and set aside funds each year towards those potential needs (IIID.1, ER18).

The Budget Committee is a participatory governance committee composed of representatives from management, faculty, staff, and students to ensure engagement in financial planning. The team suggests that financial documents are shared broadly and in a timely manner to foster greater participation in the planning process (IIID.2, IIID.3).

The College has demonstrated that it uses available resources in a prudent manner. It retains adequate reserves for unforeseen needs, scheduled increases in the College's

required contributions to the California State Teacher's Retirement System (STRS), California Public Employee's Retirement System (PERS), and its Other Post-Employment Benefits (OPEB) liabilities.

The evaluation team confirmed that the College has tools for internal controls. The consistent lack of audit findings shows that these processes follow appropriate protocols and are deemed successful. The team examined evidence and finds that the district responds to audit findings in a timely manner (IIID.4, IIID.5, IIID.6, IIID.7, IIID.8).

The College has managed its cash flow by issuing Tax Revenue Anticipation Notes to adjust for fluctuations in state funding allocations. Cash flow can be difficult to predict because the college is in transition from a revenue limit district to a community funded (Basic Aid) district (IIID.9).

The College has set aside funds for liabilities, including OPEB, upcoming PERS/STRS increases, bonds for LRB and CREBS financing of projects, and further capital expansion. The College forecasts future needs and recently offered a Supplemental Early Retirement Plan to decrease its overall liabilities.

The College has maintained and exceeded its policy requirement for a 10% reserve balance and demonstrated financial management of its resources (IIID.11, IIID.12)

Annual external audits confirm appropriate management of Foundation and 2004 capital improvement bond, as well as compliance with the College's major federal funding program requirements, including Title IV (IIID.10, IIID.14).

Annual internal and external audits confirm that the College is in compliance with all federal requirements in the packaging and disbursing of federal financial aid. The College has seen a decline in its student loan default rate, in part, due to the college contracting with a third party to help manage those accounts accordingly (IIID.15).

The College has a number of contracts to assist students in meeting their goals (e.g., interpreting and closed caption services, online tutoring and library services). The team confirmed that the College has well-established contracting procedures and dedicated staff to process and monitor contracts and ensure their adherence to Board policy (IIID.16).

Conclusion:

The College meets Standard IIID and related eligibility requirements.

STANDARD IV

Leadership and Governance

IV.A DECISION-MAKING ROLES AND PROCESSES

General Observations

Gavilan College has Board Policies and Administrative Procedures in place that establish administrator, faculty, classified staff, and student participation in decision making processes. *Gavilan Board Policy (BP) 2510* and *Administrative Procedures (AP) 2510* delineate the roles of faculty, staff, students, and administration in these processes. The President's Council is the College's primary participatory governance body. The President's Council includes representation from the Academic Senate, the Associated Students of Gavilan College, and representation from the Leadership Council that is the main deliberative body for College administration.

The Academic Senate is the College's main governance body for faculty on academic and professional matters. *BP 2510* also establishes that the Board works closely with the Academic Senate on curriculum change and approval. In addition to the established governance process, the President also holds open monthly forums that allow all students, faculty, staff, administrators and community members to bring forward ideas.

Findings and Evidence

In 2017, the *Employee Accreditation Survey* found that 69% of respondents agreed or strongly agreed that "faculty and staff are empowered to develop programs and services that will enhance student learning."

The 2018 *Gavilan College Organization and Governance Handbook* describes a philosophy of participation that encourages innovation through "encouraging diverse and creative input that will help advance our stake in the success of this organization." The College President also holds open monthly forums that allow all students, faculty, staff and administrators to bring forward ideas (IVA.1).

BP 2510 authorizes the Academic Senate, Professional Staff, and students to participate in decision-making processes of the College. *AP 2510* describes participatory governance at the College, including the process by which an individual brings forward ideas. All of the institutional constituencies have direct avenues to bring forward ideas to the President's Council (IVA.2).

Administrators and faculty at Galivan College have substantive and clearly defined roles in institutional governance as well as exercise substantial voices in policies, planning, and budget. *AP 2510* defines the roles and responsibilities of administrators and faculty in the College's system of shared governance. In 2016, the College established the Leadership Council as the main deliberative body for administrators in order to review policies and procedures relating to the College mission (IVA.3, IVA.4).

Gavilan College’s system of Board and institutional governance ensures that all relevant perspectives contribute to the making of decisions at the College. College decisions involving planning, policies and curricular change involve those with appropriate expertise and responsibility and action on these matters is timely (IVA.5).

The processes for College decision-making are available on the college website (IVA.6).

