GAVILAN COLLEGE

Institutional Self-Evaluation Report In Support of an
Application for Reaffirmation of Accreditation 2025

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In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Gavilan College
5055 Santa Teresa Blvd
Gilroy, CA 95020

to

Accrediting Commission for Community and Junior Colleges

August 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Pedro Avila, Ed.D.
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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.
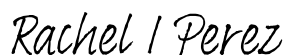
Signatures:

06/02/2025

Dr. Pedro Avila, Superintendent/President, Gavilan College

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Rachel Perez, President, Board of Trustees, Gavilan College

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06/11/2025

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FORWARD TO THE INSTITUTIONAL SELF-EVALUATION REPORT

At Gavilan College, our core commitment is to student success, equity, and institutional excellence. The Institutional Self-Evaluation Report (ISER) reflects our ongoing dedication to fostering an inclusive, supportive, and dynamic learning environment.

This comprehensive self-study is the result of a collaborative effort among faculty, classified professionals, administrators, and students, all of whom have contributed their expertise and insights to ensure an honest and thorough evaluation of our institution's strengths and opportunities for growth.

Throughout this self-evaluation process, Gavilan College has taken a critical and reflective approach to assessing how well we meet the Accrediting Commission for Community and Junior Colleges (ACCJC) standards. This report highlights our accomplishments, including strong academic programs, student support services, and institutional planning processes that align with our mission and strategic goals. At the same time, it identifies key areas for improvement, reinforcing our commitment to continuous progress and accountability.

Over the past few years, our College has navigated significant challenges, including financial struggles, shifts in enrollment due to COVID-19, evolving student needs, and broader societal changes that impact higher education. In response, we have developed and implemented innovative initiatives that support successful enrollment recovery and student achievement and strengthen institutional effectiveness. We focus on closing equity gaps, increasing student retention and completion rates, and ensuring all students have the necessary resources to succeed.

This report also underscores the value of shared governance and integrated planning in driving institutional change. Through robust dialogue, data-informed decision-making, and a commitment to transparency, we have strengthened our ability to serve our diverse student population and fulfill our role as a community pillar.

As we progress, the insights gained from this self-evaluation will guide our strategic efforts, ensuring that Gavilan College continues to be where students achieve their academic and career goals. We extend our most profound appreciation to everyone who contributed to this process and look forward to building upon our successes as we continue to transform lives through education.

A. INTRODUCTION: INSTITUTIONAL CONTEXT

A BRIEF HISTORY OF GAVILAN COLLEGE

Gavilan College was established in 1919 as San Benito County Junior College, with instruction offered at Hollister High School. It operated under this title until 1963 when the district expanded to include south Santa Clara County and was renamed Gavilan College Joint Community College District. The district boundaries cover 2,700 square miles of land located in the southern portion of Santa Clara County and most of San Benito County.
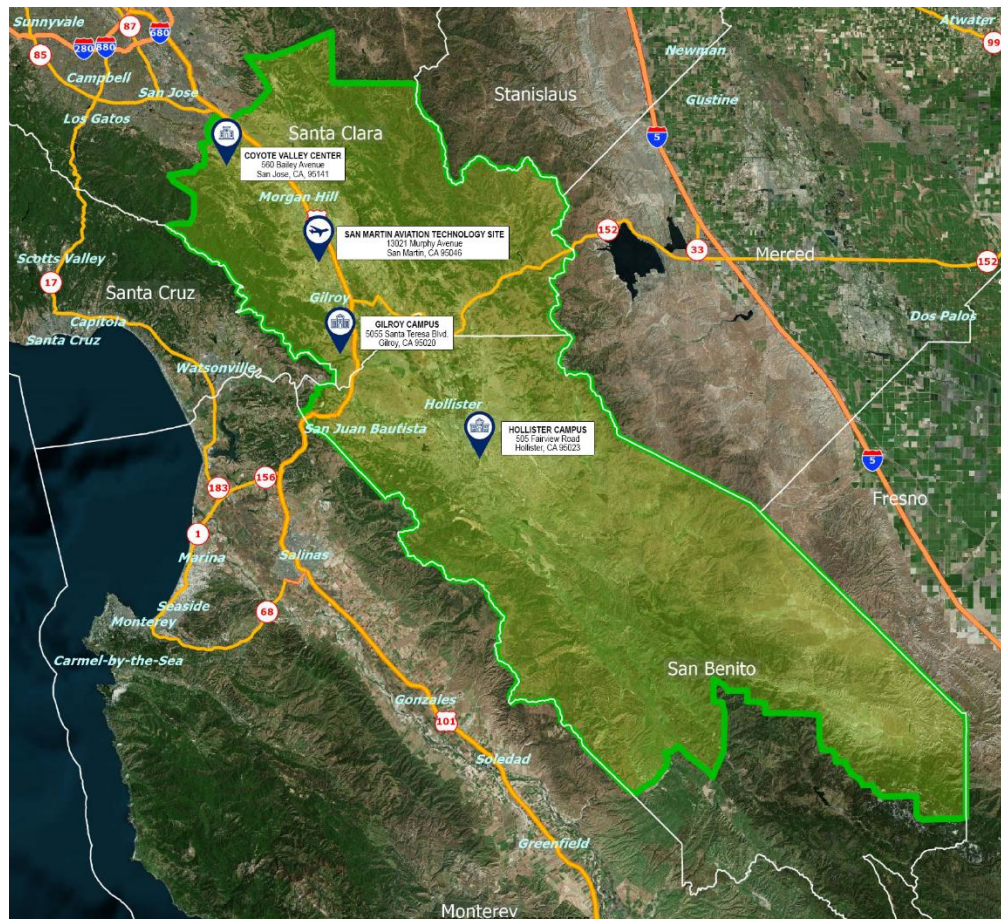
In 1966, local bond funds allowed for the purchase and establishment of a 150-acre campus at Gilroy. The College moved from Hollister to its Gilroy campus in 1968. Moreover, satellite sites were established in Hollister and Morgan Hill in 1997 and 1998, respectively. The Morgan Hill campus was closed in 2020 during the COVID-19 pandemic as the College was experiencing declines in enrollment and financial challenges. Gavilan College had an aviation program at the Hollister Municipal Airport for decades, from the early 1960s, but it was moved to the Gilroy Campus from 2010 to 2016 and relocated to the San Martin Airport in 2016. With additional bond funds in 2004, the Gilroy campus received some upgrades (e.g., classroom technology, safety improvements, and accessibility) and established the Coyote Valley Center in South San Jose and purchased land in San Benito County for a future campus. The Coyote Valley Center is the location for the South Bay Regional Public Safety Training Consortium for police and fire academies. The consortium is a collaboration of seven Colleges. The College continues to expand and in spring 2025 opened its new Hollister Campus. The Hollister campus is a state-of-the-art 34,000-square-foot building that has increased access to students from San Benito County.

The College adopted a land acknowledgment in 2024 to serve as a formal recognition and honor of the Indigenous communities whose territory contains the Gavilan College Gilroy campus. The land acknowledgment is stated and shared at the opening of significant events such as board meetings, shared governance committee meetings, and graduation ceremonies.

> *"We acknowledge that the land on which we gather is the traditional territory of the Amah Mutsun Tribal Band of Ohlone/Costanoan Indians. We formally recognize and respect the Amah Mutsun as the traditional stewards of this land known as Popeloctchom. The Amah Mutsun continue to carry out their obligation given to them, they believe, by Creator, to care for their traditional lands, water, and forests with neighboring tribes."*

Community and Student Populations

The Gavilan College service area includes the cities of Gilroy, Hollister, Morgan Hill, San Martin, San Juan Bautista, and south San Jose. The population served within the service area is projected to increase, with San Benito County's population growing faster than California's. By 2035, approximately 70,000 residents will reside in San Benito County and 1.97 million in Santa Clara County (see Table 1).

Table 1: Projected Population, Gavilan College Service Area.

County	2020	2035 (Projected)	% Change
San Benito	64,450	69,953	+9%
Santa Clara	1,926,546	1,970,997	+2%
California	39,541,722	40,351,593	+2%

Source: California Department of Finance. (2025, February 19). Population Projections, P-2: County Population Projections (2020-2070). https://dof.ca.gov/Forecasting/Demographics/projections/

Table 2 compares the race/ethnicity of residents in the service area and the College population. As a Hispanic-serving institution, the College has a population of over 60% Hispanic/Latinx students, followed by 19% White students. The race/ethnicity subgroups of Asian and White residents within the two counties are higher than the student population found at the College.

Table 2: Service Area Race/Ethnicity Metrics vs Gavilan College Students (2023-2024).

Ethnicity	San Benito County	South Santa Clara County	Gavilan College
Black or African American	2%	2%	2%
Native American and Alaska Native	3%	2%	0.03%
Asian	6%	11%	4%
Native Hawaiian and Other Pacific Islander	1%	0%	0.03%
Two or More Races	4%	18%	3%
Hispanic or Latino	63%	47%	61%
White alone, not Hispanic or Latino	29%	42%	19%

Source: Gavilan College Data (2023-24) Portal Precision Campus, CCCCO Data Mart and US Census Data, QuickFacts, Population estimates, July 1, 2023, for San Benito County and South Santa Clara Valley.

When comparing the service area population demographics of South Santa Clara County, San Benito

County, California, and the nation, the residents' educational attainment and median household income vastly differ. The educational attainment of residents in South Santa Clara County (34.4%) is 11.8 data points higher than that of San Benito County residents (22.6%), which is lower than that of the State and nation. The median household income of San Benito County residents is approximately $34,000 less than that of South Santa Clara County residents (see Table 3).

Table 3: Service Area Educational Attainment and Median Household Income Comparisons.

	San Benito County	South Santa Clara County	California	United States
Some College, no degree	12.0%	22.8%	19.1%	18.9%
Associate's degree	12.0%	8.8%	7.8%	8.8%
Bachelor's degree or higher	22.6%	34.4%	37.5%	36.2%
Median Household Income	$108,289	$141,928	$96,334	$78,538

Source: US Census, Data Profiles (2023 American Community Survey 5-year Estimates), S1501-Educational Attainment for Population 25 years and over, S1903 - Median Income in the Past 12 Months (in 2023 Inflation-Adjusted Dollars).

MAJOR EVENTS AND DEVELOPMENT

This section shares the major events and developments the College has been working on since its last institutional self-evaluation in 2019. The highlighted events mentioned here exemplify the College's commitment to embracing collaboration, effective communication, and developing strong working relationships.

REVISION OF MISSION, VALUES, and STRATEGIC PLANNING GOALS

Gavilan College's Mission Statement guides the activities and plans created by the College community. The Principles of Community state that the College aspires to be diverse, purposeful, inclusive, and equitable. The Mission Statement for the College was reviewed in fall 2024, with the College community going through the discussion and creation of a new mission, vision, and strategic planning goals in spring 2025.

ADDRESSING STUDENT SUCCESS WITH NEW TECHNOLOGY, ORGANIZATIONAL STRUCTURE, AND FACILITIES

Gavilan College has implemented a range of software solutions and departmental reorganizations focused on enhancing the experience of its diverse student body. The College has also launched Gav Connect (Starfish), an online student success platform that facilitates communication among students, faculty, and counselors. It allows students to receive academic feedback, schedule appointments, and access various support services. Additionally, Gavilan College has focused on advancing traditionally underserved students in STEM and healthcare through grants and scholarships.

In 2024, the district updated its Future Facilities Plan (FFP), establishing priorities for future construction and renovation of buildings. In 2024, through its Measure X bond funds, the College initiated the construction of a $65 million two-story Library and Student Resource Center, which is expected to be completed by 2026. This new facility will combine library services with student support and administrative functions. Future facilities at the Gilroy Campus include the reopening of its Child Care

Center and the construction of a new STEM Center. In Spring 2025, Gavilan College opened its new Hollister campus, expanding its regional presence and increasing access to education within San Benito County. This innovative facility spans 34,000 square feet and features a café with food pantry services, science and computer laboratories, a dedicated learning resource and testing center, and fully equipped classrooms to promote student achievement. The campus incorporates advanced technology to support hybrid learning, ensuring its ability to meet the requirements of both on-site and online learners. Emphasizing sustainability, the all-electric campus is prepared for net-zero energy operation, with plans for future solar energy integration. This development marks a significant achievement in Gavilan College's commitment to delivering equitable, high-quality educational opportunities, positioning the institution to address the academic and workforce development of the community more effectively.

Additionally, through a collaborative and transparent process, Student Services and Academic Affairs underwent a restructuring in 2023, transitioning from a single Executive Vice-President to two Vice-Presidents. This strategic change yielded several key benefits: a more agile organizational structure, improved alignment of programs and services under Instructional and Student Services Deans and enhanced institutional effectiveness and capacity to address the needs of students, faculty, and staff.

The Gavilan Joint Community College District has begun restructuring the Human Resources (HR) and Information Technology (IT) departments, proposed in September 2024, to improve operational efficiency and service delivery. The HR restructuring intends to streamline operations, enhance employee support, and ensure regulatory compliance. The IT restructure aims to modernize the district's technical infrastructure, improve cybersecurity, and provide dedicated support for academic and administrative tasks. This strategic project demonstrates the district's commitment to creating a responsive and safe environment that meets the total requirements of its students, instructors, and staff.

DEVELOPING AN EQUITY FRAMEWORK TO PROMOTE SUCCESS

Gavilan College's Equity Framework is designed to promote an inclusive, equitable, and diverse campus. This framework headlines various initiatives, including implementing cultural centers that enhance student belonging, professional development training for staff to implement equity-focused strategies, and the fair allocation of resources to support traditionally underserved groups. The framework prioritizes examining issues with an equity lens, facilitating the evaluation of policies, programs, and interactions to pinpoint and remove obstacles while promoting inclusive decision-making. The framework aims to enhance individual success by improving access to tutoring, counseling, and technological support tailored to students' needs. The framework also emphasizes the importance of collaboration among faculty, staff, and students in fostering a collective responsibility for achieving equitable results. By integrating equity into every aspect of its operations, Gavilan College is dedicated to dismantling systemic inequities, fostering ongoing improvement, and empowering its community to flourish in an environment committed to justice and inclusion (Equity Framework).

EXPANDING FACULTY PROFESSIONAL DEVELOPMENT AND CAREER EDUCATION PATHWAYS

Gavilan College has a total of 129 active programs with 19 Associate of Arts Degrees for Transfer, 10 Associate of Science Degrees for Transfer, 24 Associate of Arts degrees, 13 Associate of Science degrees, 39 Certificates of Achievement, 12 Certificates of Proficiency, and 12 Non-Credit Certificates. The availability of online and HyFlex courses has expanded since the pandemic, from 421 distance education courses offered in 2019-20 to over a thousand courses (i.e., 1,095 in 2023-24). Faculty have continued to improve their online teaching skills through self-paced courses, technical assistance with coordinators and technologists, and engaging in peer online course reviews. The College recently became a California Virtual Campus (CVC) member and now offers courses available to students statewide.

In May 2024, Gavilan College announced a strategic reorganization plan with the goal of aligning the College's academic offerings with workforce demands and expanding students' employment options. The concept includes establishing a new Division of Business, Computer Science, and Entrepreneurship, which a designated instructional dean will lead. This division seeks to reinvent business and computer science degrees by focusing on emerging subjects such as artificial intelligence, cybersecurity, and game design. Additionally, the plan focuses on expanding the Division of Career Education and Workforce Pathways into new areas such as culinary arts and aviation. The rearrangement illustrates a focus on providing non-credit and apprenticeship programs to serve adult learners better and to meet the changing requirements of the local economy, demonstrating Gavilan College's commitment to innovation and educating students with the tools needed to succeed in high-demand, high-salaried careers.

The ISER process has provided Gavilan College with valuable insights into its institutional identity, strengths, and areas for improvement. We have reaffirmed our unwavering dedication to fostering an inclusive, equitable, and diverse campus environment, as demonstrated by initiatives such as the Equity Framework, which utilizes equity lens tools and strategies to dismantle barriers and create transformative opportunities for marginalized groups. The introduction of new facilities, including the Hollister campus and the Library and Student Resource Center, further exemplifies our commitment to serving our entire community and addressing the shifting needs of our students as new trends in education and the workforce emerge. The reorganization of Academic Affairs and Student Services illustrates our proactive approach to aligning programs with workforce demands, enhancing student success, and ensuring equitable distribution of resources. Innovations such as Gav Connect showcase our ability to leverage technology to improve communication and support systems, while initiatives like "El Centro" reflect our commitment to addressing basic needs and nurturing a sense of belonging. Collectively, these initiatives highlight Gavilan College's capacity for reflection, adaptation, and collaboration, as well as our ongoing commitment to improvement and creating pathways that empower students to achieve their goals.

ENROLLMENT RECOVERY

The College's enrollment has experienced a robust resurgence over the past two years, marked by a significant increase that surpasses pre-pandemic levels. This recovery is the result of a strategic combination of initiatives, including the implementation of a free tuition program designed to eliminate financial barriers for all students, regardless of their income. Additionally, the college has fostered stronger connections with local high schools through enhanced outreach and collaborative programs and has substantially expanded its dual enrollment offerings. These combined efforts have yielded tangible results, with the total unduplicated headcount climbing from 8,070 in 2021-22 to 11,319 in 2024-25, representing a 40% increase (see Figure 1). This data underscores the effectiveness of the college's comprehensive approach to enrollment recovery and its commitment to expanding access to higher education.

Figure 1: Gavilan College Annual Headcount (2018-19 to 2024-25).
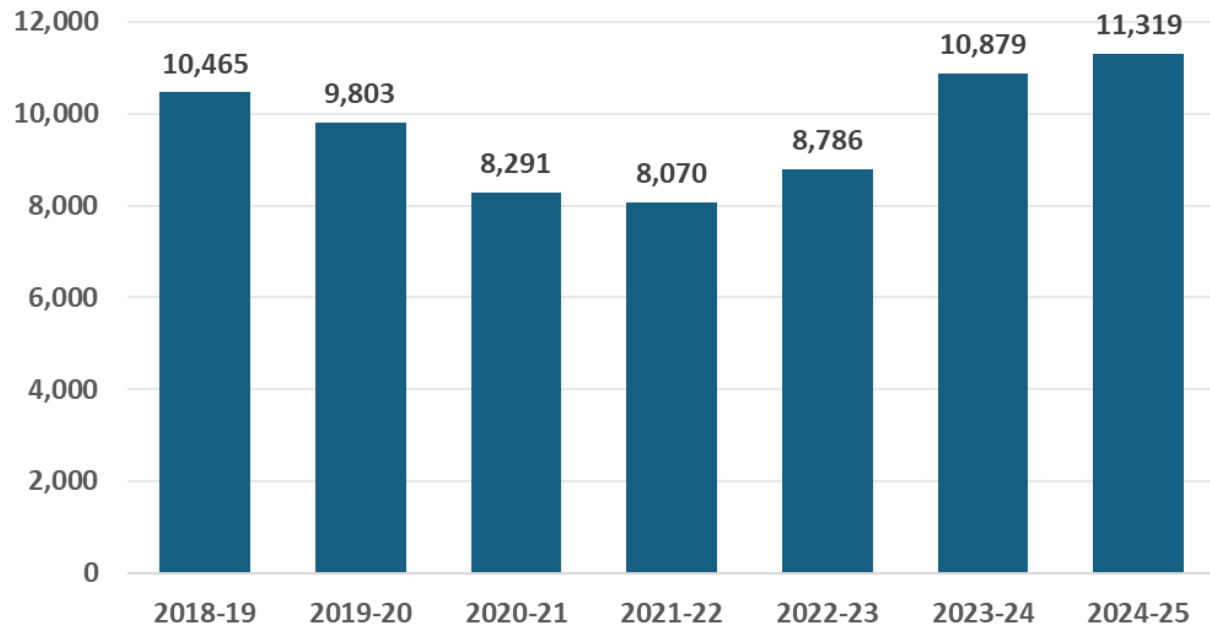
Source: Gavilan College Data Portal.

B. INSTITUTIONAL SELF-EVALUATION OF ALIGNMENT WITH ACCREDITATION STANDARDS

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

MISSION, PRINCIPLES OF COMMUNITY, PHILOSOPHY, AND VALUES

The College's Principles of Community, philosophy, and educational values set the foundation for the students and communities the institution serves, the environment it cultivates, and its commitment to educational excellence. The four Principles of Community guide the institution's actions and are reflected in BP 2715 - Code of Ethics/Standards of Practice. Gavilan College aspires to be a diverse, inclusive, purposeful, and equitable institution. The College recognizes the ancestral land is the traditional territory of the Amah Mutsun Tribal Band of Ohlone/Costanoan Indians. These shared values inform and guide the employees who support the students and communities Gavilan College serves.

The College's mission statement is:

> *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

During the fall of 2024, the College held a Strategic Plan Goal Development Retreat to review its mission, vision, and Strategic Planning goals and began outlining potential activities to address institutional goals. A review of the College's mission, philosophy, Principles of Community, external (e.g., Census and labor market data) and internal (e.g., student success and program data) environmental scan, external partnerships survey, and Collegewide surveys from students and employees were shared at the retreat. An engaged team with representation from all constituents reflected on the changing population of the community and how to better support students in the next five years, as part of the many activities at the retreat. By the end of the retreat, drafts of the mission and vision were created, and five Strategic Goals were identified. Documentation of the draft information is posted on the College's planning website. In Spring 2025, the College campus finalized its mission, vision, and key strategic goals for the Strategic Plan.

COMMITMENT TO EQUITABLE EDUCATIONAL OPPORTUNITIES AND OUTCOMES

The College has demonstrated its commitment to equitable educational opportunities and outcomes in several ways. To support student success, the College's participation in Guided Pathways galvanized the creation of Career and Academic Pathways (CAPs). Students can navigate the College more clearly from enrollment through program completion. Eight CAPs are available for students: Arts and Media; Business and Information Systems; Health Sciences and Wellness; Short-Term Training and Skill Building; Skilled Trades and Industry; Social Sciences and Humanities; Science, Technology, Engineering, and Mathematics (STEM), and Exploration.

Adherence to strategic goals that support student success is outlined in the College's Strategic Enrollment Management (SEM) Plan. The SEM was developed using Guided Pathways as a framework, focusing on increasing enrollment and retention, enhancing student success and equity, and integrating both Guided Pathways and SEM. This entails examining degree/certificate completion, transfer rates, Career Education milestones, FTES goals, class fill rates, course productivity, support for underrepresented student groups, and the successful completion of transfer-level English and math in students' first year.

The College collaborates to support student success through its campuswide implementation of Gav Connect (Starfish), which requires the participation of the faculty, counselors, and classified employees to address student retention and academic success. Gav Connect is a student success software that notifies students to contact their instructors, connect with a counselor, or receive electronic messages about their course progress. Outreach and assistance to retain students and support students' transfer and degree/certificate completion have increased in terms of expanding the roles of counselors, providing student peer mentors, having available career and academic pathway specialists, and understanding the community needs of students interested in completing their GED, certificates, degrees, transferring to a four-year university, or enrolling in ESL courses. Using technology to keep students on a path to success is at the forefront of providing inclusive and equitable support.

