

Peer Review Team Report

Gavilan College
5055 Santa Teresa Blvd.
Gilroy, CA 95020

This report represents the findings of the Peer Review Team that conducted Team ISER Review on October 16, 2025, and a Focused Site Visit to Gavilan College from March 4 to March 5, 2026. The Commission acted on the accredited status of the institution during its June 2026 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Lisa Aguilera Lawrenson
Team Chair

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Gavilan College

Peer Review Team Roster

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Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Gavilan College

DATES OF VISIT: March 4 – March 5, 2026

TEAM CHAIR: Dr. Lisa Aguilera Lawrenson

Purpose of the Focused Site Visit

This Peer Review Team Report is based on the findings of the peer review team which conducted its evaluation and analysis over a two-semester comprehensive peer review process. In October 2025, the team conducted Team ISER Review (formative component) to identify where the Institution meets Standards and to identify Core Inquiries which specify areas of attention for the Focused Site Visit (summative component). The team chair and vice chair held a pre-Focused Site Visit meeting with the institution CEO on February 23, 2026, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

The peer review team conducted a Focused Site Visit to Gavilan College on March 4 and March 5, 2026, for the purpose of completing its Peer Review Team Report and determination of whether the Institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. During the Focused Site Visit, team members met with approximately 100 faculty, administrators, classified professionals and students in formal meetings, as well as group and individual interviews. The team held an open forum which was well attended and provided the Institution's community and others an opportunity to share their thoughts with members of the peer review team. The ACCJC staff liaison visited the following additional locations where 50% or more of a program is being offered: the Hollister Center located at 505 Fairview Road in Hollister, California; and the San Martin Aviation Site (accompanied by a peer review team member) located at 13030 Murphy Ave. in San Martin, California. The team evaluated how well the Institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the Institution staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Summary Analysis

Gavilan College was founded in 1919 as San Benito Junior College and began its educational services at Hollister High School. It wasn't until 1963 that its name was changed to Gavilan College with the creation of the Gavilan Joint Community College District. In 1966 building commenced on the current 170-acre main campus in Gilroy on Santa Teresa Boulevard. The college now hosts classes at the Coyote Valley Center in San Jose as part of the South Bay Regional Public Training Consortium, at its San Martin site for its Aviation Maintenance Technology Program, In Gilroy at the main campus, and in Hollister, where it opened in 2025 its new full-service Hollister Campus in the city where it first began.

Gavilan College is a Hispanic-serving institution and its student population is over 60% Hispanic/Latinx and 19% White, 4% Asian, 3% Two or More Races, and 2% Black. The geographic reach of the college is large, encompassing the cities of Gilroy, Hollister, Morgan Hill, San Martin, San Juan Bautista, and South San Jose. The College's ISER cites Department of Finance projections that the service area population is likely to grow with San Benito County growing at a faster rate than the average California population.

Gavilan College's Mission Statement guides the activities and plans created by the College community. The Principles of Community establish the institution's aspiration to be diverse, purposeful, inclusive, and equitable. Gavilan College's Equity Framework is designed to promote an inclusive and diverse campus. The Framework focuses on implementing strategies that promote equitable student outcomes.

The accreditation team was impressed by the progress and planning the institution has achieved in recent years. The team was impressed with the significant ways students are supported holistically—through a food pantry and meal vouchers, mental health services, and the building of a new child-care center. The services provided in El Centro Resource Center, Higher Aspirations Center, and El Mercado were outstanding. The Adaptive Physical Education, Nursing, and Cosmetology programs are also excellent in serving the needs of students, preparing them for the workforce, and connecting with the community.

Additionally, the team noted the strong sense of community within the campus itself and with its community partners. This was evident in the site visit open forum where community members from within the college as well as in the larger Gilroy community offered strong testimonials about the power and influence of the college in the local area. From former students who have come back to the college as employees to supportive city officials to local schools that partner with the college, it is evident that Gavilan is a central institution in the area, one for which the community is proud. One strong example of this community connection is the college's work in dual enrollment and in particular with the Owens Gilroy Early College Academy (GECA), the early-college high school run in partnership with Gilroy Unified School District, located adjacent to the main campus.