The College has recently established a Governance Review Subcommittee and the President’s Council Policy Committee (PCPC). The Governance Review Subcommittee will conduct evaluations for all structures of shared governance at the College as well as ensuring that all governance processes are transparent, open, and aligned with Educational Master Plan and Strategic Plan (IVA.7)

Conclusions:

The College meets Standard IVA.7

IV.B CHIEF EXECUTIVE OFFICER

General Observations

The president provides leadership to Gavilan College and is responsible for the overall administration of the College’s instructional, student services, institutional support, academic support, community education and training programs, and workforce development. The president carries out these responsibilities in a collegial manner assisted by administrators and staff and works collaboratively with participatory governance groups. The president oversees an organizational structure appropriate to the needs of the College. The president has been actively involved in the accreditation process and has implemented regulations and procedures as required. Finally, the president has engaged with the community to increase support for the College.

Findings and Evidence

BP 2430 Delegation of Authority delineates the college president’s responsibilities, which include administering the policies established by the Board. The president is responsible for leading College planning efforts including the *Strategic Plan* and the *Educational Master Plan* as well the planning for the use of facilities and technology (IVB.1).

The Board has delegated oversight and evaluation of the College’s administrative structure to the president. The president oversees and evaluates the vice presidents for academic affairs, administrative services and student services. In 2016, the President implemented a reorganization of the College’s administrative structure that added two associate vice presidents and a Dean of Research Planning and Effectiveness (IVB.2).

The President has established several groups that assist in setting values, goals, and priorities for the College. 75 percent of respondents in the *2017 Accreditation Survey* agreed or strongly agreed that the “college president engages in collaborative decision-

making with an emphasis on collegiality and open communication between and among all constituents.” (IVB.3).

BP 3200 Accreditation requires the president “ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges.” The President works with the President’s Council and Leadership Council to ensure College compliance with accreditation requirements. (IVB.4)

Discussions with Board members provided evidence that the president has implemented the statutes and regulations and Board policies delegated by the Board. The president exercises final control over the College budget. Working with the President’s Council and Leadership Council, the President reviews compliance issues in human resources, business office procedures, and college policies (IVB.5).

The president has worked extensively and creatively with communities served by the College, holding monthly open forums at the College and producing a monthly newsletter concerning important College topics. The president has set the tone for the College regarding community outreach. The team was impressed by College’s outreach efforts to all of the communities it serves (IVB.6).

Conclusions:

The College meets the Standard IV.B

Commendations

Commendation 1

The College is to be commended for its deliberate and extensive outreach efforts to the communities it serves. The team believes that these efforts have positively influenced the College’s educational planning and programming, its long-term facilities planning, and have established stronger relationships with the communities it serves. The community’s support of the recent Gavilan Joint Community College District capital improvement bond provides evidence of the College’s good work regarding its community outreach efforts (IVB.6).

IV.C Governing Board

General Observations:

The Gavilan Joint Community College District Board of Trustees is responsible for establishing policy for the District. Registered voters in geographical divisions elect seven Board members to terms of four-years. The Board has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. It also has policies and procedures in place related to the Board’s operation, professional development, self-evaluation and ethical requirements. Finally, the Board has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.

Findings and Evidence

BP 2715 Code of Ethics/Standards of Practice states “that the Board’s function is to provide leadership to the District through its review and evaluation of programs, planning, the development of policy, and maintaining the fiscal integrity of the District.” The Board has three policies to ensure financial stability for the College: *BP 6200 Budget Preparation*, *BP 6250 Budget Management* and *BP 6300 Fiscal Management* (IVC.1, ER 7).

BP 2715 Code of Ethics/Standards of Practice requires the Board govern “as a unit with one voice” and “power of governance is expressed through one voice.” (IVC.2)

BP 2431 CEO Selection ensures that the College follows a clearly defined selection process for the President. *BP 2435 Evaluation of the President of the College* establishes that the President is to be evaluated annually according to “performance goals and objectives developed in accordance with Board Policy.” (IVC.3)

BP 2200: Board Duties and Responsibilities requires that the Board “governs on behalf of the citizens of the Gavilan Joint Community College District.” *BP 2200* establishes that the Board “represent the public interest” as well as “advocate and protect the District.” (IVC.4, ER 7).

Also, *BP 2200* establishes that the Board has the responsibility to “monitor institutional performance and educational quality.” The Board has ultimate responsibility for legal matters and requires the president to keep the Board informed of all legal matters and that the Board has primary responsibility to “assure fiscal health and stability.” (IVC.5).