The federal government has designated Gavilan College as a Hispanic Serving Institution (HSI). At Gavilan College, most students are Hispanic/Latinx in race/ethnicity and make up approximately 60% of the student population each year. In 2023, the College prioritized filling full-time faculty openings with culturally sensitive instructors. The HSI Cluster Hire initiative of 2023 hired eight faculty members who demonstrated teaching experiences and skills that support student success for Hispanic/Latinx students. Faculty who were hired satisfied three or more of the following criteria: (1) a demonstrated commitment to engaging in service with populations historically underrepresented and underserved in higher education, particularly the Hispanic/Latinx community; (2) a demonstrated knowledge of barriers for Hispanic/Latinx students; (3) an experience or demonstrated commitment to teaching, supporting, and/or mentoring Hispanic/Latinx students and/or communities historically underrepresented and underserved in higher education; (4) experience in or has a demonstrated commitment to extending awareness of opportunities and strategies in achieving success to Hispanic/Latinx students and/or communities historically underrepresented and underserved in higher education; (5) has created research, scholarship, media, art, or cultural/political engagement opportunities with the Hispanic/Latinx community and/or communities historically underrepresented and underserved in higher education; or (6) has skills in developing cross-cultural and anti-racist communication, collaboration, and pedagogy.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

COLLEGE GOALS ARE ALIGNED TO GAVILAN COLLEGE'S MISSION

The College's mission, principles of community, philosophy, and values have helped shape strategic planning goals. In Fall 2024, the College completed the development of its new Strategic Plan that will inform our future direction. The plan provides five goals that focus on the following areas: (1) student success, completion, and transfer; (2) academic program innovation and development; (3) equity, access, and inclusion; (4) community engagement and partnerships; and (5) institutional effectiveness. The Strategic Plan will also serve as an Educational Plan with key performance indicators supporting the College's mission, vision, and values. These goals and metrics are related to the activities and plans created for the College, such as the Student Equity and Achievement Plan, Enrollment Management Plan, Facilities Plan, and Technology Plan. The College also produces reports to improve hiring practices and its ability to provide campus facilities that are accessible to students with disabilities.

COLLEGE GOALS FOCUS ON IMPROVEMENT, INNOVATION AND EQUITABLE STUDENT OUTCOMES

Supporting equity in success, access, and support has been a priority in the College's goals and activities, notably in the 2025-2023 Strategic Plan and 2022-2025 Student Equity Plan. The Strategic Plan has the following objectives: improving student success, completion, and transfer; with equity at the forefront, build inclusive spaces and curriculum that honor, support, and respect diverse student populations; and to provide structured and supportive pathway for students to complete their academic and career goals. As the college updates the 2025-2028 Student Equity Plan, the priority will be to close equity gaps in success, completion, and transfer for American Indian/Alaskan Native, Black/African American, Pacific Islander, foster youth, Veterans, students with disabilities, first-generation, homeless students and male students.

The Student Equity Committee created an Equity Framework that will guide institutional innovations and activities aimed at addressing equity gaps both inside and outside the classroom. In October 2024, the College held a Kickoff Retreat to launch the discussion and creation of the Equity Framework, as well as coaching sessions with the campus community. Throughout the Fall 2024 semester, the Student Equity Committee co-chairs have conducted presentations with the Academic Senate, the Associated Students for Gavilan College (ASGC), and the bargaining unit representing classified employees, the California School Employees Association (CSEA).

Another population the campus has created support for is current and formerly incarcerated students under the Juvenile Justice and Rising Scholars programs. In October 2024, the College created a dedicated central office for the Higher Aspirations program, where scholars will be provided support. This innovative program provides academic, transfer, career counseling, peer mentoring, resource referrals, meal vouchers, groceries, and gas cards.

The College has created a one-stop center, El Centro, for students to access Basic Needs resources. As stated in the College's mission, assistance is available through mini-grants, housing assistance, and financial literacy to engage and empower students to build their full potential. The College provides access to eligible students' monthly meal cards that allow students to purchase food at the cafeteria. Students' health and wellness needs are being met through providing relevant health services at the College. For example, a mobile dental clinic is available monthly to serve students, emotional wellness counseling is available online, and students can access telehealth and telemedicine. The basic needs, financial assistance, and health and wellness services available to students have been designed to provide a foundation for equitable outcomes and to support student success.

In May 2024, the College created an Institutional Innovation and Effectiveness Plan with the support of the State Chancellor's Institutional Effectiveness Partnership Initiative (IEPI) and Partnership Resource Teams (PRT) assistance. The plan involves establishing a strategic enrollment management plan, improving enrollment management systems, evaluating and accessing universal campus data, professional development of data access and interpretation, and communicating the updated plan and data. Through this IEPI project, the College is creating a culture of data use and becoming more data-informed to support strategic enrollment management, faculty use of data for examining student success and equity gaps, and campuswide responsibility for supporting data integrity.

1.3. **The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)**

In fall 2024, the College conducted an environmental scan, discussing external and internal data trends, as part of developing a new Mission, Vision, and Strategic Plan. The comprehensive environmental scan

helped guide the plans for meeting changes in higher education, population of the service area, labor market, and the community served by Gavilan College. The disaggregated data of the current and potential students served by the College allowed for meaningful goals. The College will also align Strategic Planning Goals and metrics established from our planning development retreat in fall 2024, along with local Vision 2030 goals established by the State Chancellor's Office. The Chancellor's Office has goals for both the statewide system and our College. The College involves shared governance committees to discuss and review student achievement, student experience and progress, and establishing student success goals. The College completes Program Review on a three-year cycle under three major areas. The three major areas include Instructional and Academic Support Programs, Student Services Programs, Administrative Services, and other programs. Program Review involves reviewing metrics within the past three years, allowing programs to adjust for new, relevant needs. The College also has annual reviews for programs, which are in between the three-year reporting cycle, to focus on updated goals and objectives aligned with program effectiveness and budget requests. There is transparency for approved budgets and audits. All programs must complete an annual program review to be considered for budget planning, such as materials and equipment for programs.

The evaluation and need for human resources are established through a faculty and classified professional prioritization process at the College. Faculty positions include full-time, part-time, counselor/faculty members, and librarian/faculty members. The Academic Staffing Committee reviews and ranks requests to fill full-time faculty positions and recommends them to the Superintendent/President. Classified professionals' positions include laboratory assistants, tutors, and program assistants. The need to fill classified professional positions, vacant or new, is presented and reviewed at the executive cabinet level for approval, using the program review data and examining ongoing funding sources. These two processes involve justification for positions and stakeholders reviewing information to support the College needs. Chapter 7 of the Board and Administrative Policies provides detailed processes related to employment at Gavilan College.

Student surveys have assisted the College in gauging student satisfaction with programs and services, student experiences and challenges, sense of belonging and connectedness with the campus community, and personal and academic needs. The College has collected student survey data using the Community College Survey of Student Engagement, the National Association of Collegiate Campus Climate Survey (for Students and Staff), the California Basic Needs Survey, the Graduation Survey, the National College Health Assessment Survey, Student Media Habits Survey, and Student Voice Survey. The Student Voice Survey is administered in the fall semester to help the College understand how students find support inside and outside the classroom, engage in student activities, and experience life challenges. The detailed report of the Student Voice Survey was shared with the leadership of the Associated Students of Gavilan College (ASGC) and the Student Affairs and Academic Affairs executives at the College to improve support services. The Student Media Habits Survey was conducted to understand how to better communicate with current and future students. The internal results of the survey provided information such as knowing that students check their College email several times daily, which is important for campuswide communication. When students exit the College, they are requested to complete a Graduation Survey conducted by the Student Services Office, which provides data about students' satisfaction with the ceremony, graduation reception, guest tickets, and webpage information. Data collected by student services is used internally to improve students' graduation experiences. For students who have gone through a Career Education program, the College engages in the Career and Technical Education Outcomes Survey (CTEOS) supported by the State Chancellor's Office to better understand students' satisfaction and employment status after completing CE programs.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Our Institutional Learning Outcomes (ILOs) align with the Program Learning Outcomes (PLOs), which also align with the Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs). The College has four main ILOs: to think critically and creatively, communicate effectively, practice social responsibility, and cultivate well-being. The recent administration of the campuswide Student Voice Survey in fall 2024 provided an opportunity to measure the impact of the ILOs on students. Moving forward, consistent monitoring of ILO effectiveness is essential. This monitoring could be accomplished during mid-semester training and professional development for faculty, staff, and administrators.

Program Learning Outcomes (PLOs) are assessed and reported through program reviews, which operate on a three-year cycle. This process evaluates the extent to which each program effectively aligns with and contributes to the College's Strategic Plan. CurriQunet is an integrated platform that contains curriculum, PLOs, program reviews, student learning assessments, and service area outcomes. SLOs are reported through iLearn, or Canvas, which is our Learning Management System (LMS), in which there is a process by which faculty members detail the progress of student learning outcomes in an internal, customized user interface, and the data is then uploaded to CurriQunet. Setting up learning outcomes assessments is described in a video on this website, which also contains a draft of the SLO Handbook that is being revised in Fall 2024. Programs that have SAOs report their outcomes and progress on CurriQunet when conducting comprehensive program reviews.

With the Program Integrated Planning and Review Resource Allocation Process (PIPR-RAP) Committee, the College has aligned the program review process with budget allocation. Program reviews are typically due in mid-December into CurriQunet, in mid-January the division deans review the completed program reviews and budget requests that are shared with the Vice Presidents, and by the end of January or when the PIPR-RAP Committee convenes in Spring the committee members use a rubric to rank budget requests that align to College goals. Technical issues with CurriQunet created some adjusted timelines for Spring 2025. Funding sources and the resources available for these budget requests are also discussed in early Spring so that approved requests will be included in the College's upcoming fiscal year budget.

Moreover, with the integrated plan and review report process, the PIPR-RAP Committee ranks resource allocation requests and presents them to the College Council. Programs can address student learning and service area outcomes and reflect on their budget allocation challenges and needs in the budget requests. The Vice President of Administrative Services and a faculty member are co-chairs of the PIPR-RAP Committee, as the committee's charge includes sharing financial information and recommending a budget development methodology endorsed by the College.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

The College shares information about its mission and goals with internal and external stakeholders through various methods of communication, such as in personal meetings, emails, newsletters and through social media. The Superintendent/President has established a Communications Council consisting of leadership from the faculty and classified bargaining units and has regular meetings with the Leadership Council consisting of vice presidents, deans, and directors. The partnerships and collaboration that exists between the President's Office and key members of the College community provide clear communication across internal and external stakeholders about the direction of progress and challenges

of the College's mission and goals (Communication Example).

The College shares with the Board of Trustees metrics of student success, access, and equity as part of the annual Board Goals. The Board reviews preliminary data on student success outcomes in June and the annual report in January. The College website contains agendas and minutes from the Board of Trustees meetings and shared governance committees using BoardDocs.

Through electronic communication, the President produces campuswide announcements throughout the year that are sent through email and documented on the President's message webpage. The President's campus email updates include the improvement of facilities and structures and various other important announcements regarding the institution that keeps employees informed. Institutional strengths, priorities, and areas of continuous improvement are included in these messages. The College's Public Information Officer is responsible for all headline announcements coming from the President's Office and communicating information on social media such as Instagram, Facebook, and LinkedIn.

Communication of the activities, workshops, and community engagement opportunities for the students, employees, and community is shared on a campus calendar as well as on the front, landing page of the College's website. There is a consistent effort to communicate at all levels of the College. At monthly board meetings, the Vice Presidents share an update of their respective areas and produce a report or newsletter. The updates are from Student Services, Academic Affairs, Administrative Services, and Human Resources. Communication with classified professionals is coordinated with CSEA leaders and typically is an open forum with an online option. A recent update focused on the College budget and enrollment implications. Information is shared with faculty through Academic Senate and campus committees to ensure that updates are provided. In Fall 2024, faculty were updated on the Strategic Enrollment Management Plan which lists strategies to address the four pillars of Guided Pathways (clarifying the path, entering a path, staying on the path, and ensuring learning).

OPPORTUNITIES

College goals and metrics were last established in 2019-20, and the creation of new goals and metrics has begun for the College's Strategic Plan (2025-2030). The key performance indicators will need to be shared with the campus community and plans for evaluating our impact require campus engagement once the shared governance handbook and committees are established for the College. In the past, the Accreditation Committee created the Institution-Set Standards (ISS) and aspirational/stretch goals for the College. The committee is no longer active and there are plans to establish an Institutional Effectiveness Committee to provide a governance committee to review and monitor collegewide metrics.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

<u>**Standard 2.1**</u>

Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

Serving south Santa Clara and San Benito counties, Gavilan College (GC) strives to accomplish its mission with creativity and innovation and with a proactive, accessible, and sensitive presence to the diverse communities it serves. The College is dedicated to fulfilling its mission with compassion, care, and understanding, and holds the respect and worth of all individuals in high regard. The College's services and programs are designed to instill the values of critical thinking, life-long learning, cultural understanding, and community service.

Gavilan College offers post-secondary students a comprehensive range of opportunities, including earning associate degrees and certificates, facilitating seamless transfers to four-year institutions, and partnering with regional workforce stakeholders to create meaningful employment opportunities through its Career Technical Education (CTE) programs. The College proudly offers 66 associate degree programs, 51 certificate programs, and 12 non-credit certificate options (GC Degrees and Certificates), offering students a variety of pathways to achieve their academic and career aspirations. Degree-seeking students can choose from three General Education patterns (GC 2024-25 Catalog, pp. 507-512) tailored to meet specific requirements.

A student may select any of the options below to satisfy the general education requirements:

- Gavilan College A.A./A.S. General Education Pattern.
- The California State University (CSU-GE Breadth) Pattern.
- The Intersegmental General Education Transfer Curriculum (IGETC) Pattern.

Gavilan's strong commitment to the Guided Pathways framework is reflected in its adoption of the Program Mapper software, accessible through the College's website. The Program Mapper (GC Program Mapper) provides a customized, user-friendly visual representation of the degrees and certificates in the College catalog, offering students a clear roadmap of course enrollment options within their selected programs. Each program has been designed through collaboration between discipline experts and pathway counselors to present a clear and logical sequence of courses from start to finish. The platform enables students to explore programs within eight College pathways: Arts and Media; Business and Information Systems; Health Science and Wellness; Science, Technology, Engineering & Math (STEM); Short-Term Training & Skill Building; Skilled Trades & Industry; Social Sciences & Humanities; and Exploration.

Career Technical Education (CTE) programs such as Aviation Maintenance Technology; Nursing; Certified Medical Assistant; Clinical Dental Assistant; Heating, Ventilation, and Air Conditioning (HVAC); Police, Sheriff, and Fire Academies; Water Management; Welding; and Culinary provide local industries with skilled workers and aid in ensuring that workers receive wages appropriate to the region. For fast-track career seekers, the College offers a variety of pathways in phlebotomy, medical assistant, veterinary

assistant, pharmacy technician, and other programs through the [community education pathway.](#)

Gavilan College is committed and dedicated to helping high school students throughout our service area earn College credit early through our Dual Enrollment program. In partnership with our local high school districts, we offer [Dual Enrollment](#) pathways to achieve College and career readiness while still in high school. This partnership now includes all high schools in the cities of Morgan Hill, Gilroy, and Hollister, as well as South Santa Clara County and San Benito County high schools. To serve the diverse educational needs of the high school student population, the College offers dual enrollment through three programs. Students can enroll through the College and Career Access Pathway (CCAP), where high school students can take College-level courses during their high school day, earning both high school and College credit simultaneously, "Students may also participate in concurrent enrollment opportunities such as enroll through Gavilan's High-Step program, which allows them to take College courses and earn college credit outside of the regular high school day. In addition, students may apply for and, if selected, can enroll in the [Gilroy Early College Academy (GECA)](#), a cutting-edge early College high school established through a partnership between Gilroy Unified School District and Gavilan College. GECA students experience a robust college preparatory high school education and earn both College and high school credit. Many GECA students graduate not only with a high school diploma but also with an associate degree or a significant number of units that transfer to the California State University (CSU) or the University of California (UC). The various dual enrollment pathways offer opportunities for underserved student populations to access career and college options, particularly for our first-generation students.

Gavilan is also a pioneer in serving the community through the [Rising Scholars Network](#), which serves current or formerly incarcerated students by providing career and academic pathways, social support, and basic needs services at correctional facilities and on-campus from enrollment through graduation through the College's [Higher Aspiration Program](#).

[The Accessible Education Center (AEC)](#) at Gavilan College provides programs, services, and support to help students with disabilities succeed academically, equalize educational opportunities, and improve access so that every student can participate fully in all College programs and activities. AEC also offers a [variety of academic assistance courses](#) to help students achieve their educational and career goals, such as online, online-live, hybrid, and fully on-campus to accommodate the needs of the College's diverse student population. Currently, GC offers courses and programs at the main campus in Gilroy, the Coyote Valley Center in San Jose, and the Gavilan College San Benito County Campus in Hollister.

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Courses are offered at various times and dates and in [multiple modalities](#) such as online, online-live, hybrid, and fully on-campus to accommodate the needs of the College's diverse student population. Currently, GC offers courses and programs at the main campus in Gilroy, the Coyote Valley Center in San Jose, and the Gavilan College San Benito County Campus in Hollister.

CURRICULUM APPROVAL PROCESSES

In alignment with the College's mission to provide quality education, programs and courses undergo a comprehensive curriculum review process ([Curriculum Approval Process](#)). This process involves multiple levels of oversight, including Department Chairs, Division Deans, the Technical Review Committee, the

Curriculum Committee (a subcommittee of the Academic Senate), the Vice President of Academic Affairs, and the College President, before receiving final approval from the Board of Trustees. These entities work collaboratively to ensure the review process is thorough, transparent, and effective. The Curriculum Committee adheres to several Board Policies (BP) and Administrative Policies (AP), which include the following:

> BP 4100 and AP 4100 - Graduation Requirements for Degrees and Certificates.
> AP 4102 - Occupational and Vocational Technical Programs.
> BP 4020 and AP4020 - Program, Curriculum, and Course Development.
> BP 4021 and AP 4021- Program Viability – Initiation, Modification and Discontinuance.
> BP 4025 and AP 4025 - Philosophy and Criteria for Associate Degrees and General Education.
> BP 4050 and AP 4050 – Articulation.

The Curriculum Committee meets regularly to evaluate and establish curricula within the framework of the Education Code, Title 5 regulations, and the CCCCO Program and Course Approval Handbook. Once implemented, courses and programs are subject to ongoing review and evaluation to remain current and relevant. The curriculum review cycle occurs every five to six years, with a list of courses due for updating posted on the Curriculum Committee website each semester. Deans and Department Chairs are responsible for notifying and reminding faculty within their departments of upcoming course updates. This rigorous process underscores the College's commitment to maintaining high academic standards and delivering programs that meet the evolving needs of students and the community.

The College's Articulation Officer, a member of the Curriculum Committee, is pivotal in evaluating various aspects of courses, including descriptions, prerequisites, sequencing, numbering, objectives, learning outcomes, units, outlines, textbooks, and assignments. Additionally, the Articulation Officer assesses articulation requests to determine course applicability and compliance with requirements such as C-ID descriptors, California State University (CSU) transferability, CSU General Education Breadth, Intersegmental General Education Transfer Curriculum, Gavilan College General Education requirements, and the University of California Transferable Course Agreements.

The Distance Education (DE) Coordinator reviews all items relating to distance and correspondence education, checking for compliance with Title 5 regulations, such as requirements for accessibility and substantive interaction between instructors and students, and among students, and with the ACCJC's Rubrics for distance education. Through the Gavilan Online Teacher Training (GOTT) Academy, full-time and part-time faculty members can attend five training modules for 140 hours. Gavilan College has also funded an online peer review initiative in the past two years. The Peer Online Course Review (POCR) awards instructors the distinction of "Quality Reviewed" online courses. The Peer Online Course Review (POCR) initiative was developed through a collaboration among the California Community Colleges Chancellor's Office, CVC@ONE, and the Academic Senate for California Community Colleges. Obtaining Local POCR Certification indicates that a College's POCR team has shown expertise in the Course Design Rubric and successfully implemented a peer review process that meets the rubric's quality standards. As of Fall 2024, 14 faculty members have become POCR certified along with 32 "Quality Reviewed" POCR status courses.

Gavilan College systematically identifies and assesses learning outcomes as a core component of its curriculum development process. The faculty is responsible for creating measurable Student Learning Outcomes (SLOs) for courses and Program Learning Outcomes (PLOs) for academic programs. These outcomes are subject to a rigorous review process involving Department Chairs, Deans, and the Technical Review subcommittee of the Curriculum Committee before being presented to the full Committee for approval and discussion.

SLOs are scheduled to be evaluated over a five-year cycle. In the past, results were documented and published on the College's outcomes reporting site. The College has recently transitioned to CurriQunet for SLO assessment reporting. We have established a process for Canvas to interface with CurriQunet, where faculty utilize rubrics to gather SLO assessment data imported into CurriQunet. Faculty are currently being trained in this new process. With the integration of CurriQunet into individual Canvas courses, instructors can better assess student performance as the semester progresses and implement strategies to help students understand the material in real-time (rather than solely at the end of the semester). By attaching SLO assessment measures to different course assignments and activities, instructors can know which students are ready to move on and which students may need more help. This also helps instructors assess the efficacy (and quality) of their assignments in real-time. This process allows for real-time changes and adjustments to the course that respond to the individual classes and students' needs before it is too late (i.e., at the end of the semester when grades have been submitted).

As more and more instructors integrate this tool into their courses, departments will be in a much better position—right after the semester ends or right before the next semester begins—to reflect on and discuss collectively any high and low points revealed by the assessment data. Instructors within their departments and across departments can collaborate and dialogue about best practices, challenges, and creative solutions for any issues revealed in the assessment process. This "closing the loop" portion of the assessment process is the most critical and valuable aspect of SLO assessment as it affects not only students and their comprehension of course material but also as it affects larger campus values and outcomes articulated in PLOs and ILOs.

A detailed SLO Guide is available to support faculty in this process, and an SLO Faculty Liaison is assigned to provide ongoing guidance and assistance (Handbook of Assessment Reporting, SLO Set-Up, SLO Setup-CANVAS). By Spring 2025, the College plans to increase efforts with student learning outcomes assessment at the course level. At department chairs meetings and individual department meetings, the College will discuss improvements to existing practices that include adopting a standardized approach to assessments, working with departments to understand their data, and demonstrating how course-level assessment is connected to programs across the College.

In fiscal year 2017–2018, the College updated its Institutional Learning Outcomes **(ILOs)** to ensure alignment with course-level SLOs and program-level PLOs. We needed to reduce the number of ILOs with the goal of making them more operational. We were also intentional about creating an inclusive process for developing the ILOs. This group was comprised of faculty, staff, and administrators. The College uses CurriQunet to facilitate mapping course- and program-level outcomes into the ILOs, enhancing integration and tracking.

The College conducts annual advisory board meetings for Career Technical Education (CTE) programs to gather feedback from local industry professionals and workforce partners (Advisory Board Meeting Examples: Aviation, Cosmetology, HVAC). The curriculum, labor market demands, industry standards, and learning outcomes are reviewed and updated during these meetings to ensure relevance and alignment with the workforce's needs. This comprehensive approach reflects Gavilan College's commitment to maintaining high standards of academic excellence and fostering student success through continuous assessment and improvement of learning outcomes.

<u>**Standard 2.2**</u>

The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and supports equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)

Gavilan College's Curriculum Committee plays a pivotal role in overseeing the development and approval of the curriculum, ensuring alignment with the College's mission and adherence to regulatory standards (Curriculum Committee Bylaws). The Committee operates as a subcommittee of the Academic Senate, with regular meetings (Curriculum Committee Meetings Agendas – BoardDocs) conducted following the Brown Act to maintain transparency and public accountability.

The Curriculum Committee reviews and approves new courses and programs, modifies existing curricula, and updates course outlines of records (CORs). Each COR (COR Example) incorporates relevant student learning outcomes (SLOs), while program-level outcomes (PLOs) are developed through the same rigorous review process. These efforts reflect Gavilan's commitment to maintaining high academic and professional standards.