Major Findings

Recommendations for Compliance:

Recommendation 1:

In order to meet the Standard, the team recommends the regular evaluation of all personnel at stated intervals with appropriate documentation. (Standard 3.3)

Recommendations to Improve Institutional Effectiveness:

Recommendation 1: In order to improve institutional effectiveness, the team recommends the College institutionalize implementation and establish regular evaluation processes to ensure ongoing systematic institutional planning, monitoring, and review, including the evaluation of student outcomes metrics and institution-set standards. (Standards 1.3, 1.4)

Recommendation 2: In order to improve institutional effectiveness, the team recommends the College continue its efforts in faculty training and course design to ensure that all distance education courses consistently demonstrate regular and substantive interaction. (Standard 2.6, Policy on Distance Education and Correspondence Education)

Required Documentation:

The Institution submitted the required documentation per the Accreditation Standards.

Standard 1

Mission and Institutional Effectiveness

General Observations:

The team confirmed Gavilan College has an appropriate mission that reflects its diverse student population and emphasizes equity, access, and comprehensive support. The mission prepares students for transfer, career advancement, and civic participation. The team also found that the College's focus on equitable outcomes is highlighted in its planning documents and through initiatives such as Guided Pathways, Gav Connect, and El Centro. The team also affirmed through program review that the College identifies resource and budget needs and prioritizes them through an established allocation process that is aligned with institutional goals. The evidence showed that the College communicates progress toward its goals through councils, committees, Board updates, and planning processes. The team confirmed that the College recently revised its governance structure and is in the process of establishing a Planning Committee that will monitor institutional plans and report progress toward goals to the college community. The team encourages the College to further strengthen its planning processes by more clearly documenting the implementation of institutional plans, consistently monitoring progress toward goals, and regularly reviewing data and performance measures as part of an ongoing cycle of improvement.

Findings and Evidence:

The team confirmed that Gavilan's mission clearly reflects its values, purpose, and diverse student population. Revised in Fall 2024, the mission emphasizes equitable access, comprehensive student support, and an inclusive environment that prepares students for transfer, career advancement, and community participation. The team also verified that the College's Strategic Plan 2025–2030 and Principles of Community further reinforce its commitment to facilitating equitable student outcomes. This commitment is evident in the implementation of a Guided Pathways framework and the launch of Gav Connect to strengthen student retention. (1.1)

The team found that the College has established institutional goals that align with its mission through data-informed processes. The goals focus on student success, equity, innovation, and institutional effectiveness and are documented in its Strategic Plan 2025-2030. The Strategic Enrollment Management Plan 2023-28 and the updated Equity Plan 2025-2028 provide evidence of a review of data along with corresponding targets for improvement. Campus initiatives, such as the establishment of the El Centro Resource Center to address student basic needs, demonstrate alignment with college goals. (1.2)

The team noted that the College holds itself accountable for achieving its mission and goals through the review of data. As part of the program review process, faculty and staff review metrics, including enrollment counts, disaggregated course success rates, and degree completion counts, to inform program planning and improvement. The team also confirmed that the Equity Committee examined disaggregated data in developing the Equity Plan 2025–

2028, and the College administers surveys such as the California Community College Basic Needs Survey to capture student voice. While the College collects a range of institutional and survey data, the use of these data to monitor and evaluate progress on institutional plans has been somewhat inconsistent. The ISER notes that institutional metrics used to monitor progress were last established in 2019–2020, although it mentions that they are currently being updated.

