



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:	Gavilan College
2. Name of individual preparing report:	Hazel De Ausen
3. Phone number of person preparing report:	408-852-2820
4. E-mail of person preparing report:	hdeausen@gavilan.edu

Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

2022-23: 2023-24: 2024-25:

5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	23.82 %	4.04 %

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23: 2023-24: 2024-25:

6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	15.61 %	10.61 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

n/a

7. Do you offer Distance Education?

Yes	No
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If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 2023-24: 2024-25:

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	5.25 %	1.73 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 2023-24: 2024-25:

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	7.24 %	6.40 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7g. % of all students that took at least one degree-applicable distance education course:

2022-23: 2023-24: 2024-25:

7h. % of all degree-applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes	No
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If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes	No
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**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- Student Achievement Measure (SAM)
- Voluntary Framework of Accountability (AACCC)
- College established dashboard
- Other (please specify)

N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

11a. Please provide a link to the exact page on your institution’s website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution’s entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC’s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC’s Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

11b. Please review and score your institution’s website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score: 7

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution’s public website?

Gavilan College supports continuous improvement and transparency through publicly accessible Institutional Research webpages that provide program review data, planning documents, and student achievement metrics. These include institution-set standards, equity indicators, and Vision 2030 goals, all reviewed annually and reported to ACCJC. The website also offers downloadable program review data and campus-level outcomes, reinforcing alignment between data, planning, and resource allocation. Tools such as interactive data dashboards and publicly posted reports enable stakeholders to examine trends in student success and equity. This integrated, data-informed approach demonstrates ongoing evaluation, accountability, and innovation consistent with ACCJC standards for transparency and institutional effectiveness.

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	72%	72%	72%
12b. Stretch goal (aspirational):	73%	75%	75%
12c. Actual successful course completion rate:	73%	73%	73%

Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes	No
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If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu)

- Number of certificates
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	940	460	460
13c. List your stretch goal (aspirational):	987	680	680
13d. List actual number or percentage of certificates:	469	488	512

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

2022-23	2023-24	2024-25
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14a. List your Institution-Set Standard (floor) for associate degrees:

562	600	600
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14b. List your stretch goal (aspirational) for associate degrees:

700	700	800
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14c. List actual number or percentage of associate degrees:

537	697	748
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Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
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If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
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If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers:
(Please select one option from the menu)

- Number of transfers
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

	2022-23	2023-24	2024-25
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	575	400	300

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	650	650	430
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17d. List actual number or percentage of students who transfer to a 4-year college/university:

17d. List actual number or percentage of students who transfer to a 4-year college/university:	371	310	430
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Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes	No
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If you answered no, skip to question 19.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution-Set Standard (%) (Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Aviation	National	100	100	83	79	63
Cosmetology	State	100	100	83	84	85
Registered Nursing	State	75	100	100	86	96

19. Does your college offer Career and Technical Education Programs?

Yes	No
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If you answered no, skip to question 20.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Aviation	80	100	84	77	79
Accounting	80	100	66	90	87
Administration of Justice	90	100	95	93	92
Business Administration	80	100	55	100	88
Business and Commerce	70	100	50	75	83
Child Development/Early Care Education	70	100	63	78	72
Computer Software Development	80	100	100	80	57
Cosmetology and Barbering	70	100	58	87	72
Fire Technology	100	100	100	100	100
Health Professions	85	100	79	89	89
Nursing	95	100	100	96	96
Water and Wastewater Technology	80	100	100	86	87

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

Employment data source: Perkins data

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

Gavilan College transitioned many of the processes we connect with students through GavConnect (also known as Starfish). For example, registration to meet with counselors and join campus events are through one portal, GavConnect. An increase in our degrees can be attributed to extended counseling hours, ability to connect with counselors under a Career and Academic Pathway, and the submission of graduation petitions with GavConnect. Another improvement is the accessibility of student outcomes data for employees. Counselors and faculty can review dashboards with student outcomes disaggregated based on career and academic pathways. More importantly, the creation of a dedicated Transfer and Career Center office on campus has been instrumental in helping students understand degree pathways and completion, on- and off-campus working opportunities, and prepare for four-year institutions. The use of technology along with the human resources to support students improved student success.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- I reviewed the program listings and all of my institution's programs are correctly listed
- I have found some errors and will be reaching out to ACCJC for next steps on updating