To ensure compliance with statewide and institutional guidelines, the Committee follows Administrative and Board Policies such as AP 4020/BP 4020 - Program, Curriculum, and Course Development and AP 4025/BP 4025 - Philosophy and Criteria for Associate Degrees and General Education. Course and program outcomes are systematically mapped to Institutional Learning Outcomes (ILOs) via CurriQunet, providing a structured and integrative approach to curriculum development and student success (Biology AS-T Program Mapping to ILO, Communication Studies AA Program Mapping to ILO). The Curriculum Committee's membership includes faculty representatives from each instructional area, the Articulation Officer, and additional non-voting members such as deans and other stakeholders to ensure diverse perspectives in decision-making. Faculty members, when proposing new courses or updating existing ones, follow a detailed process outlined in the SLO Handbook (SLO Handbook), which is continually updated. Gavilan's curriculum management system, CurriQunet, is currently used aFs the SLO, PLO, and ILO depository**.** This process emphasizes considerations for diversity, equity, inclusivity, and accessibility in course design.

THE CURRICULUM PROCESS:

Gavilan College is committed to ensuring that all academic courses, awards, and certificates remain relevant, equitable, and aligned with current discipline standards, transfer requirements, and industry needs. The **Curriculum Review Process** is a comprehensive and collaborative effort, structured to include clearly defined roles for Curriculum Committee members and a thoughtful progression of steps to guide curriculum proposals through the following phases:

1. Exploration and Planning
2. Viability Review
3. Technical Review
4. Curriculum Committee Review
5. Approval

In Fall 2023, the Enrollment Management Team modified the process to eliminate the bottleneck created by the viability committee meeting once a year, streamlining and expediting the approval process (Updated Curriculum Process).

The exploration and planning stage is a critical foundation for the process, fostering intentional dialogue between discipline faculty members and the division dean. This stage provides an opportunity to consider equity, academic rigor, learning outcomes, and student success. For Career and Technical Education (CTE) programs, input from local industry experts and workforce partners through CTE advisory committees adds valuable insights into workforce development needs and industry standards (Advisory Board Examples: Aviation, Cosmetology, HVAC). These collaborative discussions ensure that a curriculum's direction is well-informed, whether it involves creating new courses, modifying or reviewing existing offerings, or discontinuing.

At the viability review stage, programs are reviewed for discontinuity or initiation. This is according to Title 5, Section 51022(a) and Board Policy 4021, which established policies for initiating, modifying, or discontinuing courses or programs (AP 4025/BP 4025 - Philosophy and Criteria for Associate Degree and General Education). For new programs, the Viability Committee works closely with the Vice President for Academic Affairs and the College's Program Integrated Planning and Review, Resource Allocation Process Committee (PIPR-RAP) to ensure the availability of resources for the successful launch of new programs.

In the technical review stage, specialized personnel such as the Articulation Officer and DE Coordinator evaluate the proposal's adherence to local and state policies, such as articulation agreements, delivery modes, and Student Learning Outcome (SLO) mappings. Concurrently, faculty members, deans, and the Curriculum Chair assess the proposal's depth, breadth, and rigor to confirm it meets the intended outcomes. This review ensures that the curriculum aligns with the College's overarching academic goals and support structures, creating a comprehensive and coherent educational experience for students. Feedback from this stage is shared with the proposers, who refine their proposals in response to suggestions and recommendations. Once a proposal is reviewed and all recommendations are considered, the proposal is forwarded to the Curriculum Committee for a final review.

Approval by the Curriculum Committee signals the proposal's readiness for the next phase. The proposal is then forwarded to the Vice President of Academic Affairs through CurriQunet. Once approved, it is sent to the Board of Trustees for final review and authorization (Sample Approval Request). Upon the Board's approval, the Curriculum Specialist submits the curriculum to the Chancellor's Office for inclusion in the Chancellor's Office Curriculum Inventory. Simultaneously, the Articulation Officer updates or creates articulation agreements to ensure transferability and compliance. Communication and decisions are documented through meeting minutes/approvals on BoardDocs under the drop-down selection for 'Curriculum Committee' (Curriculum Committee Meetings Agendas – BoardDocs). CurriQunet also sends an email to the originator when a proposal status changes. Lastly, the approved items should appear in the curriculum summaries sent to the board during regular sessions.

CURRICULUM OUTCOMES AT GAVILAN COLLEGE

Gavilan College's curriculum review process exemplifies a thoughtful and thorough approach, ensuring that academic offerings remain relevant, rigorous, and responsive to the diverse needs of students and the rapidly evolving demands of higher education and industry. This cyclical process reflects Gavilan's dedication to academic excellence and its commitment to fostering equitable access and student success at every stage of the educational journey. As part of its commitment to continuous improvement and student success, Gavilan updates the Student Learning Outcomes (SLOs) through the Curriculum Review Process. The College uses and publishes three types of SLOs:

1. Course Student Learning Outcomes (CSLOs)
2. Program Student Learning Outcomes (PSLOs)

3. Institutional Student Learning Outcomes (ISLOs)

Development and Mapping

The Student Learning Outcomes (SLO) Coordinator is a resource for faculty and programs, helping them define effective criteria for evaluating student performance levels and clarifying outcome statements that clearly define learning expectations. The coordinator also provides professional learning opportunities to make assessments more meaningful for instructors and learners. These efforts aim at making the SLOs clear, measurable, and effectively mapped:

- **SLOs to PLOs:** Aligning course-level outcomes with the goals of specific programs ensures that each course contributes meaningfully to student progression within a discipline.
- **PLOs to ILOs:** Mapping to institutional outcomes connects individual courses to the College's broader mission and goals.

This intentional mapping supports cohesive curriculum design, ensuring that students' achievements at the course level contribute to program and institutional success measures.

Aligning Curriculum and Program Review

During a recent self-evaluation, Gavilan College identified a misalignment between the Program Review and Curriculum Review processes. While Program Review asks the faculty to analyze SLO data through an equity lens and develop program plans to address identified challenges, these plans have not consistently informed curriculum updates. To address this gap, the College is working to integrate these processes better, creating a more collaborative system that strengthens equitable outcomes for all students. This process is a work in progress.

Equity-Focused Design

Through intentional course and program design, Gavilan College strives to ensure that SLOs reflect its mission to promote equity and equitable learning outcomes. Regular and reflective review processes enable the College to analyze courses and programs, identifying opportunities to improve access and success for all students, particularly those from historically underrepresented groups. The reviews of certifications and supporting courses ensure all students have access to achieve their success. By closely aligning Program Review and Curriculum Review and ensuring streamlined delivery and access to learning outcomes, Gavilan College maintains a proactive approach to equity, rigor, and academic success. These efforts underscore our dedication to fostering meaningful learning experiences and advancing our mission to serve the diverse needs of our student body. This is addressed in the College's Equity Plan.

Standard 2.3

All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

All degree programs at Gavilan College are grounded in a comprehensive general education (GE) framework that fosters the development of broad knowledge, skills, and competencies essential for effective communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

Gavilan College's philosophy of general education is articulated in BP 4025 - Philosophy and Criteria for Associate Degree and General Education. This policy outlines the importance of providing an essential body of knowledge encompassing various cultural heritages and academic traditions. The General education objectives are further detailed in AP 4025 - Philosophy and Criteria for Associate Degree and General Education.

The Completion of the GE requirements will develop students' abilities to think and communicate clearly, both orally and in writing; to use mathematics and employ the scientific method; to understand the modes of inquiry in major disciplines; to be aware of other cultures and other eras; to apply critical thinking to ethical and social issues; and to develop the capacity for self-understanding and improvement. Students will also develop depths of knowledge in a specific field of interest. In completing the requirements, students will understand basic principles, concepts, and methodologies that may be unique to one particular discipline or universal in the quest for knowledge (GC 2024-25 Catalog, p. 507).

Degree-seeking students can choose from three General Education patterns (GC 2024-25 Catalog, pp. 507-512) tailored to meet specific requirements. A student may select any of the options below to satisfy the general education requirements:

- Gavilan College A.A./A.S. General Education Pattern.
- The California State University (CSU-GE Breadth) Pattern.
- The Intersegmental General Education Transfer Curriculum (IGETC) Pattern.

Completing all the requirements in the IGETC will guarantee that students can transfer from a community College to the California State University (CSU) or University of California (UC) without having to take additional lower-division general education courses to satisfy campus general education requirements at the CSU or UC (GC 2024-25 Catalog, p. 512).

The Gavilan Community College District has entered into a mutual agreement (Articulation Agreements) with seven other Community College Districts to accept General Education courses from these Colleges. The participating Colleges are Chabot College (Hayward), De Anza College (Cupertino), Evergreen Valley College (San Jose), Foothill College (Los Altos Hills), Gavilan College (Gilroy), Las Positas (Livermore), Mission College (San Jose), Ohlone College (Fremont), San Jose City College (San Jose), West Valley College (Saratoga). Only the Colleges listed participate in this agreement, and these agreements are subject to change (GC 2024-25 Catalog, pp. 510-511).

Gavilan College's General Education framework aligns with state and institutional policies. It ensures that students receive a well-rounded education essential for academic and professional success, enriching their capacity to engage thoughtfully and effectively in an ever-changing world.

Additionally, Gavilan College's Institutional Learning Outcomes (ILOs) ensure that broad knowledge, skills, and competencies are embedded across all degree programs. ILO A emphasizes critical and creative thinking, quantitative reasoning, and information literacy, ensuring students can analyze, evaluate, and synthesize information effectively. ILOs B, C, and D collectively foster communication, civic responsibility, engagement with diverse perspectives, and personal well-being, providing a comprehensive general education framework that prepares students for academic and real-world challenges. All courses in the GE patterns must align with Program Learning Outcomes, aligning with these Institutional Learning Outcomes.

Standard 2.4

The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Gavilan College (GC) is dedicated to communicating clear, accurate, and accessible information regarding its programs, services, and resources to foster success in students' unique educational journeys. GC communicates information about its programs, services, and resources to the campus community and beyond, mainly through the College's website (www.gavilan.edu), the College's Catalog, and various social media platforms, which include Facebook, Instagram, and GavTV which is broadcasted by Gavilan College's faculty, staff, and students.

The Gavilan College website is the primary, front-facing communication tool for all information about the College for students, staff, and community. The current homepage uses tabs to organize the information into sections. For example, the Academics tab (Academics) has information on degrees and academic programs, the Admissions tab (Admissions) has information for new students, and the Student Services tab (Student Services) has information on counseling, support programs, resources, etc. A current calendar of events, including athletic events, is also published on the College's website. We are currently undergoing a complete overhaul of our website to ensure that the information presented is clear and accurate and that the Website is easy to navigate. We are currently undergoing a complete overhaul of our website to ensure that the information presented is clear and accurate and that the Website is easy to navigate.

GC prioritizes student-centered communication by regularly reviewing and updating information related to its programs and services to ensure accuracy and effectiveness. The annual catalog development process for the Gavilan College Catalog includes reviewing vital information, such as learning outcomes, highlighting the College's commitment to transparency. This catalog is considered a primary resource for students, prospective students, employees, and external organizations.

Course syllabi (Examples) containing detailed SLOs and course expectations are provided to all students in addition to the catalog. Upon admission, the students are assigned a gavilan.edu email, which is used in addition to the internal email within the College's Learning Management Systems (CANVAS). These emails are used to communicate electronically with students and keep them engaged.

Gavilan College has partnered with Rave Mobile Safety to provide an emergency notification system called GavAlert. The system sends notifications to Gavilan faculty, staff, and students in case of a campus emergency, such as a campus closure or hazardous situation. The system can also send notifications through email, voice calls, and text messages.

Throughout the year, the College holds multiple events to assist students with access to services, financial aid, and registration. The events are designed to target various student populations and are held at numerous sites (Examples: Ram-O-Rana-High School, Rock and Roll-Hollister). GC also communicates with current and potential students by sending postcards targeting various student populations (Postcard example).

Various academic programs organize events to foster student success. For example, the STEM division engages the students in multiple activities to promote diversity and student success (STEM Activities).

Embracing the diverse student populations and committing to communicating with all current and potential students, the College communicates with students in English and Spanish (Examples: Student Services Guide-English, Student Services Guide Spanish).

Through these comprehensive and inclusive communication strategies, Gavilan College remains devoted to ensuring students have the access and clarity they need regarding their programs, services, and resources. DegreeWorks provides program completion and education plans, and Gav-Connect provides an interrelated mechanism that provides students with better communication and information from instructors and all student services (Degree Works FAQs). By placing student success at the forefront of its efforts, Gavilan College continues to enhance the educational experience for all its learners through effective communication.

Standard 2.5

The institution holds itself accountable for students' success by scheduling courses to ensure degree and certificate programs can be completed in the expected period. (ER 9)

Gavilan College (GC) holds itself accountable for students' success by scheduling courses to ensure degree and certificate programs can be completed within the expected timeframe. The College follows a structured scheduling timeline designed to facilitate the timely completion of degrees and certificates. The scheduling coordinator initiates the scheduling process and sets a confirmed schedule shared with division deans and department chairs for collaboration and input. To enhance student accessibility and minimize scheduling conflicts, Gavilan College employs a block scheduling system. This approach allows students to take courses in a coordinated manner, maximizing their time and enabling timely completion of their academic programs. Division deans and faculty regularly review student demand and historical enrollment patterns. This data-driven approach is crucial for aligning course offerings with students' educational pathways, ensuring that required courses are available each semester while minimizing scheduling conflicts. The College's data dashboard provides the schedulers and leadership teams with tools to create a student-centered schedule effectively. Additionally, the Division Deans can use data from DegreeWorks to predict and meet the students' demands, which produces a student-centered schedule.

Gavilan College's counselors are essential in monitoring the students' demands. They closely communicate with the schedulers, department chairs, deans, and the Vice President of Academic Affairs to ensure the appropriate number of sections are offered and communicate the needs frequently and promptly (example of communication by counselors).

In academic divisions, where students take courses from multiple departments simultaneously, the chairs work closely together to set a schedule that eliminates conflicts and allows students to take the needed courses and graduate on time. For example, the Science, Technology, Engineering, and Mathematics (STEM) programs at Gavilan College are carefully scheduled to ensure students can complete their required courses within two years. Faculty members from the biology, chemistry, and physics areas collaborate to avoid conflicts between major classes, ensuring the students' progress through their programs efficiently. This coordination is critical, especially in STEM fields where sequential course offerings are necessary for timely completion (STEM Schedule Planner).

Additionally**,** the College employs the Program Mapper tool to help students visualize their educational pathways from start to completion. This tool integrates course scheduling with program requirements, aiding students in efficiently planning their courses over time. Division deans and department chairs reference the Program Mapper when developing each semester's course schedule, ensuring adherence to the outlined pathways.

The dual enrollment program at Gavilan College is tailored to align with high school schedules, offering students opportunities to earn College credits while completing their high school education. For high school districts with CCAP agreements, courses are strategically scheduled to fit the high school day,

ensuring students can complete pathways leading to degrees, certificates, or transfer readiness within a defined period. The schedule is typically set annually.

Gavilan College regularly evaluates its scheduling practices and outcomes, especially concerning time-to-completion metrics. Areas identified for improvement include the development of comprehensive three-year schedule maps for more apparent academic planning and enhanced student guidance. Gavilan College also focuses on reducing the average number of units students accumulate, essential for timely completion. Efforts include streamlining course offerings and eliminating non-transferable course requirements, which allows students to progress through their degrees more efficiently. The College offers courses in four different modalities at various times to meet the needs of both part-time and full-time students.

Standard 2.6

The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

We are dedicated to providing a wide variety of instructional delivery modes and teaching methodologies tailored to the diverse needs of our student population, enhancing equitable access and supporting student success throughout their academic journey.

Gavilan College offers courses across multiple modalities, including traditional in-person formats, fully online options, and hybrid classes (sample schedule). This range of delivery modes accommodates students' unique circumstances, such as those who balance work, family responsibilities, or other commitments that may impede traditional class attendance. By incorporating short-duration courses alongside standard semester offerings, the College promotes flexibility that enhances learning opportunities for all students (both early and late start short-term courses).

The Distance Education Faculty Handbook, updated in 2024, addresses the four primary modalities: Fully Online, Online Live, Hybrid, and HyFlex (pp 2-3). This addresses curricular activities and effective practices needed to ensure the classroom environment is conducive to learning. It also addresses the essentials of Regular and Substantive Interactions in online courses (pp. 6-7). Through the Gavilan Online Teacher Training (GOTT) Academy, full-time and part-time faculty members can attend five training modules for 140 hours. The GOTT modules include:

- GOTT 1: Introduction to Online Teaching with Canvas.
- GOTT 2: Introduction to Asynchronous Teaching and Design.
- GOTT 4: Assessments in Digital Learning.
- GOTT 5: Essentials of Blended Learning (HyFlex).
- GOTT 6: Introduction to Live Online Teaching and Learning.

Gavilan College has funded an online peer review initiative in the past two years. The Peer Online Course Review (POCR) awards instructors the distinction of "Quality Reviewed" online courses. The Peer Online Course Review (POCR) initiative was developed through a collaboration among the California Community Colleges Chancellor's Office, CVC@ONE, and the Academic Senate for California Community Colleges. Obtaining Local POCR Certification indicates that a College's POCR team has shown expertise in the Course Design Rubric and successfully implemented a peer review process that meets the rubric's quality standards. As of Fall 2024, 14 faculty members have become POCR certified along with 32 "Quality Reviewed" POCR status courses. The summative outcomes of the training are for the faculty member to be able to:

- Demonstrate a well-organized course based on goals and learning outcomes.
- Demonstrate how online or onsite content and activities are chosen for maximum student engagement.
- Demonstrate the ability to organize online or onsite content and activities emphasizing active learning.
- Use assessments that measure learning and provide feedback.
- Be compliant with student privacy, accessibility, interaction requirements, and legal recommendations.
- Develop a plan for continual course improvement.

We ensure that online courses meet the guidelines set by the California Community College Online Education Initiative and the ACCJC requirements for regular and substantive interactions (RSI) and periodic course evaluations. In Spring 2025, Gavilan College began an RSI peer review initiative to POCR review the College's online courses (CVC Course Design Rubrics, POCR Training MOU).

Gavilan College is committed to ensuring every student has access to the resources and support necessary to thrive in their unique educational journeys. The 2022-25 College's Equity Plan (pp. 13-15) set guidelines for the College to engage in equity-minded inquiry to identify barriers experienced by these populations and create race-specific activities to meet the needs of the disproportionately impacted student groups. Regular and ongoing accessibility training has been offered to faculty and staff during College's professional learning days to ensure equity through accessibility. These training workshops include website accessibility and document/video accessibility. These workshops have been highly beneficial for employees in supporting the accessibility of all curricula and technology. In 2021, the Accessible Education Center contracted with an accessibility organization to complete an accessibility audit on our website. The findings were used to rectify the issues and provide follow-up accessibility training for web content managers (2022-25 Equity Plan, pp. 16). The College has also implemented a reporting system to address accessibility issues (Accessible Education Center).

Gavilan College promotes equitable access to education through its Zero Textbook Cost (ZTC) initiative, which helps alleviate the financial burden of course materials for students. By adopting Open Educational Resources (OER), the College reduces textbook costs, ensuring students can access essential learning materials without financial deterrents. This initiative enhances affordability and contributes to improved student engagement. ZTC programs are implemented across disciplines, allowing students to focus on their studies without the stress of purchasing textbooks. Through efforts to expand ZTC offerings, Gavilan College reinforces its commitment to an inclusive educational environment that meets diverse student needs. If a course uses a ZTC, it is reported on the Course Outline of Records (Example: BIO 1, pp. 12).

The College's 2023-28 Strategic Enrollment Management Plan sets best practices for scheduling, assessment metrics, and goals to ensure that the institution meets the needs of students and other stakeholders (GC 2023-28 Strategic Enrollment Management Plan).

Through these extensive programs, services, and proactive outreach efforts (some are outlined in Standard 2.4), Gavilan College is dedicated to fostering an inclusive and supportive environment where every student can succeed. By providing comprehensive resources and promoting equitable access to education, the College empowers students to achieve their academic goals and thrive in their future endeavors.

Standard 2.7

The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success.

At Gavilan College we strive to provide equitable and impactful programs and services that enhance each student's educational journey at the Gilroy and Hollister campuses. The College offers a variety of integrated support options, including library services, academic counseling, and specialized initiatives tailored to meet the diverse needs of its student body. In addition to fostering academic success, Gavilan College prioritizes wellness, life skills development, and practical goal setting. In alignment with the College's mission, services are designed to support all students equitably. The College provides resources and services addressing critical areas such as tutoring, financial aid, accommodations, and counseling (academic, social, and emotional) to promote student success. All student service programs participate in regular reviews to ensure responsiveness to the evolving needs of students. The Gavilan College 2024-2025 Student Guide provides a quick overview of the primary services. The College's catalog serves as the first source of information that helps students discover programs and services (GC 2024-25 Catalog). Below is a snapshot of the signature services.

ONBOARDING PROGRAMS AT GAVILAN COLLEGE

Gavilan College holds several onboarding programs and events to assist students in making the transition from high school, the workforce, family life, or a return to academia. Below are some of these Events (Event Calendar):

Nursing Orientation

During the orientation, all Allied Health programs students receive information on class start times, homework, activity expectations, uniform measurements and ordering, book purchasing, financial information, etc. (2024 Nursing Orientation).

English Department Orientation

For the first time, the English Department provided an orientation. This Summer bridge activity offered students enrolled in the Fall of 2024 semester an opportunity to meet with English faculty, learn about study skills in the classroom, and discover various resources, such as library services, to help them succeed in their courses (English 1A Orientation).

English as a Second Language (ESL) Orientation

The ESL Orientation aims to create a supportive environment for students, helping them feel more comfortable and informed as they embark on their educational journey at Gavilan College. It allows the students to meet ESL instructors, who can provide insights into teaching styles, course expectations, and available support. The Orientation is designed to assist non-native English speakers as they transition into academic courses (ESL Events).

Accessible Education Center (AEC) Orientation

The Accessible Education Center offers students with disabilities the opportunity to learn about available services and dedicated support during the Summer before the Fall semester to assist students in accessing their accommodations on time. The AEC orientation connects students with their dedicated support team from the start to support a seamless transition to College for students with special needs.

Rock-N-Enroll

The College began offering two community events each year on the first Saturday in August and the second Saturday in December. Our team assisted students with admissions applications, financial aid, academic counseling, and registration during the Summer and Fall. Additionally, an enrollment event was hosted at our Hollister site ([Rock&Enroll-1](), [Rock&Enroll-2]()).

Ram-O-Rama

This popular event took place from April 20 to 24, 2024 to engage high school seniors from our service area high schools. Teamwork, collaboration, and internal efforts resulted in a successful event for 9over 700 high school seniors from the San Benito, Morgan Hill, and Gilroy high school districts. Students were given campus tours and financial aid information and were able to register for Gavilan College during the event ([Ram-O-Rama]()).

Saturday Counseling Event

Following the success of Ram-O-Rama, on May 4, 2024, the Counseling Department hosted an advising and registration event for high school seniors who attended Ram-O-Rama. The turnout was impressive, with close to 200 students attending, 150 counselor-student interactions, and over 70 students served by Admissions & Records ([Registration Event Flyer]()).

Welcome Week Events

Gavilan celebrates the first week of courses by hosting a series of events designed to build community, especially for new students. Resource fairs showcase all the support programs on campus, mixers are held with Deans and Counselors, and the Associated Student Government hosts events as part of the celebrations. Throughout the week, the Gavilan College community (administrators, instructors, staff, etc.) come together at the Welcome Tents and answer questions about classes, academic programs, campus logistics, and the locations of buildings and classrooms ([Welcome Week Onboarding](), [Fall 2024 Board Newsletter]()). Additionally, in conjunction with the Guided Pathways effort, several "Career and Academic Pathways" meta-majors host welcome events for students in their major. Examples of these include the [Social Sciences & Humanities Welcome Lunch]() and the [Arts & Media Welcome Lunch]()).