In response to the team’s core inquiry and during onsite interviews, the team received evidence that Key Performance Indicators (KPIs) have recently been reintroduced, along with goals and metrics aligned with the California Community Colleges Chancellor’s Office Vision 2030. The team verified that Gavilan has also established institution-set standards (ISS) and stretch goals for student achievement, which are posted on the Research, Planning, and Institutional Effectiveness website. However, as stated in the ISER, the team found that these measures had not been reviewed for a period of time. In Spring 2025 and Fall 2025, the College updated its standards and stretch goals. The College plans to integrate the regular review of ISS, stretch goals, and KPIs through its new Planning Committee which is currently being established. This integration will support monitoring progress on its plans and reinforce an ongoing cycle of planning, review, and improvement. The team encourages the College to maintain a consistent review of institutional data to inform progress on its institutional plans. (1.3)

The team affirmed that Gavilan has aligned its three-year program review cycle with budget and resource allocation decisions and has significantly improved the rate at which programs complete and submit program review. Each year, the Program Integrated Planning and Review Allocation Process Committee (PIPR-RAP) evaluates and prioritizes budget requests that emerge from program review and align with the College’s strategic goals.

In alignment with its mission, the team confirmed that Gavilan has recently completed several institutional plans, including a strategic plan, facilities plan, strategic enrollment management plan, and equity plan. During the ISER review and in response to the Core Inquiry, the team found limited documentation of implementation tied directly to these plans. During onsite interviews, the team found that the College described work underway to implement its Equity Plan and Strategic Enrollment Management Plan. The College also noted that monitoring implementation and regularly evaluating progress toward plan goals will be integrated into the charge of its new Planning Committee. In addition, the College is developing a planning handbook detailing its integrated planning process.

The team recognizes the significant work the Gavilan community has undertaken to review data, reflect on outcomes, and develop institutional plans. The team encourages the College to complete its planning handbook and fully implement the processes needed to support and sustain an ongoing, systematic cycle of planning, implementation, review, and evaluation. (1.4)

The team verified Gavilan College communicates progress on its mission and goals through multiple channels, including council and committee meetings, the Superintendent/President’s message web page, and Board presentations. The team confirmed the College also shares progress towards meeting its goals during the development of institutional plans. Evidence reviewed by the team includes, but is not limited to, Board updates on enrollment, budget, Gav Connect, and strategic plan development, as well as presentation of the Strategic Enrollment

Management Plan 2023–2028 to the Faculty Senate. With the implementation of the Planning Committee, review and communication of progress towards goals will become more efficient. The College uses Precision Campus to publish data dashboards on student outcomes, which are available to all employees and support program review. In response to its 2023 Board Goals, the Board prioritized strengthening institutional research capacity and authorized the hiring of a Director of Institutional Research. The College has since filled this position and added a research analyst, significantly strengthening its ability to support data-informed planning, evaluation, and communication of progress toward institutional goals. (1.5)

Conclusions:

The Institution meets Standard 1.1, 1.2, 1.3, 1.4, 1.5.

Recommendation 1: In order to improve institutional effectiveness, the team recommends the College institutionalize implementation and establish regular evaluation processes to ensure ongoing systematic institutional planning, monitoring, and review, including the evaluation of student outcomes metrics and institution-set standards. (Standards 1.3, 1.4)

Standard 2

Student Success

General Observations:

The team affirmed Gavilan College has created high-quality academic and learning support programs. Courses and programs are offered in multiple locations, in several modalities, and in scheduling patterns to create access for students regardless of their academic aspirations—degree, transfer, or CE certificate—and in accordance with the College mission and community needs. Likewise, the team noted that student support is diverse and tailored to the populations that the College serves.

The team confirmed the College has done an admirable amount of recent work in designing systems for curriculum development and approval and also for program review, linking both through CurriQunet, so that there is a focus throughout on learning outcomes, from SLOs to ILOs, and tying all work to the College mission. Although not completely instituted at all levels, program review is scheduled for all segments of the College, Instructional Services, Student Services, and Administrative Services. The team also confirmed the College supports innovation by encouraging online faculty and classes with POCR certification and by instituting Gav TV.