Information on the Board is accessible through the College website. All Board Policies addressing duties, responsibilities, and operating procedures can be found in the link entitled “Board Policies and Administrative Procedures.” There are specific Board Policies for the conduct of meetings: *BP 2340 Agendas*, *BP2345 Public Participation at Board Meetings*, and *BP 2350 Speakers*. (IVC.6)

The Community College League of California (CCLC) provides the Board a regular assessment of Board Policy and Procedures concerning effectiveness in fulfilling the College Mission. The president has recently established the President’s Council Policy Committee (PCPC) charged with reviewing all College policies and procedures for currency and effectiveness. *AP 2410: When and How Board Policy/Administrative Procedure Review is Initiated* describes the process by which Board Policies and Administrative Procedures are reviewed and revised. (IVC.7)

The Board annually reviews the California Community College Chancellor’s Office scorecard metrics on student course success, remediation completion, year-to-year persistence and completion and transfer. The Board receives regular updates by the College on student success and improving academic quality. The Board also reviews

updates to the *Educational Master Plan*, and the College's *Strategic Plan* is presented to the Board on an annual basis (IVC.8).

Board Members attend training opportunities at the local, state, and national level relating to community colleges. *BP: 2010 Board Membership* requires new board members to attend a comprehensive four-hour orientation. Board Members have staggered terms of office. *BP 2110: Vacancies on the Board* describes the process by which the Board replaces members when necessary (IVC.9).

BP 2745: Board Self-Evaluation establishes that the Board will undergo an annual self-evaluation. The results of the annual self-evaluation are reviewed in an open public session of the Board. Interviews suggested that the Board would benefit from expanding discussion following a self-evaluation of the Board (IVC.10).

All Board Members are subject to the Code of Ethics established in *BP 2715: Code of Ethics/Standards of Practice*. *BP 2715* also describes the procedures for sanctioning Board Members for ethical violations and the specific disciplinary actions. *BP 2710: Conflict of Interest* states that "Board members and employees shall not be financially interested in any contract made by them in their official capacity." (IVC.11).

BP: 2430 Delegation of Authority to the President of the College states that the Board "delegates to the President of the College the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." Interviews with relevant parties indicated that the president exercises their authority without board interference (IVC.12).

BP: 3200 Accreditation requires that the College President "keep the Board informed of approved accrediting organizations and the status of accreditation (IVC.13).

Conclusions:

The College meets Standard IV.C and related eligibility requirements.

Quality Focus Essays

Gavilan Community College (GCC) identified a number of plans for improvement in its ISER that are reasonable and actionable. In addition, Gavilan has identified two related institution-wide projects as a result of its institutional self-evaluation process:

- Quality Focus Essay #1: Acceleration and Increasing Student Success

The focus of part one is to fully implement AB705 at GCC with a student-centered focus. It aims to be compliant with AB705 while developing best practices for new methods;

- Quality Focus Essay #2: Guided Pathways

The second part of the Quality Focus Essay highlights a plan for implementing Guided Pathways at GCC. Guided Pathways will support and incorporate AB705 into its planning efforts.

The team found that the identification of these projects was based on assessment of the College's long-term goals with respect to improving student learning and achievement. The college has had sufficient institutional dialog to identify the focus of these efforts for the future. Team comments regarding each action project are documented below:

Quality Focus Essay #1: Acceleration and Increasing Student Success

Efforts to accelerate and increase student success through the implementation of AB705 are well defined. GCC has adequately reflected upon its' efforts to implement and accelerate AB705. Ongoing assessment combined with the analysis of best practices will allow GCC to modify programs and scale efforts.

GCC has identified a timeline that includes implementation, assessment, modification, and analysis. The five-year timeline allows for progress and improvements to be made. Based on these efforts, GCC should be able to measure progress to meet student learning needs.

The team finds that Quality Focus Essay #1 is a reasonable project that is based on the College's ISER and state mandates. It spans multiple years and calls for major change. The project is mapped on a timeline. The team encourages GCC to add further detail to the timeline. Details may include assessment methodologies, goals, governance processes, responsible parties, and data for continuous assessment.

Quality Focus Essay #2: Guided Pathways

The Guided Pathways project has defined goals/outcomes. As a mandated reform, institutional supports are in place to help GCC meet their goals.

GCC will need to closely manage their Guided Pathways project to move out of the early adoption phase. A plan is in place and filed with the state to move the college forward in all three required categories of inquiry, design, and implementation. Funding is in place to support the effort using existing financial and personnel resources as well as consultative services from Career Ladders Project.

The team finds that Quality Focus Essay #2 is a reasonable project that is based on the College's ISER, team observations, and state mandates. It is a major multi-year project. The team recommends close project management along the timeline to achieve its six stated goals. College-wide participation, communication, and documentation will be needed to maintain and document progress. In addition to project management, an internal implementation plan and communication plan may help the college develop guided pathways.