GAVILAN COLLEGE LIBRARY

The Gavilan College Library in Gilroy operates five days a week and plays a vital role in supporting students, faculty, and staff with various resources and services. Classified professionals assist with printing, basic computing, wayfinding, and information about library services and campus resources. They manage a reserve collection of approximately 500 titles for student access. The library's audiovisual collection is searchable through the library catalog, with closed-captioning and audio descriptions available for many digital video discs (DVDs). Additionally, the library's online video database, Films on Demand, offers closed-captioned videos accessible by title and segment. Access to electronic resources is available 24/7 for all Gavilan College students and faculty, including 54 research databases, both general and discipline-specific, streaming videos, and over 200,000 eBooks. The library's active web portal hosts the library catalog, database links, research guides, current exhibits, and essential information for students and other users ([Library Database]()).

A reference librarian is available during operating hours to offer face-to-face instruction and research assistance ([Library Hours]()). In addition, this librarian monitors a live chat and text module, responding to inquiries via telephone and email ([Library Live Chat]()). At the Hollister site, computing spaces and staff

support are available five days a week. Online support through chat, phone, text, and email is actively promoted at these locations.

The library features 55 desktop computers and 50 laptops loaded with commonly used software for word processing, presentations, spreadsheets, image and sound editing, PDF management, and scanning (Computer Labs). At least 10% of computer stations are adjustable and automated to accommodate wheelchair users. These computers are equipped with assistive software, including screen readers, text-to-speech tools, and scanners for printing materials.

The library provides various instructional services. Research courses such as Research Skills (LIB 3), Research Skills for ENGL 1A (LIB 99), Online Health Research (LIB_140.pdf), Advanced Search Techniques for Health Care Professionals (Lib 141), Introduction to Online Gavilan (LIB 732), Library Research - Research Basics (LIB 735), Library Research: Develop a Topic (LIB 736), Library Research: Avoid Plagiarism (LIB 737), Information Competency for Nursing Assistants (LIB 740). Furthermore, the library conducts over 1,000 reference interviews annually and offers online tutorial help through research guides and instructional videos.

In its commitment to building a culture of inquiry and supporting student equity, the library anticipates and responds to the campus community's need for information, enhancing academic experience through a supportive and resource-rich environment for all users. Regular feedback is solicited through surveys and input mechanisms to ensure the library aligns with user needs and continuously improves its offerings.

LEARNING SUPPORT SERVICES

Gavilan College provides extensive tutoring and learning support through several centers (see below), ensuring all students, including those in Distance Education (DE), have access to the necessary resources.

Learning Commons (Writing and Tutoring)

The Learning Commons provides a flexible, technology-enhanced space for all Gavilan students to study and complete assignments with assistance from peer tutors, faculty, and librarians. It serves as a venue for students to collaborate on assignments or projects with their classes, meet with instructors for study sessions, or attend workshops and other events (Writing and Tutoring Center).

Math Lab and STEM Center

These dedicated spaces provide academic support for students in Mathematics and STEM-related disciplines, offering tutoring and workshops to enhance student learning (STEM Center and Tutoring Support).

Accessible Education Center

The Accessible Education Center (AEC) at Gavilan College offers programs, services, and support designed to assist students with disabilities in achieving academic success. The AEC aims to level the educational playing field and enhance access, ensuring every student can fully engage in all College programs and activities (AEC).

COMPREHENSIVE COUNSELING SERVICES

The Gavilan College counseling department is committed to empowering students by providing comprehensive academic, career, and personal counseling services tailored to their unique needs (Counseling Services). To support new students in their transition to College life, the Counseling

Department offers a first-year Self-Assessment and Career Development course (GUID 1), taught by the counselors. This innovative course is designed to equip students with the tools they need to navigate their academic journey successfully. The classes are conveniently scheduled to accommodate diverse student needs, with sessions available during the day, in the evening, and online. This flexibility ensures that all students can participate regardless of their commitments. Classes are offered across various locations, including Hollister and Gilroy, at local high schools and online, making it easier for students to engage with the support they need. Additionally, Gavilan's counselors assist students in developing personalized educational, vocational, transfer, and career plans while providing orientations and workshops to facilitate smooth transitions into College life.

To meet the needs of the vast student population, counseling appointments can now be scheduled using Gav Connect. Students can schedule an appointment with a general counselor, support program counselor, or major-specific counselor. Gav Connect is also utilized to submit students' progress reports (Gav Connect Newsletter). Students have the option to meet with the counselors virtually, face-to-face or communicate via email (Counseling). To ensure the well-being of students, mental health counseling is also available in person or virtually for emotional wellness counseling (Mental Health).

In addition to general counseling, Gavilan College has specialized counselors supporting various demographics, including:

- Veterans (Veteran Resource Center)
- Extended Opportunity Programs and Services (EOPS)
- Cooperative Agencies Resources for Education (CARE)
- NextUp (Cooperating Agencies Foster Youth Education Support)
- Accessible Education Center (AEC Counseling)
- CalWORKs (CalWORKs Support)
- Higher Aspirations (Higher Aspirations Support)
- Career and Academic Pathways (CAP) Counselors (Career Exploration Support)
- Career Technical Education (CTE Support)
- English as a Second Language (ESL Support)
- STEM and MESA (STEM Counseling)
- Athletic (Athletic Counseling)

FINANCIAL SUPPORT

The Financial Aid Office offers eligible students financial assistance from various federal and state programs designed to help cover educational and living expenses. Staff members at the main campus and Hollister sites maintain consistent communication and regularly convene to coordinate upcoming registration and application cycles while keeping current on new regulations and processes. The offices provide extended hours during peak registration periods to serve students better. The Financial Aid website is a valuable online resource, providing a plethora of information, including policies, disbursement schedules, forms, and announcements. The Financial Aid Office also assists students in exploring and applying for various scholarships (Financial Aid Office).

BASIC NEEDS

Gavilan College's El Centro serves as a one-stop support center, providing all students and community members with a range of support services, including housing, food, and financial assistance in collaboration with local community partners. Supported by Title V grant funding, El Centro also

empowers individuals through activities and workshops such as financial literacy. Recognizing the unique needs of Hispanic/Latinx students, who comprise over 60% of the College's student population, El Centro prioritizes culturally responsive services to promote equity and success. (Basic Needs).

CAREER AND TRANSFER SERVICES

The Career/Transfer Center organizes events such as Transfer Day and provides career exploration workshops, ensuring students have access to vital information for future academic and career decisions. The Gavilan Career and Transfer Center offers remote support via Zoom video conferencing and phone appointments for all aspects of the Career and Transfer process (Transfer & Career).

STUDENT EQUITY PLANNING

Gavilan College has adopted Equity as part of its Principles of Community, as reflected in Administrative and Board Policies AP 5300/BP 5300 - Student Equity Plan. These Principles guide the institution's actions, the College's shared values, and our community's daily practice. An equity-oriented campus culture is characterized by values that address historical and contemporary inequities. Adherence to the Principles of Community is the professional responsibility of all employees. Gavilan College is committed to working towards an environment where all students achieve their goals and have access to equitable resources and opportunities. We are committed to respecting individual dignity and equitable access to resources, recognition, and security (2022-25 Equity Plan). During the 2024-25 academic year, Gavilan College is working on developing its Equity Framework (Equity Framework Presentation Fall 2024) to guide decisions, practices, and policies according to equity. As a result of the work, the College will establish a set of guiding principles. During the Spring 2024 Convocation Day, Dr. Gina Garcia's presentation at Gavilan College focused on the institution's identity and responsibilities as a Hispanic-Serving Institution (HSI). Dr. Garcia is a UC Berkeley professor and an expert on equity and justice in higher education. Her keynote emphasized the importance of moving beyond simply enrolling Hispanic/Latino students to actively "serving" them, a concept she calls "servingness." In addition to activities and services mentioned in the prior sections, the College has continued to demonstrate its commitment to equity through deliverable actions such as:

Culturally Responsive Teaching and Learning

During the Spring 2024 semester, over 25 faculty members from various departments gathered for five Fridays to engage in hands-on activities to redesign their curricula to be more culturally responsive and sustainable for our students. Throughout these sessions, we explored foundational concepts, curriculum assessment, and strategies for creating culturally relevant curricula, among other topics relevant to creating an equitable campus for minoritized students, LGBTQ students, and students with disabilities. (Flyer with Workshop Descriptions).

The Mathematics, Engineering, Science, Achievement Program (MESA)

The MESA (Mathematics, Engineering, Science Achievement) Program is a statewide initiative in California designed to support historically underrepresented students in STEM (Science, Technology, Engineering, and Mathematics) fields. It aims to help students develop the academic skills, confidence, and support network needed to transfer to four-year universities and pursue STEM careers successfully. At Gavilan College, the MESA Program, in partnership with the STEM Center and Math Lab, provides students opportunities to forge connections through various events and activities that enhance their sense of belonging and social capital (MESA). Additionally, the program offers increased exposure to pathways leading to four-year universities through dedicated hours with outreach staff (Faculty and Staff Pizza Mixer Flyer), College tours (CSUMB Tour Flyer), and workshops (UC TAG Workshop Flyer). Another

program is Science Alive, which creates opportunities for local middle school students to engage in enjoyable, hands-on science activities led by Gavilan faculty, College science and engineering majors, and local STEM professionals (Science Alive).

EL CENTRO

El Centro is a welcoming and vibrant community service that fosters success among Latinx and historically underrepresented students. Students who visit El CENTRO can access various services that support them in meeting their basic needs through workshops, mentorship opportunities, and soft hand-offs to community resources. El CENTRO Services focuses on Housing, Food, and Financial Assistance (El Centro Events Flyer).

Cultural Activities and Events

At Gavilan College, we recognize the importance of fostering an inclusive environment where students can see themselves represented in their educational journey. During the 2023-2024 academic year, the Student Activities team has proactively organized engaging events to celebrate our students' cultures and honor the diversity that enriches our campus community.

One of the key initiatives has been our observance of Black History Month, where we spotlight significant contributions and achievements of Black individuals throughout history. This celebration not only includes informative displays and presentations but also fosters dialogue and understanding within our student body (Black History Month Flyer).

In addition, our speaker series has brought inspiring and renowned speakers to our campus. These speakers come from various backgrounds and share their stories and insights with our students. The speakers serve as role models for students, encouraging them to pursue their academic aspirations. (Reyna Grande Event Flyer) (Rossana Alvarez Event Flyer) (Kathy Chavez Napoli Flyer).

In addition to promoting the events through the College's multimedia platforms, distribution of flyers, and upcoming events, a calendar is posted on the College's website (Upcoming Event Calendar).

Standard 2.8

The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Support programs at Gavilan College actively foster a sense of belonging among students through various engagement events, including the annual Fall Mixer and Spring Welcome and Pan Dulce with the Counselors (Mixer Events). Collaborations with programs like Puente (Puente Project) facilitate culturally relevant events like the Reyna Grande speaking engagement (Reyna Grande, 2024). Higher Aspirations offers monthly activities for formerly incarcerated students, including family movie nights, virtual game nights, and open gym sessions (Higher Aspiration Services). El Centro and CARE programs support parenting students through parenting meetings and culturally relevant workshops. At the same time, EOPS, CARE, and NextUp services offer meal cards to the Garlic Cafe to help students feel more connected and supported on campus.

The College offers students the opportunity to thrive academically and socially, and we pride ourselves on being a dynamic and inclusive community. In the Fall of 2023, the College made a significant investment by establishing the Coordinator of Student Life and Engagement position. The role empowers students

from diverse backgrounds through the Associated Student Government, Student Life, and partnership with Student Equity. The Student Life and Engagement Coordinator acts as a liaison between the College and the students, supporting the Associated Student Government and the Inter Club Council. Since the introduction of this position, the impact has been transformative for the College and our students. Experiences such as College tours, museum visits, professional panels, and conferences help students reach their full academic, social, and economic potential.

Cultural events hosted by Student Services and planned throughout the year, also enhance inclusiveness, allowing students to celebrate their cultures and learn about others. Speaker events often include meals and opportunities for discussion. Field trips are organized for various student groups, including specific support programs, promoting shared experiences, and community building (UC Santa Cruz College Tour) (Amah Mutsun).

Regular voter engagement events connect students with local, state, and national elections, ensuring their voices are heard. This year, the Associated Students of Gavilan College (ASGC) invited candidates for the Gavilan Board of Trustees to discuss issues impacting students (Civic and Voter Engagement). The ASGC serves as the student government, consisting of elected and appointed representatives who organize events, advocate for student needs, and represent student voices on campus governance and hiring committees. They strive to enhance community and belonging among students.

The Inter-Club Council (ICC) oversees campus clubs, allowing students to start clubs based on their interests. Ten (10) active clubs related to various fields of study exist, and the ICC hosts events to increase student involvement (Inter-Club Council, Gavian Current Clubs).

Gavilan College is focused on providing a seamless onboarding experience from outreach to matriculation. The process begins with presentations and community events and continues until registration for the first semester. Events like "Rock-N-Enroll" invite community members to register for courses in a single-day event (Rock-N-Enroll Events).

The Welcome Center (Welcome Center 23-24 Year Report) serves as a hub for student assistance, offering in-person and online support for admissions, financial aid, counseling, and general inquiries. Peer mentors guide students through processes like registration and application completion, ensuring essential support for new and returning students. The Peer Mentors at the Welcome Center provide all current Gavilan College students with employment and work experience opportunities aimed at delivering effective and efficient one-to-one support by providing information, referrals, and resources about Admissions and Records, Financial Aid, Counseling, and other support programs through their peers that reflect actual experiences (Peer Mentor).

The Puente Program, in partnership with UC Berkeley, supports Latiné students in achieving academic success and transferring to four-year universities. It integrates English instruction, counseling, and mentoring, allowing students to build academic skills and professional networks (Puente).

Athletics fosters a sense of belonging by creating opportunities for students to connect through team events, competitions, and training sessions. This builds camaraderie among student-athletes and generates school spirit among the wider community. Programs like the Captain's Council further enhance this sense of community by organizing yearly social events for all teams (Athletic Events). The department hosts a mental health movie night in the Fall and a healthy relationship workshop in the Spring in partnership with Community Solutions to support the whole student. Volunteerism through the Bay Area Women's Sports Initiative (BAWSI) has been a long-standing part of the department since 2012.

The Gavilan College STEM Center offers academic support for students in STEM fields, providing resources like tutoring, workshops, a lending library, etc. It also facilitates career guidance and transfer support, connecting students with research opportunities and internships ([STEM Support](#)). Within the STEM program, we also have the STEM Academy that students can join for additional support. Included in the STEM Academy is our Faculty Mentor Program, whereby students are joined up with a STEM faculty member who follows the student's academic progress and forges a more personal relationship with the student. The STEM Academy also includes [research internships](#) through partnerships with San Jose State University, the University of California, Santa Cruz (UCSC ACCESS Program), local industry partners, and Gavilan faculty. All STEM students are encouraged to participate in the various [STEM-focused clubs:](#) Women In STEM, Society for Hispanic and Professional Engineers ([SHPE](#)), Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), Gavilan Engineering and Research (GEARs), and Pre-Nursing Society (PNS).

The Writing Center assists students with writing, reading, and critical thinking by helping them develop strategies to achieve writing goals. Staff at the Writing Center collaborate with instructors to enhance teaching practices and cultivate diverse writers' voices and communities. The Center also provides class visits and workshops to support specific writing skills or projects ([Writing Center](#)).

Gavilan College's Community Education program fosters a sense of belonging and community by offering diverse courses that engage students of all ages. By providing opportunities such as Local History classes, Phlebotomy Technician training, and various dance styles, the program reflects the varied interests and needs of the student population. Students can explore their passions and connect with peers through practical skills courses in Welding, DIY Home Repair, and Culinary Arts, along with creative offerings in Drawing and Music. This inclusive approach supports individual educational journeys and strengthens community ties, ensuring every participant feels valued and engaged in their learning experience ([Community Education - Gavilan College](#)).

Standard 2.9

The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER14)

The Program Integrated Planning and Review – Resource Allocation Process ([PIPR-RAP](#)) Committee oversees the systematic assessment of programs and equitable student outcomes. This process occurs over a three-year cycle, which includes comprehensive self-studies and annual updates focusing on pre-defined goals and objectives ([Program Review Schedule](#)). Each program evaluates its alignment with Gavilan's mission and strategic goals by establishing clear Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs). Critical steps in the assessment cycle include:

- **Develop/Review Outcomes:** Establishing clear Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) that align with student success goals.
- **Assess Outcomes:** Conducting annual evaluations of SLOs to gauge student performance across various demographics, including disaggregated data analyses.
- **Analyze Results:** Utilizing metrics such as student success rates, retention rates, and completion rates to identify trends and gaps in achievement.
- **Report Results:** Documenting assessment findings to inform stakeholders and facilitate transparent discussions about outcomes.

- **Use Results for Improvement:** Implementing action plans based on data analysis to enhance program effectiveness and address equity gaps.

The program review process at Gavilan College employs meticulously designed templates tailored for instructional, student service, and administrative areas, ensuring comprehensive evaluation and alignment with institutional goals. Until the end of the 2023-24 academic year, these templates were fillable PDFs that were completed and submitted via the College's website (***Academic Program Examples***: Allied Health, Business, English – **Student Services Examples**: Counseling, Financial Aid, Fresh Success – **Central Services Examples**: Human Resources, Security and Support Services, Business Office). However, the challenges posed by data breaches and the impact of the pandemic resulted in the loss of some documents and a disruption in the completion of reviews during this period.

Recognizing the need for a more secure and efficient approach, Gavilan College is transitioning to a new system starting in the 2024-25 academic year. The program review process is now integrated within the curriculum platform CurriQunet, which provides a streamlined and user-friendly interface for faculty and staff. This innovative shift enhances the security of sensitive data and ensures that program reviews are completed promptly and effectively. By leveraging modern technology, Gavilan College is committed to fostering a culture of continuous improvement and excellence in its academic and support programs (CurriQunet Annual Program Review Template, Comprehensive Program Review Template).

The College realized the importance of data accuracy and validity and invested in the development of a new data portal that provides programs with accurate program data, including historical enrollment, student success, equity gaps, and other essential data required to prepare an impactful program review (Gavilan Data Portal).

Each program provides an overview of its program, conducts thorough data analyses, establishes and updates goals, and submits resource requests. The results of these program reviews are systematically communicated to the College community, fostering transparency and collaboration. Additionally, the program reviews allow the program to place its resource allocation request, which is reviewed by PIPR-RAP and recommended to the President (2023-24 Resource Requests).

PROGRAM REVIEW CYCLE

The Program Integrated Planning and Review (PIPR) and Resource Allocation Process (RAP) at Gavilan College is designed to align the institution's strategic goals, mission, and values with resource allocation. This process aims to optimize student success, operational efficiency, and program effectiveness through detailed program planning, continuous monitoring, and collaborative decision-making (PIPR_RAP Workflow Diagram).

Gavilan College's mission of "empowering and enriching students of all backgrounds to achieve their potential" is the guiding principle of the PIPR-RAP process. This process allows departments to submit resource requests that align with the mission while ensuring transparency and accountability across all College functions.

The PIPR-RAP cycle consists of:

1. Comprehensive program reviews are conducted every three years (Template).
2. Annual program review updates in the interim years (Template).

The comprehensive program review provides an in-depth assessment of departmental goals, challenges, accomplishments, and financial needs. In contrast, the annual program review is an update that tracks

progress toward previously established goals, ensuring that departments remain aligned with institutional priorities (2024-25 Program Review Cycle, 2025-26 Program Review Cycle).

Key Elements of the Comprehensive Program Review:

- **Mission alignment:** Each department demonstrates how its activities align with Gavilan's mission and values.
- **Assessment data:** Departments analyze trends in Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), identifying areas for improvement.
- **Equity initiatives:** Programs detail efforts to address equity gaps and support underserved populations, such as African American students, Native Americans, and foster youth.
- **Resource requests:** Departments submit requests for staffing, equipment, and operational support, justifying their needs for the next three years.

The review process helps identify gaps or emerging challenges within departments by incorporating data on student retention, success rates, and equity metrics. Departments offering both in-person and online instruction use these reviews to analyze trends in student performance, identify challenges, and develop actionable plans to close achievement gaps. This approach ensures that academic and support programs continuously improve student engagement and outcomes.

Annual updates serve as checkpoints for refining goals and resource requests. These updates provide departments with the opportunity to:

- Revise goals based on changing conditions (e.g., new state mandates).
- Highlight accomplishments since the previous review cycle.
- Identify challenges in resource utilization or personnel availability.

Departments submit their program reviews and annual updates using CurriQunet, ensuring consistency and accessibility.

Key Components of the Program Review Submission Include

- **Plans and Goals Alignment:** Departments demonstrate how their goals support the mission, strategic plan, and Student Learning Outcomes (SLOs)/Service Area Outcomes (SAOs).
- **Performance Data Analysis:** Departments analyze enrollment, retention, and success data to identify areas for improvement. They highlight equity gaps and outline strategies to address them.
- **Outcome Assessments:** Departments assess SLOs and SAOs and map them to Institutional Learning Outcomes (ILOs), illustrating how their work supports overall institutional goals.
- **Resource Requests and Justifications:** Each request must align with specific goals. Departments specify whether the requests pertain to safety, compliance, or innovation and indicate whether they are one-time or ongoing.

Annual updates ensure accountability and progress monitoring by tracking the status of previous goals and identifying additional resource needs. Once submitted, division deans and area vice presidents evaluate and approve program reviews. The deans and vice presidents:

- Validate the alignment of goals with institutional priorities.
- Provide feedback to enhance the clarity or feasibility of requests.
- Identify high-priority compliance, safety, or staffing requests that may bypass the ranking process for immediate action.

- Prioritize all other requests.

The PIPR-RAP Committee reviews all submissions using a detailed ranking rubric that evaluates both program goals and resource requests. The two key criteria in this rubric are Goal Alignment and SMARTness (Specific, Measurable, Achievable, Relevant, and Timely).

Detailed Scoring Guide:

- **Goal Alignment:** This criterion measures how well the requested goal supports:
    - The College's mission statement and strategic plan.
    - Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs).
- **SMARTness of the Goal:** This criterion evaluates whether the request meets SMART standards:
    - **Specific:** Does the goal clearly define desired outcomes?
    - **Measurable:** Are there quantitative targets (e.g., increasing student success by 10%)?
    - **Achievable:** Is the goal realistic given available resources and constraints?
    - **Relevant:** Does the goal address a critical institutional priority and the College's Strategic Plan goals?
    - **Timely:** Does the request include deadlines for completion?

Resource requests are divided into two primary categories:

1. **Ranked Requests:** These include optional or strategic requests that support:
    - Program growth or innovation (e.g., new instructional software).
    - Professional development initiatives for staff and faculty.
    - Curriculum development projects for emerging fields or pathways.
2. **Non-Ranked Requests:** These focus on compliance or essential needs, such as:
    - Safety-related requests (e.g., campus security upgrades).
    - Legal compliance (e.g., ensuring programs meet ADA standards).
    - Personnel-related requests, which are reviewed separately by staffing committees.

The College Council reviews the committee's recommendations to ensure they align with budget constraints, institutional goals, and priorities. The College President collaborates with the council to approve the final list of funded projects. High-priority personnel requests are forwarded to the Faculty Staffing Committee or Executive Leadership Council for further evaluation.

The PIPR-RAP process directly feeds into Gavilan College's annual budgeting cycle. The District Business Services Office works closely with the PIPR-RAP Committee to ensure that approved requests align with the tentative budget (July 1) and final budget (September 15) deadlines.

Funding recommendations are informed by

- Strategic priorities set in the Strategic Plan.
- Input from stakeholders across the College.
- Availability of internal funds and external grants, such as the Student Equity and Achievement Program and Title V grants.