Findings and Evidence:

The team confirmed the College offers diverse academic programs that focus on degree attainment and/or transfer as well as career-education certificates. These are in alignment with the College mission and goal of serving the college community and are articulated in Board policy. With locations in San Jose, Hollister, and San Martin in addition to the main campus in Gilroy, the College offers both general undergraduate offerings and tailored programming to meet community needs. In total, their offerings are sufficient in breadth and depth as evidenced in the College Catalog. The team also found that appropriate learning outcomes are articulated in curriculum outlines at the course and program levels, and curriculum approval processes are described in website documents gathered under “Course Approval Process Resources.” (2.1)

Through examination of the evidence provided, the team confirmed that, through internal curriculum processes and work with industry and workforce partners, the College designs and delivers academic programs that are relevant and support industry needs. The College’s recently published “Career Technical Education Advisory Committee Handbook” is a useful document in laying out expectations around advisory committees and the College’s CTE programs. Evidence provided includes examples illustrating how advisory input has informed

curriculum and program decisions; continued use of standardized documentation will support consistent demonstration of this practice. The team confirmed CTE programs work with and take guidance from advisory boards, and new programs, as part of the College's curriculum process, are reviewed by the articulation officer (technical review) and a Viability Committee. The College has a deliberate mapping of learning outcomes: from SLOs to PLOs, from PLOs to ILOs. Equitable outcomes are a focus in linking program review with curriculum and in stating metrics for evaluation in the College Student Equity Plan. (2.2)

As presented in the College Catalog, the team determined the College has created coherent pathways for students by providing local AA/AS General Education, CSU GE Breadth, and IGETC general education patterns as well as emphasizing the Guided Pathways framework by instituting Program Mapper software. Evidence provided describes the implementation of Cal-GETC through catalog updates, advising materials, and articulation processes. Board policy articulates the rationale and areas of broad knowledge, skills, and competencies in alignment with the standard. Notably, Gavilan College has an articulation agreement with seven other local community college districts to accept general education courses from those colleges, an advantage for students trying to fulfill their requirements. (2.3)

The team found that Gavilan College uses its website and its College Catalog to communicate clear, accurate, and accessible information about its programs, services, and resources. These, in addition to social media platforms, including GavTV, are the primary means of communicating offerings. The team affirmed the College has an annual catalog development process to ensure information is current and includes SLOs in course syllabi so students are aware of requirements in the curriculum. Students also have access to Degree Works to track their progress in completing requirements for degrees or certificates. (2.4)

The team also confirmed the College makes use of a block scheduling system to help students avoid conflicts in their schedules. The scheduling process starts with the scheduling coordinator and involves division deans and faculty who review historical student demand data from the College data dashboard to determine which classes to offer, how many sections, and timing of offerings. The team noted that counselors also offer input in the scheduling process based on their frequent interaction with students and assessment of their needs. Faculty in STEM disciplines employ a STEM Schedule Planner given that sequencing of requirements is important in STEM disciplines, and dual enrollment classes are offered strategically to coordinate with high school schedules. Finally, the team verified classes are offered in multiple modalities to create opportunities for students to complete general education and degree requirements conveniently. (2.5)

The team found that multiple modalities are used to offer classes at Gavilan College: traditional in-person, fully online (asynchronous), online live (synchronous), hybrid (partially online but with regular in-person meetings), and hybrid (synchronous—in person or via video

conferencing). These options are presented to students in the class schedule and are defined and explained in the Distance Education Faculty Handbook, a resource for faculty who are teaching online. Classes are also offered full term and both early and late term to accommodate students' schedules.