In cases where requests require long-term investment, multi-year funding allocations are made.

Departments receiving funding must implement their action plans within the agreed timelines (2024-25 PIPR Timeline). Progress is documented through annual updates, which allow departments to:

- Report on accomplishments and any unforeseen challenges.
- Adjust action plans if conditions change or new priorities emerge.
- Ensure continuous alignment with strategic goals and compliance requirements.

The PIPR-RAP Committee reviews these updates and provides feedback, ensuring accountability and transparency in resource utilization.

This comprehensive planning and review system ensures that every dollar invested contributes directly to student success and institutional sustainability. The PIPR-RAP process will continue to evolve, balancing immediate needs with long-term goals to keep Gavilan College at the forefront of educational excellence.

EXAMPLES OF IMPROVEMENT MADE AS A RESULT OF CONDUCTING PROGRAM REVIEWS

English Department

The English Department's program review (2022-2023) identified low student success rates following the implementation of AB 705/1705, particularly in English 1A, which offers the most course sections at the College. In response, the department launched an English 1A Orientation, inviting students to campus to familiarize themselves with the course structure, available resources, faculty, and tutoring support. This initiative successfully engaged over 180 students in the Fall and an additional 20 in the Spring. Additionally, the department developed an Anti-Racist Teaching Community of Practice, providing a semester-long professional development series for the faculty. This culminated in classroom-based projects to improve teaching practices, increase student success rates, and address equity gaps.

Writing Center

The Writing Center's program review (2023-2024) highlighted the need for a full-time Support Specialist to oversee daily operations and expand student outreach. In response, the College approved and hired a full-time Support Specialist, significantly strengthening the center's ability to serve students. Additionally, the review identified a gap in writing support services at the Hollister campus. To address this, the College established a faculty liaison position, hired a full-time classified staff member, and expanded tutoring hours, increasing accessibility and support for students at the Hollister location. (Hollister Learning Commons Flyer).

Film & Television Program

The Film & Television program review identified two key areas for growth that have since been implemented. (2022-2023) The first is the launch of "GavTV News," a hands-on student production opportunity that allows students to develop real-world skills in news storytelling while providing the College a platform to highlight campus programs and events. (GavTV News) Additionally, the program expanded its annual film showcase to include a Fall screening, increasing opportunities for students to present their work and gain industry-related experience. (Fall 2024 Film Showcase)This expansion has enhanced student engagement and program visibility.

Social Sciences Department

During the 2021-22 program review cycle, the Social Sciences Department identified the need to expand Associate Degrees for Transfer (AD-T) options to improve student transfer pathways to California State University (CSU) and University of California (UC) campuses. As a result, the department developed and successfully implemented an AD-T in Sociology, which passed curriculum approval and has been formally adopted by the College. This addition enhances student transfer opportunities and aligns with statewide

efforts to streamline pathways from community College to four-year institutions.

Welcome Week- Student Activities

During the 2023-2024 Program Review, the Office of Student Life aimed to "add one social/entertainment event to Welcome Week and create a space for new students to ask questions." Instead of just one event, we revamped our approach to Welcome Week, engaging the entire campus at the Gilroy and Hollister Campuses.

For the Spring 2025 event, we hosted two "Welcome Back" events (Bienvenidas) with food and refreshments sponsored by the Associated Student Government. Over seven (7) resource tables were available, attracting more than 250 students. We also offered opportunities to connect with Career and Academic Pathways over churros and hot chocolate, provided safety awareness sessions, and had our Mental Health Counselor lead a hybrid session on managing semester stress and planning. Lastly, over fifty (50) staff, faculty members, and administrators volunteer to staff our Welcome Tents. Link to Flyer: Spring 2025 Welcome Week.

Integrated Student Support: EOPS/CARE/NextUp, Fresh Success, CalWORKs, Higher Aspirations, PUENTE

Student support is essential to student success, and while Gavilan College provides multiple Student Support programs, we observed students facing challenges in accessing support programs due to each program having individual program applications. Higher Aspirations, a new program serving formerly incarcerated students, faced the challenge of outreach and promoting a new program during this time. This presented an opportunity for support programs to develop a common application to allow students to learn about and apply for multiple programs with a single application. As a result of this effort, a common flyer for student support programs was also developed. This effort was a resounding success in supporting outreach and connecting students to programs. The common application resulted in increased familiarity with student support programs and an overwhelming increase in student interest and applications. The most recent program review cycle (2023-24) for the EOPS program reflected on this effort as an effective integrated planning initiative that placed students at the center and removed barriers to accessing support and services.

Chemistry

The 2022-2023 Chemistry program review noted that Chemistry 30A consistently had lower success rates than other chemistry courses. In response, the department plans to introduce embedded tutoring, increase outreach on available tutoring services, and enhance online instructional resources. Additionally, the hybrid model of online lectures and in-person labs, implemented over the past three years, will be optimized to better support student learning and flexibility.

Physical Science & Engineering

The 2022-2023 Engineering and Physics program review highlighted declining STEM enrollments and the need for increased visibility of engineering pathways. The department will launch a Fundamentals of Engineering certificate, offering students a structured track toward transfer and career readiness. Additionally, success rates in introductory physics and engineering courses will be improved through targeted faculty interventions and new course sequencing strategies. Targeted faculty interventions included utilizing Academic Excellence Workshops (AEWs) and a hybrid model of instruction for Physics 4A. This resulted in increasing enrollment in Physics 4A and increased success and retention in the entire calculus-based physics sequence. In addition, we now offer ENGR 10 (Intro to Engineering) each semester

and the Summer session, with plans to offer this course as a dual enrollment course in local high schools. Another factor that increased enrollment in the calculus-based physics sequence is the removal of a pre-requisite for Physics 4A, resulting in the enrollment doubling. The engineering course sequence has been restructured, and we are now offering all community College-level engineering courses for the first time in nearly 10 years.

Mathematics (STEM Center & Math Lab)

The 2022-2023 Math program review emphasized the importance of support services in improving student success rates, particularly for Precalculus and transfer-level courses. To address this, the Math Lab and STEM Center expanded embedded tutoring, the Math faculty developed a Calculus support course, and the Math faculty continued offering pre-semester math boot camps. Additionally, efforts to integrate zero-textbook-cost materials and introduce courses in data science will enhance accessibility and relevance.

Biology

The 2022-23 Biology Program Review identified a need to increase course success rates to meet the department's 85% goal. To address this, the department developed a more robust set of tutoring services more directly tied to our STEM Center. The institution implemented GavConnect/Starfish to notify students deserving of kudos/extra attention/etc. Faculty continued professional development in the areas of online teaching and learning.

OPPORTUNITIES

The experience of lacking a reliable system (from 2019-2024) to collect and archive Student Learning Outcomes and Program Reviews at Gavilan College has underscored the importance of a robust documentation framework. With the transition to CurriQunet, we now have a valuable opportunity to enhance our processes and improve access to critical reports and data. This shift streamlines our curriculum and program review efforts, fostering a culture of transparency, collaboration, and data-informed decision-making. We are committed to learning from past experiences and leveraging our new system to support continuous improvement and student success.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. **The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

Gavilan College is dedicated to maintaining equitable and inclusive employment practices that align with its mission and promote diversity. The institution has established comprehensive policies and procedures, as outlined in Chapters 3 and 7 of the Gavilan College Board Policies and Administrative Procedures accessible via BoardDocs. Key policies include:

- BP 7100 - Commitment to Diversity
- AP 7110 - Delegation of Authority, Human Resources
- BP 7120/AP 7120 - Recruitment and Hiring
- AP 7125 - Verification of Eligibility for Employment

To enhance equity and diversity in recruitment, Gavilan College advertises job postings across various platforms, such as the Community College Career Connect (previously CCC Registry), Gavilan Employment Website, HigherEdJobs.com, WomenAndHigherEd.com, LGBTinHigherEd.com, VeteransinHigherEd.com, AsiansinHigherEd.com, Edjoin.org, DisabledInHigherEd.com, BlacksinHigherEd.com, NativeAmericansinHigherEd.com, and the Higher Education Recruitment Consortium (HERC). Additionally, each job application requires a Diversity Statement, allowing applicants to demonstrate their sensitivity to and understanding of the diverse backgrounds of community College staff and students, including those with disabilities. In Fall 2023, Gavilan College became one of the first California Community Colleges to implement a cluster hire of full-time faculty, prioritizing candidates who demonstrate cultural competency and have experience in serving underrepresented student populations. This initiative led to a 17% increase in the diversity of our full-time faculty, reflecting our ongoing commitment to fostering an inclusive and equitable academic environment.

The recruitment process is structured to ensure the employment of qualified personnel who support and sustain educational services, thereby improving student success. For faculty positions, policies such as AP 7210 - Academic Employees, AP 7211 - Faculty Service Areas, Minimum Qualifications, and Equivalences, AP 7212 - Temporary Faculty, and AP 7215 - Academic Employees: Probationary Contract Faculty are in place. All applicants must meet the minimum qualifications specified in the Minimum Qualifications for Faculty and Administrators in California Community Colleges with degrees and credits from accredited institutions. Foreign degree holders are required to provide a third-party evaluation to determine U.S. equivalency.

The recruitment process involves internal postings, allowing current employees to request voluntary reassignment, followed by external postings if necessary. Screening committees for faculty, classified, and administrative positions comprise diverse members, including supervisors, administrators, classified employees, faculty members, and Associated Students of Gavilan College (ASGC) representatives, ensuring a comprehensive evaluation of candidates.

Gavilan College's commitment to equal employment opportunity is reflected in BP 3420/AP 3420 - Equal Employment Opportunity and the establishment of an Equal Employment Opportunity Advisory Committee (EEOAC). This committee advises on the implementation of the EEO Plan, monitors progress, and suggests revisions to promote understanding and support of equal employment opportunity policies and procedures. The EEOAC regularly assesses the district's employment practices and ensures that the practices break down irrational barriers to employment, improve equity and diversity, and align with the district's mission. On an annual basis, the district reports progress made towards the goals outlined in the EEO plan by submitting the EEO annual certification, which is submitted to the California Community College Chancellor's Office following board approval.

The institution aligns its recruitment and hiring practices with its Strategic Plan, ensuring that staffing decisions support the College's mission and goals. The Program Integrated Planning Resources (PIPR) process is utilized to evaluate departmental and institutional needs, guiding the selection and prioritization of new positions. For full-time tenure-track faculty members, Gavilan College adheres to the Faculty Obligation Number (FON) requirements set by the California Community Colleges Chancellor's Office, maintaining appropriate faculty staffing levels to support student success and operational needs (2024 FON). Currently, Gavilan College is 15.5 Full-Time Equivalent Faculty (FTEF) above the compliance Faculty Obligation Number (FON). This metric ensures that the institution maintains appropriate faculty staffing levels to support student success and operational needs in accordance with state requirements. This adherence to FON guidelines reflects Gavilan's dedication to upholding compliance with state-mandated standards and maintaining high-quality academic offerings for students. When a full-time faculty need is identified, the Dean and Department Chair of the division collaborate to submit a request through the Academic Staffing Committee (ASC). The Academic Staffing Committee ranks the requests based on their rubric and institutional priorities provided by the Superintendent/President.

Gavilan College maintains a dedicated pool of part-time faculty who meet the minimum qualifications established by the state Chancellor's Office. The hiring process for these instructors begins with the deans evaluating the need for part-time support, considering factors such as vacancies due to retirements, resignations, and mid-year departures, as well as the implementation of new programs and student course demand while also ensuring adequate staffing to support student success initiatives.

The classified staff make up the majority of our full-time positions on campus. Gavilan College hires classified employees with the necessary skills and qualifications to support the institution's operations. Positions are prioritized through the Program Integrated Planning Review Resource Allocation Process (PIPR-RAP). This process ensures staffing decisions align with institutional needs and strategic goals. Department managers submit personnel requests as part of their annual program reviews, where they are evaluated based on factors such as student support, operational efficiency, and institutional priorities. These requests are then forwarded to the Executive Cabinet for further review and consideration, allowing for a data-informed approach to resource allocation.

The College employs management positions with the appropriate preparation and experience to provide effective leadership and support to the district's mission. The Executive Cabinet reviews management vacancies before approval for reposting to determine whether the job description and salary structure are still appropriate for the roles and whether any additional changes to the role are required. The Executive Cabinet team also carefully reviews new management positions to determine the practicality and viability of proposed positions. This includes evaluating factors such as budget availability, alignment with institutional priorities, workload distribution, long-term sustainability, and the overall necessity of the role within the district. In addition to the regular assignments, the district employs temporary staff in substitute, short-term, professional expert, and student employee assignments. Students may work up to

20 hours per week during the regular semester and up to 29 hours per week during the Summer. They also must be enrolled in at least six (6) units of coursework. All new student-employees receive the student worker handbook and complete all necessary compliance-related training. The district has established a Student Worker Committee that meets monthly and works collaboratively to enhance the student worker experience. Some of the recent focus of this committee includes updating the Student Worker Handbook to include a section specific to Supervisors of Student Workers, establishing a student employee evaluation form and process, and establishing bilingual pay for student employees. Other temporary assignments follow the Education Code requirements related to the length of service and are limited to 29 hours per week. Through these policies and procedures, Gavilan College demonstrates a robust and strategic approach to recruitment and hiring, reinforcing its commitment to educational excellence, equity, diversity, and institutional integrity.

To maintain the relevance and effectiveness of its hiring policies, Gavilan reviews BP 7120 - Recruitment and Hiring, AP 7125 - Verification of Eligibility for Employment, BP 7210 - Academic Employees, and related policies regularly. The College employs AP 7110 - Delegation of Authority, Human Resources, AP 7212 - Temporary Faculty, and AP 7215 - Academic Employees: Probationary Contract Faculty, which delegate authority for overseeing temporary and probationary faculty hiring, ensuring that all hiring practices are up-to-date, inclusive, and compliant with evolving standards for equitable hiring practices. Gavilan College demonstrates a robust and strategic approach to recruitment and hiring through these policies and procedures. By aligning personnel practices with the College's mission, state requirements, and strategic goals, Gavilan reinforces its commitment to educational excellence and institutional integrity.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Gavilan College is committed to fostering professional development that enhances faculty and staff effectiveness, continuously improving student outcomes and supporting institutional goals. The College provides professional learning opportunities and resources to ensure all employees receive the training needed to succeed while adhering to policies promoting diversity, equity, and compliance. The Teaching and Learning Center (TLC) is a central resource for faculty development, focusing on improving the student experience through collaborative and continuous professional growth. The TLC supports various workshops and initiatives designed to advance teaching practices and enhance curriculum, creating a culture of innovation in instructional strategies and student engagement. Gavilan is transitioning to the Vision Resource Center (VRC) as its primary platform for tracking professional development activities and Flex obligations. VRC offers a comprehensive selection of training modules across topics relevant to all employees, including technology skills, diversity and equity, and student engagement, making professional growth accessible and organized through a centralized system. The VRC will serve as the centralized tool for tracking and assigning employee professional development opportunities. Managers can view their employees' professional development completion and assign training as needed.

Equal Employment Opportunity (EEO) Diversity in Hiring Committees training is a mandatory training that must be renewed every two years for employees serving on hiring committees, ensuring that hiring practices are equitable and consistent (2024 Gavilan Equal Employment Opportunity Plan). Developed in-house, this training covers the requirements of the Title 5 regulations on equal employment opportunity and the requirement of federal and state nondiscrimination laws, the educational benefits of workforce diversity, the elimination of bias in hiring decisions and best practices for serving on a screening or

selection committee. In addition to this training, Gavilan requires all committee members to complete orientation training.

Professional Development Days are held twice per academic year, just before the start of Fall and Spring semesters, and are designed to provide in-depth learning opportunities for faculty and staff. A faculty member, appointed with a 20% reassignment, serves as the Professional Development Liaison, working in partnership with the TLC and Human Resources to plan and implement the agenda and workshops for these days. Professional Development Days cover various topics to support educational effectiveness, policy updates, and campus-wide priorities (Spring 2025 Workshops). The Faculty Professional Learning Committee (FPLC) fosters faculty growth and development in alignment with institutional goals. The committee's primary responsibilities include reviewing and approving professional growth activities submitted by faculty members, such as conference proposals, workshops, and training sessions. Additionally, the FPLC evaluates and approves applications for travel and conference funds, ensuring that faculty have access to the resources necessary to enhance their skills and knowledge. By supporting professional development opportunities, the FPLC contributes to advancing teaching quality, innovation, and student success. Gavilan also ensures compliance training is assigned annually to all employees. These trainings include mandatory courses on Title IX, harassment prevention, cybersecurity, and other critical areas. New employees receive comprehensive onboarding training that covers essential topics, including Title IX, harassment prevention, cybersecurity, FERPA, diversity, equity and inclusion, workplace violence prevention, and wildfire prevention. Additionally, Gavilan offers specialized training for specific roles, including campus safety, biological lab safety, and facilities and maintenance, to ensure all employees receive relevant, role-specific education.

Management employees are provided training on a cyclical basis through the district's membership in the Educational Resources Consortium (ERC) with Liebert Cassidy Whitmore. As part of this consortium, participating districts set up a schedule for at least six (6) training courses for our management employees over the academic year. In 2024/2025, the schedule and topics are as follows:

- Friday, October 4, 2024: The First Amendment and Navigating the Global, Political, and Social Climate on Campus
- Friday, November 8, 2024: Managing the Marginal Employee
- Friday, January 17, 2025: The Art of Writing the Performance Evaluation
- Friday, March 14, 2025: A Guide to Implementing Classified Employee Discipline
- Friday, May 2, 2025: Going Outside the Classified Service: Short-Term Employees, Substitutes and Professional Experts
- Friday, May 23, 2025: Essentials of Labor Relations

In addition to the ERC training, our management employees meet once per month, and the district typically offers training during our regularly scheduled meetings. Past training courses include:

- Thursday, January 16, 2025 – Managers Pitfalls Training & Leadership Council Retreat (Performance Evaluation, Discipline, Supervision Best Practices, Use of Temporary Employees and Use of Public Funds)
- Friday, October 25, 2024 - Conflict Resolution Training by the National Conflict Resolution Center.
- Wednesday, June 26, 2024 and Thursday, June 27, 2024 – Franklin Covey Seven Habits of Highly Effective Leaders
- Thursday, February 22, 2024 and Friday, February 23, 2024 – The Breakthrough Coach Training
- Friday, January 12, 2024 – Emergenetics Training

In April 2024, the district purchased access to the Franklin Covey Online Impact Platform for all management employees for one year. This will provide managers with access to the full suite of Franklin Covey facilitated training as well as micro courses and weekly tips. As part of the onboarding process, all management employees participate in a dedicated management orientation in addition to the regular monthly new employee orientation. This specialized orientation is a collaborative effort involving Human Resources, Payroll, the Business Office, IT, Security, and Facilities departments. Its primary focus is to equip management employees with a comprehensive understanding of the district's policies, procedures, and resources. By connecting new managers with key leaders in HR and administrative services, the orientation fosters relationships, provides essential tools, and lays the foundation for their success within the district. These professional development initiatives are guided by AP 7160/BP 7160 - Professional Development, which formalizes the College's commitment to employee development and training, ensuring that the professional learning needs of Gavilan's diverse workforce are consistently met. Through these efforts, Gavilan College provides its employees with the tools, resources, and knowledge they need to contribute effectively to the College's mission and maintain a high-quality, inclusive educational environment.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Gavilan College is dedicated to maintaining a robust, equitable, and transparent employee evaluation system that aligns with the district's mission, strategic goals, and commitment to continuous professional growth. The College's evaluation processes are structured to promote accountability, support employee development, and enhance institutional effectiveness. These processes are guided by collective bargaining agreements, administrative procedures, and innovative initiatives that ensure fair and meaningful assessments for all employees. As part of this commitment, the College utilizes classified and management evaluation forms designed to provide clear, constructive, and comprehensive feedback for goal setting, professional growth and organizational success.

The evaluation processes for classified and faculty employees are clearly defined in the CSEA contract (Article 15, page 40) and the GCFA contract (Article 19, p. 39). These agreements establish evaluation schedules, performance benchmarks, and expectations, ensuring that all classified and faculty employees receive regular performance assessments. This structured approach fosters professional growth, accountability, and continuous alignment with institutional goals, enabling employees to contribute effectively to student success and College operations.

The institution provides specific evaluation guidelines for academic and confidential employees, governed by AP 7150 - Evaluation, AP 7215 - Academic Employees: Probationary Contract, and AP 7240 - Confidential Employees. Probationary contract faculty are evaluated regularly per AP 7215 - Academic Employees: Probationary Contract, focusing on instructional effectiveness, professional responsibilities, and alignment with institutional priorities. These evaluations ensure faculty receive constructive feedback and professional development opportunities, reinforcing high-quality instruction and student support.

Under AP 7240 - Confidential Employees, confidential employees undergo annual evaluations on or around May 1. Probationary confidential employees receive at least two evaluations during their probationary period, providing structured feedback and support to ensure their successful integration and long-term growth within the district. These evaluations help ensure that confidential employees remain aligned with the institution's operational and administrative needs while providing them with guidance for continued professional advancement.

Recognizing the importance of student employment as both a learning and career development opportunity, Gavilan College has implemented a structured student worker evaluation process. The process includes a standardized evaluation form that assesses job performance and provides constructive feedback. This framework allows student employees to gain meaningful mentorship, professional guidance, and skill-building opportunities that align with their career goals. The Student Worker Committee continues to refine this process, ensuring that student employees receive the necessary support to develop essential workplace competencies.

In 2024, Gavilan College introduced a 360-degree evaluation process for managers, enhancing leadership development and accountability. This initiative, launched in collaboration with Franklin Covey, allows managers to receive confidential feedback from peers, direct reports, and executive team members. By collecting feedback from multiple perspectives, managers gain valuable insights into their leadership strengths and areas for growth. The College has provided all managers with a one-year Franklin Covey Online Impact Platform subscription to support this initiative further. This resource offers facilitated online courses, micro-courses, newsletters, and weekly leadership tips, helping management employees enhance their skills and leadership effectiveness. Integrating this professional development tool demonstrates Gavilan College's commitment to cultivating effective and adaptive leadership that aligns with institutional needs. Furthermore, in Spring 2025 the district purchased the Perform Module through NEOED which provides a streamlined and efficient approach to performance management by automating the evaluation process, incorporating workflows that allow a seamless and consistent tracking of feedback between managers and employees and tracking progress towards goals annually. The district plans to implement the 2025 evaluation cycle module for classified and management employees.

Gavilan College tracks completion rates of various employee groups to ensure accountability and compliance with evaluation policies. Evaluation rates by classification are entered in Banner for compliance tracking. Full-time faculty are evaluated once every three academic years and part-time faculty are evaluated once every six semesters after gaining reappointment preference. The district has actively implemented ongoing efforts to increase participation and adherence to evaluation cycles, reinforcing the importance of regular feedback and professional development across all employee groups. In 2025, all management employees received training that included an in-depth review of the importance of providing consistent and regular feedback to employees regarding their performance. The district has re-emphasized our commitment to hold ourselves accountable to ensure performance management is a top priority. We expect the automation of the evaluation process will improve the evaluation completion rates and will continue to monitor closely.

Gavilan College's structured evaluation processes demonstrate a strong institutional commitment to accountability, equity, and professional development. The College regularly reminds managers of the importance of all employees receiving meaningful feedback and access to resources supporting career growth. Annual performance evaluations, targeted leadership development, and student worker mentorship programs provide an environment where employees are empowered to excel and contribute meaningfully to institutional success.

By maintaining evaluation practices aligned with the College's mission and strategic objectives, Gavilan College reinforces its dedication to continuous improvement, workforce excellence, and student success. These evaluation processes support employee performance and strengthen the institution's overall effectiveness, ensuring that the College remains responsive to the evolving needs of students and the community it serves.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Gavilan College effectively develops, maintains, and enhances its educational services and operational functions through prudent financial management and resource allocation. The institution's fiscal resources are strategically aligned with its mission to support equitable student success, ensure institutional sustainability, and promote innovation.

Resources to Support Essential Programs and Innovation

The College's primary source of revenue is state apportionment, which is calculated based on Full-Time Equivalent Students (FTES). For example, in the most recent fiscal year, the College's FTES data directly influenced the allocation of state funds, demonstrating the critical link between enrollment management and revenue generation. Recognizing FTES as a key component in revenue generation, Gavilan College integrates enrollment management strategies into financial planning by developing different revenue scenarios to optimize funding and ensure fiscal stability. Financial planning at Gavilan is guided by a five-year financial planning framework, which ensures that both short-term operational needs and long-term institutional priorities are met. The budget development involves collaboration across departments and shared governance committees, ensuring alignment with the College's mission and strategic goals. A five-year revenue and expense projection worksheet is created with presentations to all bargaining units, shared governance groups, and the Board of Trustees.

Funds Allocation to Achieve Goals for Student Learning

Gavilan College employs an incremental budgeting model, which builds upon the prior year's budget. For instance, in the most recent budget cycle, adjustments included step and column increases in salaries, as well as funding for new instructional positions approved by the Board of Trustees. This model allows flexibility to meet institutional needs while addressing increasing fixed costs such as utilities and software licenses. The budgeting process ensures:

- Step and column increases for salaries of faculty, classified and managers;
- New positions approved by the Board of Trustees to meet institutional needs;
- Adjustments for increased contributions to CalSTRS (State Teachers Retirement System) and CalPERS (Public Employees Retirement System); and
- Modifications for fixed costs, such as utilities and licenses for College software. An annual increase in operating expenses based on the Consumer Price Index (CPI). These adjustments ensure that the College's budget remains responsive to evolving needs while maintaining fiscal discipline.

Resource Allocation Process and Prioritization

Gavilan College's Program Review Process operates on a three-year cycle and serves as a cornerstone for resource allocation. Each department within the district conducts a comprehensive review to:

- Assess program performance and alignment with institutional goals.
- Identify resources to enhance educational services and submit resource requests.
- Prioritize requests for funding based on data-driven analyses. Program review outcomes are integrated into budget planning.

This structured approach ensures resources are allocated effectively to support student learning and institutional priorities, such as the equitable use of financial resources. The College's commitment to equity is evident in its resource allocation decisions. Funds are designated to:

- Support programs serving underrepresented and underserved student populations, such as first-generation student programs and targeted outreach for marginalized communities. For example, recommendations from the 2022 program review cycle led to increased funding for tutoring services and new instructional equipment for STEM programs.
- Enhance basic needs services, such as emergency grants and food pantries.
- Expand access to technology and learning resources for students facing digital barriers.

These initiatives are designed to close equity gaps and foster inclusive learning environments that promote success for all students.

Sustaining Educational Services and Institutional Effectiveness

Gavilan College manages its resources to ensure sustainability and encourage innovation by:

- Incorporating multi-year financial planning to anticipate economic fluctuations and funding changes.
- Leveraging external grants and partnerships to support innovative programs, such as securing funding for 2023-2028 Title V Hispanic Serving Institution (HSI) Grant, which streamlines student progress toward graduation and transfer, resulting in higher completion rates for Hispanic students, and more degree holders needed for high- paying jobs in the local economy.
- Investing in technology and infrastructure to improve operational efficiency and enhance student experience.

The College's ability to sustain educational services at all locations, including satellite campuses where over 50% of programs are offered, reflects its strategic approach to resource management. Through its robust financial planning processes, Gavilan College ensures the use of fiscal resources effectively to sustain and enhance educational services. By aligning resource allocation with institutional goals, promoting equity, and encouraging innovation, the College demonstrates its commitment to fulfilling its mission and achieving equitable student success.

3.5. **The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.**

Gavilan College ensures its mission and goals are the foundation for financial planning. The institution's fiscal planning process prioritizes transparency, stakeholder involvement, and alignment with strategic objectives to support effective decision-making and equitable resource allocation.

MISSION-DRIVEN FINANCIAL PLANNING

The College's mission and strategic goals are central to the annual fiscal planning process. Resource allocation decisions are guided by institutional priorities, such as enhancing student success, promoting equity, and ensuring fiscal sustainability.

Budget development is closely linked with the Strategic Plan, which emphasizes increasing student success, efficiency, equity, and career readiness. Financial planning is coordinated with the program review process, where departments submit budget requests based on their program goals and resource needs. These requests ensure that financial decisions align with instructional and operational priorities.

Gavilan College conducts cyclical program reviews annually, including comprehensive reviews on a three-year cycle for all departments within the district. This structured process ties resource allocation directly to the institution's mission and goals.

STAKEHOLDER PARTICIPATION AND TRANSPARENCY

Gavilan College ensures broad stakeholder involvement and emphasizes transparency in its financial planning processes. Stakeholders, including staff, faculty, administrators, and students, participate in resource allocation discussions through committee structures and program planning processes. Budget transparency is a priority, with financial reports and updates shared during shared governance meetings. Presentations are provided to key stakeholders, including GCFA, CSEA, Academic Senate, College Council, and the Board of Trustees. Additionally, the College provides access to detailed financial data through the Banner system and reports generated via Argos, enabling department leaders to monitor budgets and expenditures in real time.

To further enhance transparency, the College established an annual Budget Open Forum, providing stakeholders with a platform to review the current budget, reserve allocations, and financial outlook for the upcoming year. The forum allows for an open Q&A session, ensuring that faculty, staff, and students have an opportunity to ask questions and provide input on financial decisions.

EQUITY-FOCUSED BUDGETING AND RESOURCE ALLOCATION

Gavilan integrates equity-focused initiatives into its financial planning to prioritize resources for underrepresented student populations. Resource allocation for programs targeting Latinx and African American students (Equity Plan). The Strategic Plan commits to improving course completion and graduation rates among these populations by five percentage points within three years. Additionally, resources are allocated to reduce barriers to access through academic support services, financial aid programs, and student support services. These efforts foster inclusive learning environments that promote equitable success for all students.

INNOVATION AND CONTINUOUS IMPROVEMENT IN FINANCIAL PLANNING

Gavilan fosters innovation by leveraging grant funding and alternative revenue sources to support student success and institutional sustainability. External partnerships and work-based learning programs are integral to these efforts. For example, grant-funded programs have enhanced student basic needs and supported initiatives such as the CalFresh employment and training program that allows Gavilan College to provide robust supportive services for eligible students living in Santa Clara or San Benito Counties. The College monitors emerging financial needs and aligns financial decisions with both immediate program goals and long-term institutional priorities. This adaptability ensures that Gavilan can respond to changes such as enrollment shifts or fluctuations in state funding. Examples of financial adjustments to address emerging needs.

PROVIDING ACCURATE AND TIMELY FINANCIAL INFORMATION

Gavilan ensures that accurate and timely financial information is disseminated to stakeholders to support effective planning and decision-making. The business office provides up-to-date financial data to departments through tools such as the Banner system and Argos reports, helping program leaders align expenditures with strategic objectives. Audit reports and financial data are regularly communicated to stakeholders through shared governance structures, supporting transparency and data-driven decision-making across the institution.

SOUND FISCAL PLANNING

Gavilan College employs sound fiscal planning practices to ensure financial stability and effective support for its educational mission. Board policies and administrative procedures guide fiscal management and promote transparency, including BP 6200/AP 6200 - Budget Preparation, BP 6250/AP 6250 - Budget Management, BP 6300/AP 6300 - Fiscal Management, and AP 6305 - Reserves. These policies ensure the College operates within realistic financial parameters while maintaining flexibility to respond to unforeseen challenges. The College develops its annual budget based on a realistic assessment of available financial resources. Projections are conservatively estimated to avoid overcommitting funds and to ensure sufficient reserves. The board budget guidelines ensure that the College maintains financial stability by setting aside funds equivalent to two months of regular unrestricted general fund expenditures, providing a buffer for revenue shortfalls or unexpected expenses.

Audit reports consistently demonstrate Gavilan's adherence to sound fiscal practices. Recent clean audit results highlight the College's commitment to transparency and accountability in managing its financial resources. The College's financial planning processes are mission-driven, transparent, and inclusive. By aligning fiscal decisions with institutional goals, promoting stakeholder participation, and employing realistic financial projections, the College effectively uses its resources to achieve equitable student success and institutional sustainability.

3.6. **The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.**

Gavilan College ensures the integrity and responsible use of its financial resources by implementing robust internal and external control mechanisms, maintaining transparency, and regularly evaluating fiscal outcomes and management practices. These processes are aligned with the institution's mission to promote accountability, sound financial decision-making, and institutional sustainability.

Internal and External Control Mechanisms

Gavilan follows established policies and procedures, such as BP 6300/AP 6300 - Fiscal Management, to ensure adequate internal controls. These include segregation of duties, regular reconciliations, and documented procedures to safeguard financial accuracy and integrity. The College also conducts annual external audits in accordance with BP 6400/AP 6400 - Financial Audits, which assess financial statements, internal controls, and compliance with state and federal regulations. Consistently clean audit results highlight Gavilan's commitment to fiscal responsibility and accountability. Additionally, fiscal objectives, procedures, and constraints are regularly communicated to the Board of Trustees and employees, with quarterly financial statements reviewed by the Board to ensure alignment with institutional goals.

Compliance with Regulations

Gavilan complies with all applicable financial regulations, including the 50% Law, which mandates that at least 50% of total expenditures support teaching and educational services. This ensures alignment with the College's mission to prioritize quality education. Additionally, the College submits the Annual Financial and Budget Report (CCFS-311) to the California Community College Chancellor's Office, summarizing budgetary decisions and transactions for each fiscal period. These practices ensure transparency and compliance with regulatory requirements.

The College fosters transparency by openly sharing financial information with stakeholders. Budget updates, audit results, and strategic plans are regularly presented during Board of Trustees meetings, and

published for public access. Faculty, staff, and students actively participate in financial planning through shared governance structures, ensuring alignment between financial priorities and institutional goals. Detailed financial processes, such as the Accounts Payable Invoice Submission Process, are also shared with the campus community to promote accuracy and consistency.

Continuous improvement and innovation are key aspects of Gavilan's financial management practices. The College leverages technology, such as the Ellucian Banner system, to streamline budgeting, reporting, and decision-making processes, improving efficiency and accuracy. Fiscal outcomes are regularly evaluated using key performance indicators (KPIs) such as enrollment trends and budget performance metrics, and adjustments are made based on stakeholder feedback and program reviews. Risk management is proactively addressed by monitoring state funding and enrollment shifts, supported by five-year financial projections to ensure sustainability and adaptability.

Through its robust financial management practices, Gavilan College demonstrates integrity, transparency, and a commitment to continuous improvement. The College effectively supports its mission and sustains institutional effectiveness by adhering to sound fiscal policies and engaging stakeholders in financial planning.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Gavilan College is committed to ensuring its financial solvency through prudent fiscal management practices that balance short- and long-range financial priorities. The institution's budgeting process aligns with the College's strategic goals, addresses future obligations, and maintains sustained fiscal stability. The following outlines how Gavilan College meets the requirements of Standard 3.7, focusing on our approach to financial solvency and long-term financial planning.

ALIGNMENT OF ANNUAL BUDGET WITH STRATEGIC GOALS

The district ensures that its annual budget is aligned with the College's strategic goals through an integrated approach with the program review process. Each department and program participate in the program review cycle, where resource needs are identified and prioritized according to the College's strategic objectives. This alignment ensures that financial resources are allocated effectively to support immediate and long-term goals, fostering a sustainable financial environment that enhances the institution's mission of providing high-quality education.

FIVE-YEAR PROJECTIONS FOR UNRESTRICTED GENERAL FUNDS

Gavilan College prepares detailed five-year projections for its unrestricted general fund to ensure financial solvency. These projections are essential for anticipating future revenue streams, estimating expenses, and planning for potential financial challenges. The five-year projection allows the College to manage its resources strategically, ensuring it can meet future obligations while maintaining fiscal stability. These projections are updated regularly to reflect changes in funding, enrollment, and other financial factors, ensuring that the institution remains on track for long-term solvency.

QUARTERLY BUDGET REVIEWS AND ADJUSTMENTS

To respond swiftly to changing financial conditions, the Board of Trustees reviews and approves quarterly adjustments to the College's budget. This process allows the institution to adapt to shifts in revenue, enrollment, and other financial variables, ensuring that resources are allocated efficiently. The Board receives quarterly financial statements, which are discussed in detail during meetings. These reports

provide a clear picture of the College's financial health and enable the Board to make informed decisions regarding adjustments to the budget as needed. Evidence of this practice includes Board minutes, quarterly financial reports, and the Adopted Budget Presentation for FY24-25.

SECOND-YEAR BUDGET PROJECTION AND LONG-TERM FINANCIAL GOALS

Gavilan College develops a budget that reflects current and long-term needs and goals. This is achieved by creating a second-year budget projection meeting and establishing budget guidelines. The College ensures that this projection incorporates future obligations and strategic goals, providing a clear pathway for fiscal responsibility and long-term financial sustainability. The Tentative Budget Report and Budget Guidelines outline these planning principles, which are essential for guiding decision-making and financial planning.

AVOIDANCE OF ONGOING LONG-TERM COMMITMENTS WITH ONE-TIME MONEY

Gavilan College adheres to budget guidelines that explicitly prohibit using one-time funds for ongoing commitments to ensure financial solvency and avoid deficit spending and potential budgetary shortfalls. This policy is critical for maintaining fiscal stability, as it prevents the College from relying on temporary or fluctuating funding sources to cover recurring expenses. Instead, the College prioritizes sustainable funding sources and ensures that all long-term commitments are backed by stable, recurring revenue, preserving its financial health over time. An example of this policy is using one-time funds to provide off-schedule employee compensation. The College has utilized one-time resources to issue one-time off-schedule payments to employees, ensuring that financial commitments remain in line with long-term fiscal planning. This approach allows the institution to support employee compensation equitably while maintaining budgetary responsibility.

NYHART ACTUARIAL CONSULTING SERVICES AND MANAGEMENT OF OTHER POST-EMPLOYMENT BENEFITS (OPEB)

Gavilan College works with Nyhart Actuarial Consulting Services, a firm specializing in employee benefits, pension plans, and risk management. It analyzes and manages financial risks associated with its retirement plans, health benefits, and other employee-related liabilities. A key component of this partnership is the management of Other Post-Employment Benefits (OPEB), which include retiree health care benefits, life insurance, and other non-pension post-employment benefits. These obligations are crucial to the College's long-term financial planning, requiring proactive strategies to ensure fiscal sustainability. Nyhart provides actuarial valuations and compliance consulting to assess OPEB liabilities, helping the College allocate funds appropriately and plan for future obligations in alignment with the GASB 74/75. This strategic approach ensures that employee benefits remain financially sustainable while upholding the College's commitment to responsible financial management.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Gavilan College ensures that its physical infrastructure supports a learning environment that is safe, sustainable, and adaptable to the evolving needs of students, faculty, and staff. Guided by its Future Facilities Plan and Educational Plan (EP), the College strategically constructs, maintains, and modernizes facilities to enhance academic programs, student services, and operational functions. The Five-Year Capital Outlay Plan provides a roadmap for long-term campus development, detailing major projects, funding sources, and projected timelines. This plan ensures facility decisions align with enrollment growth, technological advancements, and sustainability goals. Additionally, the 2024-25 Space Inventory

Report provides a quantitative overview of Gavilan's physical resource allocation, confirming that facilities across multiple locations are utilized efficiently to support student learning and operational functions.

SUSTAINABILITY AND MODERNIZATION

The College prioritizes environmentally sustainable upgrades, including HVAC improvements, LED lighting retrofits, energy-efficient windows, and water conservation initiatives. Smart infrastructure investments, such as automated building controls and energy management systems, help reduce operational costs while maintaining high-quality learning spaces. Facilities are designed to be adaptable to emerging technology needs, with upgrades such as high-speed Wi-Fi expansion, student resource centers with updated technology, and digital learning spaces to support modern educational delivery.

BP 6600 - Capital Construction guides the modernization of aging infrastructure, ensuring that facility enhancements align with the institution's long-term goals. Recent upgrades include charging stations and refillable water stations, reflecting the College's commitment to student wellness and sustainability.

The BOT Project Updates (June 2024) highlights major capital projects funded through the Measure X Bond Program, demonstrating Gavilan's commitment to infrastructure resilience and expansion. Key projects include:

- San Benito County Campus: Opened in November 2024.
- Library and Student Resource Center (LSRC): Expected completion in June 2026.
- Roof replacements for Student Center and math building
- Domestic Waterline Replacement and Roofing Upgrades: Enhancing infrastructure reliability and safety.
- IT Infrastructure Enhancements: Upgrades to fiber loop networks and cybersecurity improvements ensure technology resources remain secure and reliable.

COMMITMENT TO SAFETY AND ACCESSIBILITY

Gavilan College adheres to state and federal safety regulations, including the Americans with Disabilities Act (ADA), Occupational Safety and Health Administration (OSHA), and Division of State Architect (DSA) guidelines. Routine inspections, risk assessments, and compliance audits ensure that campus facilities remain safe, functional, and accessible. The College follows BP 6800 - Safety, which mandates regular building and grounds inspections to address maintenance concerns and meet evolving safety standards proactively.

Gavilan College has significantly improved accessibility, including wheelchair ramps, automatic doors, and accessible restrooms. Additionally, gender-neutral restrooms have been designated to promote inclusivity and accommodate diverse student needs.

The College also ensures accessibility in digital infrastructure through AP 6365 - Accessibility of Information Technology. This policy mandates that all electronic and information technology resources comply with Section 508 of the Rehabilitation Act of 1973, ensuring equitable access to software applications, web-based platforms, telecommunications, and multimedia resources. Vendors providing IT products and services must meet these accessibility standards, reinforcing the College's commitment to inclusivity in physical and digital spaces. The List of Buildings and Room Report (2024) provides a comprehensive view of how facilities are allocated and maintained to ensure optimal use of physical space.

SCHEDULED MAINTENANCE AND LONG-TERM PLANNING

The Facilities Maintenance Plan ensures ongoing infrastructure improvements, including roof repairs, HVAC system replacements, and accessibility enhancements. These projects are prioritized based on urgency, regulatory requirements, and funding availability. Maintenance planning follows a multi-year approach, allowing the College to systematically assess and upgrade campus facilities while minimizing disruption to instruction and student services.

A comprehensive Five-Year Scheduled Maintenance Report, submitted annually to the state, helps the College plan for long-term facility upkeep, ensuring that buildings, classrooms, and common areas remain safe and fully operational. The BOT Project Updates (June 2024) confirm the College's ongoing commitment to maintaining and upgrading its facilities.

OFF-CAMPUS FACILITIES AND LEARNING SPACES

Beyond its main campus, Gavilan ensures that all off-site instructional locations meet the same safety, accessibility, and technology standards as its primary campus. The College works closely with San Benito County to ensure that instructional facilities comply with ADA and DSA standards. These partnerships enable Gavilan to provide high-quality, accessible education in diverse learning environments, expanding student opportunities beyond the main campus. The 2024-25 Space Inventory Report confirms that Gavilan College has 233,973 assignable square feet (ASF) and 290,017 overall gross square footage (OGSF) across its campuses, ensuring that instructional spaces are adequate and well-maintained.

STAKEHOLDER ENGAGEMENT AND REPORTING

Gavilan College values stakeholder input in maintaining high-quality physical resources. Faculty, staff, and students can report facility concerns through an online work order system, ensuring that maintenance requests are addressed in a timely and cost-effectively. The College's facilities team prioritizes reported concerns based on safety, accessibility, and operational impact, ensuring that infrastructure remains responsive to campus needs.

Through a participatory governance structure, the Health and Safety Committee, faculty, staff, and students also have opportunities to contribute to long-term facilities planning, ensuring that campus development aligns with academic and student support priorities. The List of Buildings and Room Report (2024) confirms that instructional spaces, offices, and common areas are effectively allocated to maximize academic support and student engagement.

Gavilan College's Facilities Master Plan and proactive maintenance strategies ensure that physical resources remain safe, sustainable, and adaptable to the evolving needs of students, faculty, and staff. By aligning infrastructure improvements with the Educational Plan, maintaining compliance with state and federal regulations, and fostering stakeholder engagement, the College is committed to creating high-quality, accessible, and technology-enhanced learning environments.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Gavilan College implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The Information Technology (IT) department strives to provide the highest quality technology-based services supporting the institutional mission. IT services and resources foster critical support to empower students, faculty, and staff as they actively pursue the goals

of our diverse learning community. The IT Department is responsible for technical/user support for all campus computing sites, networking, telephony, email, general use software, student computer labs, Banner ERP system support, specialized software support (e.g., Starfish, DegreeWorks), and wireless access. The department is also responsible for system security, virus protection, website administration, upgrading all site hardware and software, providing standard and specialized reporting, and providing the data files for the Chancellor's Office MIS Reporting requirements.

ALIGNMENT OF TECHNOLOGY WITH INSTITUTIONAL GOALS AND IDENTIFICATION OF TECHNOLOGY NEEDS

Gavilan College identifies technology needs from multiple sources to ensure technology services, support, facilities, hardware, and software are appropriate and adequate to support and sustain the District's educational services and operational functions. Input is provided through the following sources:

- District Technology Committee
- Technology Master Plan, Educational Plan, Future Facilities Plan
- Program Integrated Planning and Review
- IT Help Tickets/Requests
- Student and Employee Surveys
- Other shared governance committees, sub-committees, or task forces

The District Technology Committee (DTC) is a shared governance committee comprised of representatives from the district's constituent groups (e.g., Student, Faculty, Professional Support, Director/Confidential, Administration) and divisions (e.g., Academic Affairs, Student Services, Administrative Services). The DTC prioritizes decisions regarding technology services, support, facilities, hardware, and software. The DTC analyzes and finalizes decisions regarding the technology needs and the stated initiatives in the Technology Master Plan.

The Technology Plan (TP) is a "living" document that identifies and develops initiatives that will best support the overall strategies of the District. It is integrated with the District's Mission Statement, Strategic Plan, Educational Plan, and the Future Facilities Plan. For instance, the Educational Plan (EP) mentioned exploring the College Promise program, developing Guided Pathways, and increasing online course offerings via OEI Course Exchange. As part of TP initiatives, Gavilan leveraged new technologies to help accomplish these EP goals. IT and Financial Aid departments implemented CampusLogic software for the College Promise program. IT collaborated with Student Services on supporting Starfish, DegreeWorks, and other technologies to ensure our students are surrounded with comprehensive support from start to finish, to ensure they clarify a path for themselves, enter and stay on that path, and succeed in learning. In Fall 2023, Gavilan College implemented California Virtual Campus (CVC) Course Finder, enabling students currently enrolled in any California Community College (CCC) to search for online courses at Gavilan. By the summer of 2024, Gavilan College had become the 67th Teaching College on the CVC Exchange, allowing students from other CCCs to register for Gavilan classes seamlessly. Recently, the College updated its Strategic Enrollment Management Plan (2023) and Future Facilities Plan (2024) is currently in the process of updating its Mission Statement, Vision, and Strategic Goals (2024-25). Looking ahead to Fall 2025, the College plans to collaborate with a consultant to update its Technology Plan, ensuring alignment with the latest District Initiatives.

Surveys of faculty, staff, and students are administered throughout the year to evaluate and reassess the District's technology needs. These include online surveys, computer center surveys, distance education surveys, administrative services surveys, and off-site surveys. Every three years, all departments and programs undergo a comprehensive Program Integrated Planning and Review (PIPR). PIPR provides an

ongoing planning/review process to assess needs, successes, and challenges concerning student success. The DTC evaluates PIPR self-studies to identify any new technology needs, such as additional hardware not included in the Computer Replacement Plan. The College also identifies technology needs through shared governance committees, sub-committees, task forces, and divisional/department areas. The College has a support help desk for faculty and staff and a helpline for students. Additional technology and training needs are identified in these support requests. IT either fulfills requests or forwards them to the DTC for collaborative discussion. Many needs are effectively met through help desk requests.

TECHNOLOGY INFRASTRUCTURE SUPPORTING EDUCATIONAL SERVICES AND OPERATIONS

Gavilan College has made significant efforts to provide appropriate and adequate technology resources to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The Technology Plan includes a 5-year Computer Replacement Plan guiding the College on replacing outdated student and employee computers – an essential component of student success and workplace efficiency. In the past, computer replacements were funded through various grants. However, as of Spring 2024, the College has allocated a dedicated budget for ongoing computer replacement, ensuring long-term sustainability. Additionally, by Fall 2024/Winter 2025, Gavilan upgraded all student computer laps and faculty podium computers, enhancing access to modern technology for students and instructors.

In 2020, Gavilan College migrated its Banner student information system from an on-premise IT server room to the Ellucian Cloud, a secure cloud-based solution that enhances business continuity, disaster recovery, update standardization, and system reliability for students, faculty, and staff. To support campus operations, the College implemented PyraMED, a system used to manage vaccination records for students and employees in preparation for Spring 2022 in-person classes and return to work. Additionally, Gavilan implemented CurriQunet Assessment module enabling the District to effectively assess its student learning outcomes (SLO), program learning outcomes (PLO), service area outcomes (SAO), and institutional learning outcomes (ILO) using a centralized repository. The College also implemented the CurriQunet Program Review module enabling the PIPR committee to review the program plans efficiently. To enhance student support and communication, Gavilan launched Gav Connect (also known as Starfish), a comprehensive online technology used to communicate with students, faculty, and staff, about students' academic progress and provide support and guidance throughout their College journey.

EQUITABLE ACCESS TO TECHNOLOGY

Gavilan College is providing equitable technology access to students, faculty, staff and administrators. Our Library oversees the distribution of laptops and mobile hotspots for our students. The Library has 600 laptops and 400 Wi-Fi hotspots in their inventory available for loan each term. Starting Fall 2024, the IT department has been replacing outdated staff desktop computers with laptops and docking stations. In addition, the IT department has laptops and mobile hotspots available for staff when needed.

The Distance Technology Committee (DTC) has a Universal Access (UA) sub-committee dedicated to developing a plan for enforcing Americans with Disabilities Act (ADA) Section 508 policies and administrative procedures, ensuring a fully accessible and culturally inclusive campus. The four primary areas of accessibility challenges include procurement, web-enhanced instruction, campus websites, and alternative media formats. To ensure compliance with accessibility laws, the College requires service providers to submit a Voluntary Product Accessibility Template (VPAT) before procurement. Gavilan College continues to enhance ADA Section 508 compliance by leveraging Chancellor's Office software programs, such as Compliance Sheriff and Equidox, to assess and improve digital accessibility.

During the pandemic, the College introduced synchronous learning options, allowing students to attend in-person or remotely while maintaining social distancing. Gavilan utilized Zoom and Owl Labs video conference technologies to create a hybrid classroom environment, a format that remained in high demand post-pandemic. To further enhance student learning, the College began exploring new Hyflex technology. In Summer 2024, Gavilan piloted a Hyflex classroom equipped with three 98" monitors, dual camera/microphone system, and Zoom integration. This cutting-edge technology will be implemented at the new Gavilan Hollister Campus opening in Spring 2025. Additionally, nine classrooms at the Gilroy main campus will be retrofitted with the new Hyflex technology during Spring 2025, further expanding flexible and accessible learning options for students.

EMPLOYMENT OF EFFECTIVE PROTOCOLS FOR NETWORK AND DATA SECURITY

Gavilan College employs effective network and data security protocols, conducting annual risk assessment in collaboration with the California Community Colleges Chancellor's Office (CCCCO) InfoSec team. CCCCO InfoSec team uses an online C1Risk self-assessment tool based on NIST Cyber Security Framework (CSF) & Center for Internet Security (CIS) controls. In addition to the self-assessment questionnaire, the College partnered with CCCCO InfoSec to conduct a triennial penetration test and third-party security assessment. This penetration test aims to find technical gaps in the District's technology that could allow bad actors to gain access and cause financial harm through ransomware or theft of confidential information. During Summer 2023, CCCCO InfoSec team performed a penetration test on the College's internal and external networks. The team "was unable to gain complete control of the network, where a ransomware operator could encrypt the network, there were weaknesses that should be addressed".

Gavilan College reviews access controls, enabling authorized users to access only pertinent data that aligns with personnel's job duties and functions. The College has established data custodians who authorize data access to staff based on classification, duties, functions, and needs. Managers initiate data access requests for staff, including justification for data access level, to the appropriate data custodian. Once reviewed and approved, the data custodian notifies IT to grant the requestor the approved level of access. Annually, IT coordinates with data custodians to review and update existing security access. Furthermore, IT and Human Resources (HR) collaborate to disable/revoke access or accounts for staff who change positions, transfer departments, or stop employment with the District.

The network is segmented into students, staff, servers, Banner, and printing to enhance security. Gavilan uses Palo Alto Networks next-generation firewalls that provide security features, such as Intrusion Prevention System (IPS), Reverse Proxy, and SSL Decryption, and is leveraging Microsoft's 365 security technologies, such as Security Center, Compliance Center, Endpoint Manager, Multi-Factor Authentication (MFA), and Microsoft Defender Advanced Threat Protection (ATP). All workstations have Microsoft Defender ATP, which actively protects the workstations from cyber threats; identifies advanced attacks and data breaches, automates security incidents, and detects harmful links/attachments in real time. Microsoft's 365 security technologies enable the IT department to quickly monitor, detect, prevent, and respond to attacks, intrusions, or other systems failures.

All employees are required to use MFA when accessing email, M365, or VPN from off-campus. In addition, IT staff are required to use MFA when accessing servers from either on- or off-campus. Gavilan is using Windows BitLocker or Apple FileVault on all laptops and workstations in areas handling sensitive data at rest. Employees who need to transmit data use secure protocols, such as HTTP or SFTP.

The College regularly tests and monitors the effectiveness of the safeguards implemented. Microsoft's 365 security technologies enable the IT department to quickly monitor, detect, prevent, and respond to

attacks, intrusions, or other system failures. The Microsoft 365 security center monitors implemented safeguards continuously in real time. M365 Security Center provides the College with a Security Score reporting on the current state of security posture. In addition, M365 Security Center offers opportunities to improve security posture using discoverability, visibility, guidance, and comparison with benchmarks against similar organizations.

COMMUNICATION OF REQUIREMENTS FOR THE SAFE AND APPROPRIATE USE OF TECHNOLOGY TO STUDENTS AND EMPLOYEES

Gavilan College communicates requirements for safe and appropriate use of technology to students and employees. Communication is provided through BP/AP 3720 – Computer and Network Use, the College Catalog, the Student Rights, Responsibilities, and Academic Standards Handbook, and the Computer Login disclaimer. In addition, all new employees are provided a copy of BP 3720/AP 3720 to review and sign the Computer and Network Use Agreement. College Catalog, the Student Rights, Responsibilities, and Academic Standards Handbook, and the Computer Login disclaimer. In addition, all new employees are provided a copy of BP 3720/AP 3720 to review and sign the Computer and Network Use Agreement.

Information Technology (IT) and Human Resources (HR) departments provide Cyber Security Awareness Training to all employees. A Cyber Security Awareness Training is also offered to new hires as part of onboarding. Starting Fall 2022, all employees are required to take Cyber Security Awareness Training annually. In addition, IT emails monthly cybersecurity news/tips to all employees to help increase awareness.

Below are the trainings included with our Employee Cyber Security Awareness Trainings:

- **Browser Security Basics** - A large number of cyber-attacks target browser activity. This course provides all staff members with an overview of browser security and ways to browse the web safely. Topics include: the types of browser threats, the basics of browser security and safe browsing practices.
- **Email and Messaging Safety** - Email is the primary means of attack from cyber-perpetrators. This course provides staff members with an overview of cybercrime via email, and how to employ safe email and messaging practices to avoid and help prevent cyber threats, attempts at fraud and identity theft.
- **FERPA: Confidentiality of Records** - This course addresses training needs relating to student education records. It covers important legal terms related to the Family Educational Rights and Privacy Act (FERPA), the general responsibilities of staff members under FERPA, FERPA's rules regarding confidentiality and disclosure, and students' rights to access and inspect their own education records kept by the school. This training is required for only employees accessing the District's Banner ERP system.
- **Cybersecurity Overview**—This is an introductory course that provides an overview of cybercrime and cybersecurity. Staff members will learn the basics of cybersecurity, along with the effects of cybercrime, the types of cyber threats, and how users are susceptible.
- **Password Security Basics**—This course provides an overview of password security and management. Staff members will learn the basic principles of password security, the elements of a strong password, and strategies for creating and maintaining passwords.
- **Protection Against Malware**—This course provides staff members with an overview of essential protection against malware. Topics include the types of malwares, how malware works, and protective strategies.

Reliance on technology and information systems will continue to increase as departments strive to meet the requirements of new initiatives, data collection and reporting become more essential, and efficiency becomes more critical. Gavilan College leveraging technology for its operational needs helps ensure student success and plays an integral role in how our campus community experiences learning and educational engagement.

3.10. **The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.**

Gavilan College has established comprehensive risk management strategies, ensuring the institution is prepared for financial, environmental, and technological emergencies and other unforeseen events that could impact operations. The College employs a proactive approach to managing risk, supported by policies, procedures, and contingency plans to safeguard institutional stability and continuity.

FINANCIAL RISK MANAGEMENT

Gavilan College utilizes a multi-layered approach to financial planning and oversight, which includes routine budget monitoring, an established reserve fund, and annual audits conducted in alignment with the California Community College Chancellor's Office requirements. These practices ensure that Gavilan maintains fiscal health, is prepared for potential funding fluctuations, and can respond effectively to unanticipated financial challenges. The College is projecting a 24% for 2025-2026 as shown in Table 4 below.

Table 4: 2025-2026 Projected College Reserve.

Fiscal Year	Reserve	Unrestricted and Restricted General Fund Expenditures	Reserve Percentage
2025-2026 (Projected)	$16,148,450	$67,360,766	24%

Source: Gavilan College Office of Administrative Services

This financial cushion allows the institution to navigate economic downturns and unexpected fiscal challenges without compromising its core mission of student success.

Additionally, AP 6250 - Budget Management allows for reallocating resources from less critical areas to protect essential functions, ensuring Gavilan can operate under strained financial circumstances. The College also complies with BP 6200 - Budget Preparation, which outlines fiscal management policies to sustain financial stability.

ENVIRONMENTAL AND SAFETY PREPAREDNESS

The College has implemented policies and protocols to address environmental emergencies, such as natural disasters and health crises. Emergency procedures include evacuation plans, campus-wide safety drills, and collaboration with local and regional agencies, ensuring the campus community is well-prepared to respond to various environmental hazards.

Gavilan's emergency response policies are guided by BP 3505/AP 3505 - Emergency Response Plan, which outline the institution's disaster preparedness procedures and compliance with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS). These frameworks ensure coordination with local, state, and federal agencies during emergencies.

Additionally, a majority of Gavilan College's management team and other personnel have completed Emergency Training, a five-hour web-based course that fulfills all objectives for:

- Introduction to the Standardized Emergency Management System (SEMS)
- Introduction to the Incident Command System for Higher Education (ICS-100.HE)
- Incident Command System for Single Resources and Initial Action Incidents (ICS-200)
- Introduction to the National Incident Management System (IS-700)
- National Response Framework (IS-800)

This comprehensive training ensures that College personnel are fully prepared to respond effectively in emergencies, aligning with state and federal emergency management requirements.

Facilities management routinely assesses infrastructure and performs preventive maintenance to mitigate risks associated with environmental factors, further ensuring campus safety and preparedness.

TECHNOLOGICAL RISK MANAGEMENT

Gavilan College prioritizes technological resilience and data security by investing in robust cybersecurity measures, redundancy, employee trainings, and conducting security assessments to protect institutional data and prevent cyber threats. The College leverages Microsoft's 365 security technologies enabling the IT department to quickly monitor, detect, prevent, and respond to attacks, intrusions, or other systems failures. All employees are required to use Multifactor Authentication (MFA) when accessing email, M365, or VPN from off-campus. The College has implemented Microsoft Autopilot and Intune to manage employee computers and laptops. If a laptop is lost or stolen, the IT department can manage or wipe the device remotely.

For redundancy, the College is currently working with CENIC to provide network circuit diversity through Sunnyvale, Emeryville, and Soledad circuits. This ensures that the College remains operational and connected to the internet during physical disconnection. A UPS unit and generator protect both Gilroy Campus and Hollister Campus MDFs in the event of a power outage or emergency. The majority of Gavilan services (e.g., Banner ERP system, Microsoft 365 / Azure, Canvas, Starfish) are cloud-based and are hosted off-campus and regularly backup.

To minimize human risk, Information Technology (IT) and Human Resources (HR) departments are increasing cyber security awareness among all employees through new hire onboarding, annual Cyber Security Awareness Training, and monthly Cybersecurity news/tips. Gavilan reviews access controls, enabling authorized users to access only pertinent data that aligns with personnel's job duties and functions. Gavilan has established data custodians who authorize data access to staff based on classification, duties, functions, and need.

Lastly, the College has a Cyber Liability Insurance Policy with $12 million total aggregate coverage (shared by all Statewide Association of Community Colleges members) and an additional $2 million excess coverage, dedicated to Gavilan.

CONTINGENCY PLANNING AND CRISIS MANAGEMENT

Gavilan College's emergency preparedness plan encompasses comprehensive contingency protocols, covering a range of potential scenarios, from campus closures to pandemic response. These plans are regularly reviewed and updated with the campus safety team and aligned with federal, state, and local guidelines.

The institution has implemented a communication plan, detailed in BP 3505 - Emergency Response Plan, that utilizes multiple channels, including text alerts, emails, and social media, to inform students, faculty, and staff during emergencies. The College also conducts annual emergency response drills, ensuring all personnel are familiar with crisis management procedures.

Through its strong risk management framework, Gavilan College demonstrates a commitment to financial stability, environmental preparedness, and technological resilience. By maintaining high reserve levels, adhering to robust emergency response protocols, and investing in data security, the College ensures that it can continue operating effectively under various unforeseen circumstances.

OPPORTUNITIES

Area of Opportunity: Automating Workflows to Improve Efficiency, Accuracy, and Compliance

Gavilan College recognizes the need to enhance its performance evaluation process by automating workflows to improve efficiency, accuracy, and compliance. Currently, the manual nature of the process presents challenges, including delays in completion, inconsistent tracking, and administrative burdens that impact timely evaluations. By implementing an automated performance evaluation system, the College can increase compliance with contractual obligations and institutional policies, enhance transparency and accountability in evaluation timelines, streamline workflows to reduce administrative workload for managers and HR staff, and improve tracking and reporting to ensure evaluations are completed on schedule. This initiative aligns with the College's commitment to continuous improvement, equity, and employee development while fostering a more structured and effective evaluation process.

Area of Opportunity: Technology Plan (2025 – 2030)

Gavilan College is committed to leveraging technology to advance its strategic goals, as evidenced by recent implementations supporting the College Promise program, Guided Pathways, and online course expansion through the California Virtual Campus. However, with evolving educational needs, updated strategic plans (Strategic Enrollment Management, Future Facilities), and recently board approved Mission, Vision, and Strategic Goals, Gavilan College has an opportunity to develop a comprehensive and forward-thinking Technology Plan that aligns with these new directions and ensures the District remains technologically agile and responsive to the needs of its students, faculty, and staff. The updated Technology Plan will serve as a dynamic roadmap, guiding technology investments and initiatives to optimize student success, enhance operational efficiency, and support the District's long-term vision.

Area of Opportunity: Documenting Processes and Procedures for Institutional Consistency

Gavilan College recognizes the need to formally document institutional processes and procedures to improve consistency, efficiency, and knowledge retention. While many workflows exist, the lack of standardized documentation can lead to inefficiencies, inconsistencies, and reliance on institutional knowledge rather than clear guidelines. To address this, the College has already begun a project to establish a centralized repository for documented procedures, which will streamline operations, enhance compliance with policies and accreditation standards, and support employee training and knowledge transfer. This initiative aligns with the College's commitment to continuous improvement, transparency, and institutional effectiveness, ensuring that faculty, staff, and administrators have the resources needed to execute their responsibilities efficiently and consistently.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1 The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

ABOUT GAVILAN COLLEGE

Gavilan College's four Principles of Community (Diverse, Purposeful, Inclusive, Equitable) support freedom of inquiry by embracing diversity of ideas, celebrating different perspectives, and committing to freely exchanging ideas with mutual respect. The College's Mission Statement, Principles of Community, Philosophy, and Purpose demonstrate academic integrity by emphasizing critical thinking, ethical standards, and a commitment to educational excellence that values individual dignity and intellectual growth.

ACADEMIC FREEDOMS AND RESPONSIBILITIES ARE CLEARLY DEFINED

Gavilan College is firmly committed to following the principles of academic freedom as part of our educational mission. A democratic process is an essential component of our governing structure. Gavilan College encourages full freedom for its faculty to teach, perform research, and pursue knowledge as per its BP 4030 - Academic Freedom. The policy guarantees faculty members the right to explore, discuss, and challenge ideas within their academic disciplines without fear of institutional censorship or retribution. Faculty members are empowered to pursue research, critically analyze, and present diverse perspectives in their teaching and scholarly work. The College protects academic freedom as a cornerstone of educational quality and intellectual development. As an example, the creation of the Truth in Community anti-racist training for English faculty, created by faculty and supported by the College administration, speaks to our commitment to academic freedom for instructors and students alike and our ongoing pursuit of equity.

The Gavilan College Faculty Association Contract, article 7, guarantees faculty full freedom to teach, research, and discuss their expertise, including controversial topics, while requiring a clear distinction between personal opinions and information. Faculty members are protected from unlawful harassment, political discrimination, and unauthorized surveillance, with explicit safeguards preventing the Board from interfering with their academic activities or speech. Article 7 explicitly declares a commitment to constitutional freedom of speech and academic freedom, aligning with legal protections under California and United States law.

POLICIES AND PROCEDURES

The Policies and Procedures in the Student Handbook demonstrate a commitment to academic integrity by providing comprehensive, detailed procedures for addressing academic dishonesty, ensuring students' fair and equitable treatment, and maintaining high ethical standards in academic work. These explicitly uphold academic freedom through a detailed section that protects faculty's right to teach, conduct research, and discuss ideas freely, including controversial topics, while safeguarding their constitutional rights and professional autonomy. The institution supports freedom of inquiry by establishing transparent processes for student problem resolution, encouraging open communication,

and creating mechanisms to protect the rights of students and the faculty to engage in meaningful academic discourse.

STANDARDS OF STUDENT CONDUCT

The Standards of Student Conduct protect academic freedom and ensure a safe and respectful environment where students and faculty can freely engage in open dialogue and exploration without fear of harm, harassment, or disruption. The standards protect the authenticity and fairness of academic work by prohibiting cheating, plagiarism, and dishonesty. Students are free to explore ideas but must respect others' rights and adhere to behavioral standards, fostering civility and mutual respect. These are communicated to students in the Student Handbook and the catalog.

SYLLABI, SLOS, AND ASSESSMENT

The responsibilities of faculty regarding providing thorough and meaningful syllabi, clearly outlining Student Learning Objectives (SLOs), and undergoing regular assessments are available on the Syllabus, SLOs, and Assessment webpage. Instructors include policies on cheating and plagiarism in their syllabi, which also directs students to College policies in the catalog. Clear communication of course expectations is included in the syllabi for all classes.

EVALUATION OF FACULTY

In Article 19 of the Collective Bargaining Agreement for evaluating faculty, the self-evaluation process promotes academic integrity by requiring faculty to critically assess their teaching effectiveness, student learning outcomes, and professional growth, demonstrating a commitment to continuous improvement and transparent evaluation. The criteria encourage professional competence and freedom of inquiry by expecting faculty to incorporate current advances in their field, explore new teaching methods, and adapt strategies based on student feedback and learning outcomes. The evaluation framework supports academic freedom by recognizing faculty contributions beyond classroom teaching, valuing their professional development, community engagement, and institutional contributions as integral to their instructional role.

FACULTY OBSERVATIONS

The Observation Form for full and part-time faculty demonstrates a commitment to academic integrity by providing a comprehensive tool for assessing teaching effectiveness. It focuses on clear objectives, critical thinking, and student engagement across multiple dimensions of educational practice. The form supports freedom of inquiry by encouraging instructors to use diverse teaching methods, involve students in critical analysis, emphasize problem-solving approaches, and adapt to students' varying abilities, thus promoting an open and inclusive learning environment. The form upholds academic freedom by creating a structured yet flexible assessment process that values individual teaching styles, professional development, and the instructor's ability to communicate complex ideas effectively across different learning contexts.

4.2 Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

The District's BP 2510 - Participation in Local Decision-Making identifies the participation of students, faculty, and professional support staff in the College's decision-making process. AP 2510 - Participation in Local Decision-Making defines the College's governance process as a consultation process that ensures all decisions are well informed by input from College constituents, which includes professional

support staff, students are represented by the Associated Students of Gavilan College (ASGC), the Academic Senate represents faculty, and management are defined by the Management Council (formerly known as Leadership Council). Gavilan College does not have a Classified Professional Senate; therefore, their union makes appointments to represent professional support staff in the governance process (CSEA).

In 2021, the previous administration developed a draft of an Organization and Governance Handbook. This draft attempted to clarify the College's governance committees and decision-making process. The Academic Senate did not approve the handbook because of concerns related to the lack of details on expected decision-making and communication processes, missing definitions of values, and the need for clarity on the function of the President's Council (renamed to College Council).

In 2021, the Academic Senate did not approve the Handbook. Subsequently, a shared governance survey was sent to the College community in April 2022. The survey revealed significant concerns about the effectiveness of shared governance at Gavilan College, emphasizing improved communication, more genuine consultation, and better follow-through on decisions and recommendations. Under the new administration and working with the College constituency leaders, the College decided it would approach a revamp of its governance committees and processes through a more collaborative approach. In the Fall of 2023, the College held a cross-constituent group Shared Governance Retreat that established the following recommendations:

1. To form a Governance Task Force to review the current committee structure, roles and responsibilities, and reporting structures, with a focus on:
   a. Creating coordinated calendars.
   b. Reviewing the charge and goals for each committee.
   c. Increased participation across all constituent groups.
   d. Creating relevant professional development opportunities to be effective representatives.
   e. Creating committee infrastructure improvements, terms of service, and templates for committee notes/minutes.
2. To review recommended College practices alongside effective practice resources available online with statewide Academic Senate, California Community Colleges Classified Senate (4CS), and student government. Utilize web research and potential interviews with constituent colleagues to assess effectiveness.
3. To engage student leaders heavily in these actions, ensuring access and inclusion in new practices.
4. To create an effective communication tool for the College to participate in this process.
5. To consider the College's commitment to equity and justice to build a system that truly encourages participation and investment in inclusive governance.
6. To build a cycle of assessment into the new system.

In Spring 2024, a cross-constituency Governance Taskforce was formed. During the Spring through Fall of 2025, the Governance Taskforce worked on a new draft of a Governance Handbook, including a new committee structure, and decision-making and communication processes, with an anticipated completion date of Fall 2025. As part of this process, committees across campus are being reviewed, evaluated for their necessity, and categorized by the Shared Governance Task Force to help promote efficiency. The Governance Taskforce is expected to present its recommendations on a new governance committee structure to the various governance groups in the Spring of 2025.

In Spring 2024, the Academic Senate requested a visit from the Academic Senate for California Community Colleges (ASCCC) to discuss the Brown Act and Title 5 regulations and their relation to the Senate. This collaboration continued during August 2024's Professional Development Day with a Collegiality in Action breakout session that brought together faculty, staff, administration, and students. Led by the presidents of both the Academic Senate for Community Colleges and the Community College League of California (CCLC), the presentation provided a comprehensive overview of governance structures, including detailed breakdowns of Education Code and Title 5 regulations regarding collegial consultation and stakeholder participation in decision-making. This series of visits proved especially valuable to the college community, facilitating deeper understanding of existing frameworks and best collaborative practices; the insights gathered from these experienced leaders informed ongoing efforts to improve campus governance processes, strengthening recommendations to align with legal guidelines and effective governance principles while fostering an institution-wide culture of participatory governance.

While the work of the Governance Taskforce was actively taking place when this document was created, a few important improvements to governance occurred. In the Fall of 2022, the new College President formed the Communications Council that convenes the Executive Cabinet (College President and Vice Presidents), and leaders of the College constituency groups (CSEA, GCFA, and the Academic Senate) to help improve transparency and communication among all groups. Since its inception, the Communications Council has been instrumental in bringing together the leadership of the College to discuss pressing issues, review and provide feedback on potential changes from the administration, and ensure all constituency leaders are provided with accurate and clear information on changes or recommendations from the administration before they are sent through the governance process. The Communications Council continues to foster trust and unity among the College leadership. For student-related matters, the President or his designee consults directly with ASGC. Additionally, per the recommendation of the Governance Taskforce, in May of 2024, President's Council officially changed its name to College Council. This title change better represents the council's role in the governance process.

4.3 The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Gavilan College is committed to fostering student success and continuous institutional improvement through collaborative, transparent, and equity-driven decision-making processes. As a learning-centered institution, Gavilan recognizes that inclusive governance and strategic planning are essential in achieving its mission and supporting its diverse student body. The College ensures that administrators, faculty, classified staff, and students actively participate in institutional decision-making through shared governance structures, committee participation, and strategic initiatives.

In alignment with its commitment to inclusion, Gavilan College has taken significant steps to enhance its governance framework. The Shared Governance Taskforce was established to evaluate the effectiveness of the current governance structure, improve stakeholder engagement, and refine decision-making processes. During the Fall 2024 Professional Learning Day the Governance Taskforce provided a workshop to share updates on their efforts and recent governance survey results. Additionally, the Communications Council, consisting of the leadership from administration, faculty, and classified professionals, has been instrumental in strengthening transparency and collaboration across all institution levels.

Examples of our governance decision-making processes include the processes to reorganize our Student Services and Academic Affairs departments. The district held a retreat with students, faculty, classified professionals, and managers. The retreat gathered ideas and input from all constituents and established

preliminary changes to the departments' structures. Following the retreat, formal presentations were made to the various governance groups, including open forums, to gather additional input on the recommended structure. A timeline of the various scheduled presentations was shared with all constituency groups in advance so they could track the governance review process. Final presentations were provided to each of the constituency groups outlining changes that were made from their input. Each governance group (Academic Senate, ASGC, CSEA, and Leadership Council) agreed on the recommended changes before the Board of Trustees approved them. Similar processes were followed for the College's Strategic Plan, Future Facilities Plan and Technology and Human Resources department restructuring.

Gavilan College has prioritized equity in institutional planning to create a more inclusive and supportive campus environment. The College continues to evaluate and refine policies that address barriers to student success, ensuring that data, student needs, and community input inform governance decisions. As part of these efforts, Gavilan College established the Student Equity Committee. Through College-wide discussions, planning retreats, governance committee reviews, and open forums, the Equity Committee is developing the College's Equity Framework.

As Gavilan College continues to refine its governance and decision-making structures, the institution remains dedicated to ensuring that every decision aligns with its mission and core values. By fostering a shared responsibility and informed participation culture, the College ensures that governance remains a dynamic, inclusive, and equity-focused process that supports student achievement and institutional excellence.

4.4 Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health. (ER 7)

The Gavilan College Board of Trustees plays a critical role in ensuring the institution's quality, stability, and continuous improvement. The Board is committed to the College's mission, student success, and institutional effectiveness through policy development, strategic oversight, and fiscal stewardship. The Board operates under established Board Policies (BPs) and Administrative Procedures (APs) that guide its responsibilities in policy development, fiscal management, institutional performance, and governance oversight.

The College's Board of Trustees held a Strategic Planning Retreat in 2024 to review and update its goals, thereby committing itself to promoting a culture of continuous improvement through the following:

1. Support College Capacity to Achieve Equitable Student Success:
   - Monitoring key student success indicators
   - Supporting innovation in instructional, support, and technology
   - Support strategies and programs equitizing opportunities for historically minoritized student groups
2. Elevate Board Effectiveness and Collegiality
   - Increase board effectiveness through professional development.
   - Review and revise Board policies to maximize effective operations.
   - The Board will develop a unified set of messages they can deliver in their work in the community and the District to more consistently tell the story of the District and Colleges.
3. Provide stewardship for the district's human, physical, and fiscal resources.

- Support strategies that ensure the long-term fiscal health of the district.
- Monitor the implementation of Measure X
- Campus safety.
4. Continue to build strong relationships that ensure the success of the Superintendent – President, the Board, and the District.
   - The Board will support the President/superintendent's success in leading the College/district, including conducting regular evaluations.

To ensure alignment between institutional goals and board policy, the Board receives regular reports on strategic planning, including enrollment trends, budget updates, student success indicators, and student support programs and services. Board meetings include detailed discussions on student learning outcomes, program effectiveness, facilities, and financial planning to ensure continuous institutional improvement.

The Board of Trustees is responsible for the long-term financial health of Gavilan College and ensures fiscal stability through regular budget oversight, policy development, and financial reporting. The Board's fiscal responsibilities, outlined in BP 2200 - Board Duties and Responsibilities include representing the public interest; establishing policies for the operations of the College; selecting, appointing, and evaluating the College Superintendent/President; ensuring the fiscal health of the College; monitoring institutional performance and educational quality; advocating and protecting the district; approving expenditures and the annual budget; appointing or dismissing employees based on recommendations from the Superintendent/President; setting compensation; and acting on recommendations from the President on facilities utilization, physical plan development, curricular offerings, and the academic calendar.

The Board has established a Policy Review Workgroup to ensure that all board policies and procedures remain current, relevant, and in alignment with legal and accreditation requirements. Additionally, the Board has adopted District Budget Guidelines, to ensure compliance with legal and financial requirements while aligning with institutional goals.

To fulfill its fiduciary responsibilities, the Board participates in self-evaluation processes, professional development, and external training opportunities to enhance its governance effectiveness. These efforts ensure that the Board operates as a cohesive, informed, and accountable governing body dedicated to advancing Gavilan College's mission and ensuring long-term institutional stability.

By aligning decision-making with strategic goals, maintaining sound fiscal oversight, and fostering a culture of transparency and inclusive governance, the Gavilan College Board of Trustees ensures that the institution remains student-centered, financially sustainable, and committed to educational excellence.

4.5 The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

Selecting the Superintendent/President follows a transparent, structured, and inclusive approach, aligned with BP 2431 - CEO Selection and statewide best practices. The Board ensures the hiring process is equitable, rigorous, and reflects the College's mission and values.

The Gavilan College Board of Trustees is responsible for selecting, appointing, and evaluating the Superintendent/President, ensuring that the institution operates effectively under strong and visionary leadership. The Board gives the Superintendent/President the authority necessary to implement board

policies, execute strategic initiatives, and oversee daily operations while maintaining appropriate oversight and accountability to safeguard the institution's mission and long-term success.

To ensure accountability and continuous institutional improvement, the Board of Trustees conducts an annual evaluation of the Superintendent/President per BP 2435/AP 2435 - Evaluation of the Superintendent/President of the College. This evaluation process provides a structured approach to assessing leadership effectiveness, institutional progress, and alignment with College goals. This policy and administrative procedure were recently updated to improve the evaluation process of the Superintendent/President with set criteria that ensure consistency and fairness. The Board dedicated a recent retreat to this work, hiring the Association of Community College Trustees (ACCT) consultant to ensure that the updated policy and procedure for evaluating the Superintendent/President would meet professional standards. While the Board maintains oversight responsibilities, it entrusts the Superintendent/President with the authority to manage institutional operations, implement strategic initiatives, and lead the College effectively. BP 2430/AP 2430 - Delegation of Authority to the President outline the delegation of authority to ensure that the Board focuses on policy and governance while the Superintendent/President leads daily operations, institutional planning, and campus-wide initiatives.

Through a rigorous selection process, an ongoing evaluation framework, and a clear delegation of authority, the Gavilan College Board of Trustees ensures that the Superintendent/President is prepared to lead effectively, uphold the institution's mission, and drive continuous improvement. This structured approach fosters stability, accountability, and leadership excellence, ensuring Gavilan College remains student-centered, equity-driven, and operationally strong.

4.6 The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Gavilan College Board of Trustees is committed to upholding the institution's mission, ensuring financial sustainability, and fostering effective governance practices. As the elected body responsible for the stewardship of College resources and policy oversight, the Board functions collectively and transparently to guide the College toward achieving its strategic goals.

The Board operates under the authority of BP 2010 - Code of Ethics/Standards of Practice, which defines trustees' membership, roles, and responsibilities. In addition, BP 2715 – Code of Ethics/Standards of Practice establishes clear expectations for ethical behavior, integrity, and accountability. These principles include:

- **Equity in attitude**, upholding fairness, respect, and open-mindedness by making impartial decisions, treating others with dignity, and valuing diverse perspectives.
- **Trustworthiness in stewardship** by accurately representing the College, engaging with the community, ensuring responsible use of resources, and maintaining ethical integrity in my actions.
- **Honor in conduct**, upholding the highest ethical standards.
- **Integrity in character** by making decisions in the College's best interest, adhering to all laws and policies, and protecting confidential information.
- **Commitment to service** by focusing on goal setting, policymaking, and evaluation, actively participating in Board meetings, respecting administrative roles, and pursuing ongoing education to enhance my effectiveness.

To reinforce ethical governance, the policy also outlines procedures for addressing ethical violations and provides mechanisms for sanctioning board members who fail to adhere to established standards. This ensures accountability and protects the integrity of institutional decision-making.

Recognizing the importance of ongoing professional development, the Board actively engages in training programs, study sessions, and governance workshops to enhance effectiveness. BP 2740 - Board Education mandates that trustees participate in regular professional development activities to stay informed about best practices in community College governance, accreditation requirements, and emerging challenges in higher education.

Every year the Board holds a Summer and Winter retreat focused on professional development, goal setting, and team building. Additionally, the Board participates in statewide governance training through organizations such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT). Topics covered include fiscal oversight, policy development, accreditation standards, student success strategies, and shared governance.

The Board conducts an annual self-evaluation to ensure continuous improvement in governance effectiveness, as outlined in BP 2745 - Board Self-Evaluation. This process allows trustees to reflect on their collective performance in policy oversight, institutional leadership, and goal setting, assess their adherence to ethical and professional standards in governance, identify areas for improvement, and set measurable goals for enhancing board effectiveness. The self-evaluation process includes an annual board self-evaluation survey, structured discussions, trustee feedback, and goal-setting for governance improvements. Results are reviewed collectively, and action plans are developed to address identified growth areas, structured discussions, trustee feedback, and goal setting for governance improvements. Results are reviewed collectively, and action plans are developed to address identified growth areas.

The Gavilan College Board of Trustees ensures that governance practices remain transparent, inclusive, and student-centered. Board meetings comply with the Ralph M. Brown Act, ensuring that all decision-making processes are open to the public and accessible to stakeholders. Additionally, board agendas and minutes are publicly available on the College's website, fostering institutional transparency and community engagement.

By adhering to best practices in governance, ethical leadership, and continuous professional development, the Gavilan College Board of Trustees ensures that institutional policies, financial decisions, and strategic initiatives align with the College's mission and values. Through self-evaluation, stakeholder engagement, and transparent decision-making, the Board fosters a culture of accountability, integrity, and student success.

OPPORTUNITIES

Develop and finalize the Governance Handbook to revamp governance committees and processes to improve transparency, inclusiveness, effectiveness, and engagement.

Update Board Policies and Administrative Procedures related to governance to align with the new Governance Handbook.

Gavilan College does not currently have a Student Academic Freedom Board Policy. While Student Academic Freedom is addressed in the Student Handbook, no corresponding Board Policy exists. The College's website version is from 2018-2019; we also recognize that the comprehensive Student Handbook needs to be updated. We are in the process of developing a condensed version of the Student Handbook with key concepts students need to know.

C. REQUIRED DOCUMENTATION

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	ACCJC Reaffirmation Letter 02.01.2021
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	BP 1200 - District Mission Board Approves New Mission 05.13.2025 College Council Mission April 2025 Academic Senate Agenda 03.18.2025 Associated Student Government Meeting Minutes 03.26.2025
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	Board Approves New Mission 05.13.2025
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	BP 2715 - Code of Ethics/Standards of Practice Board Doc Educational Master Plan Strategic Plan Organization and Governance Handbook
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Educational Master Plan Strategic Plan Student Equity Plan Planning Documents - Gavilan College Institutional Learning Outcomes Program Integrated Planning and Review, Resource Allocation Process

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	BP 4100 - Graduation_Requirements_for_Degrees_and_Certificates AP 4100 - Graduation Requirements for Degrees and Certificates BP 4025 - Philosophy and Criteria for Associate Degree and General Education AP 4025 - Philosophy and Criteria for Associate Degree and General Education BP 4020 - Program, Curriculum, and Course Development AP 4020 - Program, Curriculum, and Course Development 2024-25 College Catalog
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	BP 4050 - Articulation AP 4050 - Articulation BP 4235 - Credit for Prior Learning AP 4235 - Credit for Prior Learning Transfer Agreements Transfer Information Nursing – Ohio University Articulation 2024-2026 UC Transfer Admission Guarantee (TAG) for Students Applying for 2024-2025 Admission 2024-25 College Catalog

Required Item	Documentation
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	Outreach & Recruitment - Gavilan College AP 5010 - Admissions BP 5010 - Admissions BP 5052 - Open Enrollment PB 5055 - Enrolment Priorities AP 5055 - Enrolment Priorities 2024-25 College Catalog BP 7120 - Recruitment and Hiring
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	AP 5500 - Standards of Student Conduct BP 5500 - Standards of Student Conduct Student Rights and Responsibilities Handbook
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit

Required Item	Documentation
vii. Documentation of the institution's policies and/or practices for the release of student records	AP 5040 - Student Records, Directory Information, and Privacy BOT 6.8.21 BP 5040 - Student Records and Directory Information Student Records Release Authorization AP 3434 - Responding to Harassment Based on Sex under Title IX AP 5017 - Responding to Inquiries of Immigration Status, Citizenship Status, and National Origin Information
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	AP 4021 – Policies and Procedures for Program Discontinuance BP 4021 - Policies and Procedures for Program Discontinuance
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	Adopted Budget FY2024-25, 9-10-2024 Measure X 2022-23 Report with Audits Measure X Dec 2023 Final Audit Report Educational Foundation Financial Statement 2022 Federal Student Aid – School Eligibility and Oversight Program Participation Agreement
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy	AP 4105 - Distance Education BP 4105 - Distance Education AP 6365 - Accessibility of Information Technology AP 5140 - Disabled Student Programs and Services (DSPS) AP 3725 - Information and Communications Technology Accessibility & Acceptable Use Accessible Education Center Distance Education Best Practices Distance Education Faculty Handbook

See *Policy on Distance Education and on Correspondence Education*	
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its College-level curriculum	Course Numbering System – 2024-25 Catalog, Page 498 Course Description Example, AJ 100A – 2024-25 Catalog, Page 11 Course Outline of Record Course Outline of Record Example – ACCT 20 Program Outline Example – Computerized Accounting
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	AP 4235 - Credit for Prior Learning BP 4235 - Credit for Prior Learning APPLICATION FOR COLLEGE CREDIT -Military Service 2024-25 College Catalog
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	CCLC Membership Contract Interlibrary Loan Contract Starfish Contract Systemwide Technology ACCESS Collaborative (STAC)
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	AP 5500 - Standards of Student Conduct.pdf BP 5500 - Standards of Student Conduct.pdf AP 5530 - Student Rights and Grievances.pdf Student Rights and Responsibilities Handbook.pdf Shared Governance Handbook.pdf AP 3050 - Institutional Code of Ethics.pdf BP 3050 - Institutional Code of Ethics.pdf

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	BP 3420 – Equal Employment Opportunity AP 3420 – Equal Employment Opportunity BP 7100 – Commitment to Diversity BP 7110 – Delegation of Authority Human Resources AP 7110 – Delegation of Authority Human Resources BP 7120 – Recruitment and Hiring AP 7120 – Recruitment and Hiring AP 7125 – Verification of Eligibility for Employment BP 7210 – Academic Employees AP 7211 – Faculty Service Areas, Minimum Qualifications, and Equivalencies AP 7212 – Temporary Faculty AP 7215 – Academic Employees Probationary Contract Faculty BP 7230 – Classified Employees BP 7240 – Confidential Employees AP 7240 – Confidential Employees BP 7250 – Educational Administrators BP 7260 – Classified Supervisors and Managers
ii. Employee handbooks or similar documents that communicate expectations to employees	Faculty Handbook Student Worker Handbook
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	2024 Annual Financial Audit 2023 Annual Financial Audit 2022 Annual Financial Audit
iv. Practices for resource allocation and budget development (including budget allocation model for multi-College districts/systems)	BP 6200 – Budget Preparation AP BP 6300 – Fiscal Management AP 6300 – Fiscal Management Board Budget Guidelines

v. Policies guiding fiscal management (e.g., related to reserves, budget development)	BP 6250 – Budget Management AP 6250 – Budget Management AP 6305 - Reserves
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	BP 3725 - Information and Communications Technology Accessibility & Acceptable Use AP 3725 – Information and Communications Technology Accessibility & Acceptable Use BP 3720 – Computer and Network Use AP 3720 – Computer and Network Use
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Gavilan College Student Loan Default Rate
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	[N/A
ix. Written code of professional ethics for all personnel including consequences for violations	AP 3050 – Institutional Code of Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP 2431 - CEO Selection BP 2435 - Evaluation of the President of the College AP 2435 - Evaluation of the Superintendent/President of the College
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 2010 - Board Membership
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP 2715 - Code of Ethics/Standards of Practice
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP 2710 - Conflict of Interest AP 2710 - Conflict of Interest

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D	Third Party Comments
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	The link to the college's ACCJC accreditation status page is on the footer of the college's home page

D. APPENDIX 1: VERIFICATION OF CATALOG REQUIREMENTS (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Directory
Educational Mission	About Gavilan College
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	About Gavilan College Problem Resolution
Course, Program, and Degree Offerings	Academic Programs
Student Learning Outcomes of Programs and Degrees	General Education Student Learning Outcomes
Academic Calendar and Program Length	Academic Calendars approved by the Board and Posted on the College's Website – 2024-25 Academic Calendar Transfer Planning
Academic Freedom Statement	Policies and Procedures
Available Student Financial Aid	Financial Aid Directory (Under Office and Programs) Support Programs
Available Learning Resources	Student Services
Names and Degrees of Administrators and Faculty	Administration and Faculty
Names of Governing Board Members	Directory
Requirements	
Admissions	Enrollment Services Directory (Under Office and Programs)
Student Tuition, Fees, and Other Financial Obligations	Policies and Procedures
Degrees, Certificates, Graduation and Transfer	Academic Information
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Academic Integrity
Nondiscrimination	Policies and Procedures
Acceptance and Transfer of Credits	Policies and Procedures Enrollment Services
Transcripts	Policies and Procedures Enrollment Services Academic Information General Education
Grievance and Complaint Procedures	Academic Integrity Problem Resolution
Sexual Harassment	Policies and Procedures Academic Integrity Standards of Student Conduct

	Problem Resolution
	Student Services
Refund of Fees	Enrollment Services
Locations or Publications Where Other Policies May be Found	
BoardDocs	Gavilan BoardDoc Link

E.   APPENDIX 2: ORGANIZATIONAL STRUCTURE

GAVILAN COLLEGE
EXECUTIVE CABINET

Superintendent/President
Dr. Pedro Avila

Assist. Superintendent/ Vice President Student Services
Dr. Renee Craig-Marius

Vice President Administrative Services
Marilyn Morikang

Vice President Academic Affairs
Dr. Moaty Fayek

Vice President Human Resources
Lucy Alvarez

Superintendent/President Dr. Pedro Avila	Assistant Superintendent/ Vice President, Student Services Dr. Renee Craig-Marius	Vice President Academic Affairs Dr. Moaty Fayek	Vice President Administrative Services Marilyn Morikang	Vice President Human Resources & Labor Relations Lucy Alvarez
Executive Assistants Michelle Jones Jennifer Dinis	**Executive Assistant** Grace Cardinalli	**Executive Assistant** Victoria Masey	**Executive Assistant** Miressa Lira	**Executive Assistant** Norma Najar
Director, Institutional Research & Planning Dr. Hazel De Ausen	**Dean, Counseling, Student Success & Equity** Diego Espinoza	**Dean, Nursing, Allied Health, Athletics & Kinesiology** Dr. Enna Trevathan	**Director, Information Technology** Kyle Billups	**Supervisor, Human Resources** Vacant
Public Information Officer Vacant	**Supervisor, Student Health Services** Ryan Shook	**Director, Athletics** Jamie Adams	**Supervisor, Enterprise Architecture** Vacant	**Human Resources Analyst** Amparo Arteaga
Director, Foundation Anna Quinones	**Dean, Student Support Programs** Carina Cisneros	**Supervisor, Football Operations** Vacant	**Supervisor, IT Service Management** Vacant	**Human Resources Analyst** Michaela Gonzalez
Director, Capital Projects Serafin Fernandez	**Director, Basic Needs & Success** Annette Gutierrez	**Dean, Arts, Humanities & Social Sciences** Vacant	**Director, Fiscal & Business Services** Michelle Anaya	**Human Resources Technician** Marisa Rios
	Director, Accessible Education Center Stephen Gaitan	**Dean, STEM & Learning Resources** Jennifer Nari	**Supervisor, Payroll** Laura Hagan	**Human Resources Technician** Marissa Haro
	Director, Admissions & Records Irene Haneta	**Director, Library, Learning Resources & Distance Education** Vacant	**Supervisor, Budget & Accounting** Gianno Lucas	**Human Resources Technician** Amanda Gallagher
	Director, Financial Aid Kelli Bostwick	**Dean, Career Education, Workforce & Educational Partnerships** Vins Chacko	**Director, Facilities & Maintenance** Eddy Medal	
	Director, Outreach & Educational Partnerships Lelannie Mann	**Director, Community, Continuing, Corporate Education & Grants** Rosio Pedroso	**Supervisor, Facilities Services** Brian Bettencourt	
	Director, Hollister Campus Judy Rodriguez		**Supervisor, Safety & Security** David Farmer	

F. APPENDIX 3: APPROVED LOCATIONS

Students may complete 50% or more of a degree or certificate program at the following locations:

GILROY CAMPUS
5055 Santa Teresa Blvd
Gilroy, CA 95020

COYOTE VALLEY CENTER
560 Bailey Avenue
San Jose, CA, 95141

HOLLISTER CAMPUS
505 Fairview Road
Hollister, CA 95023

SAN MARTIN - AVIATION TECHNOLOGY SITE
13021 Murphy Ave
San Martin, CA 95046