The team also found that both full-time and adjunct faculty have access to training via the Gavilan Online Teacher Training (GOTT) modules, which total to 140 hours of professional development, and the College has been active in the statewide Peer Online Course Review (POCR) with the Chancellor's Office, the State Academic Senate, and CVC@ONE to have some instructors' online courses deemed "Quality Reviewed." A MOU between the District and the Gavilan College Faculty Association shows support for this on the part of the College. The College also points to its 2022-2025 Student Equity Plan, which outlines many College goals to support students with diverse backgrounds and needs in their learning. An online site to solicit feedback about website accessibility issues has been developed, and the College also promotes accessibility through their Zero Textbook Cost initiative in which professionals use Online Educational Resources (OER). The Strategic Enrollment Management Plan also offers guidance regarding how and when to schedule courses so as to advantage students and their diverse needs.

The team recognizes the College's recent efforts to strengthen compliance with Regular and Substantive Interaction (RSI) requirements. The team encourages the College to continue its efforts in faculty training and course design to ensure that all distance education courses consistently demonstrate regular and substantive interaction. (2.6)

The team confirmed the College offers multiple orientation activities to students: Nursing Orientation, English Department Orientation, English as a Second Language (ESL) Orientation, Accessible Education Center (AEC) Orientation, Rock-N-Roll, Rock-O-Rama, Saturday Counseling Event, and Welcome Week Events, each mentioned on their website or via flyers. The team also found that the main campus in Gilroy features a full-service library with book and periodical collections and an active web portal to connect students to databases. The librarians also monitor a live chat and text module and respond to inquiries via email or telephone. They supply links to each. The library also offers access to computers and is the source for a variety of research courses to give students guidance on how to conduct research successfully and ethically. Other learning support services are the Learning Commons (for writing and tutoring), the Math Lab and STEM Center, and the Accessible Education Center, each featured on the College website. The College offers comprehensive Counseling services, which includes academic and personal counseling as well as having the counselors teach career-development courses. To ensure their services are as responsive as possible to a diverse population, Counseling makes it possible for students, through Gav Connect, to schedule an appointment with a general counselor, a major-specific counselor, or a support program counselor, which

includes counselors for Veterans, CalWorks, CTE, Higher Aspirations, ESL, and others. The team confirmed that students are supported equitably through Financial Aid services, which coordinates services between the Gilroy and Hollister sites, Career and Transfer Services, and basic needs (El Centro). The team was impressed with the significant ways students are supported holistically—through a food pantry and meal vouchers, mental health services, and the building of a new child-care center. The adaptive physical education and cosmetology programs are also excellent in serving student needs, preparing them for the workforce, and connecting with the community. The team also confirmed student equity overall is reflected in administrative policy and the Student Equity Plan. The College has held sessions on Culturally Responsive Teaching and Learning while offering support for underrepresented STEM students with its MESA program. Other cultural activities are also offered, such as for Black History Month, for instance. (2.7)

The team verified the College offers multiple opportunities for students to feel a sense of belonging and community. These include events such as the Fall Mixer, Spring Welcome, and Pan Dulce with Counselors. The Puente Program offers multiple events for students and also co-sponsors events such as guest speaker Reyna Grande. Significantly, the College has invested in a Coordinator of Student Life and Engagement position. This person is a liaison between the College and the students; the role supports Associated Student Government and Inter Club Council, which oversees campus clubs available to all students. The Welcome Center also serves as a resource for students to have all their questions answered and to make them feel a sense of belonging. Athletics programs offer a sense of belonging not only via individual sports but also by holding social events. Instructional programs help give students a sense of community as well through activities in the STEM Center, the Writing Center, and the Community Education Program. (2.8)

The team affirmed that in order to ensure systematic review and assessment of all programs, the College has a Program Review Schedule that lists programs to be reviewed in alignment with SLOs and PLOs. The schedule lists programs in Administrative, Instructional, and Student Services areas and is overseen by the Program Integrated Planning and Review—Resource Allocation Process (PIPR-RAP) Committee. Historically, program review documents were fillable PDFs. The program review process and templates have now been integrated into the CurriQunet system. This process also includes resource requests, linking review and planning with resource allocation. To support these efforts, the College has invested in a new Data Portal, which they hope will offer more data accuracy and validity. According to the Program Review Template, comprehensive program reviews are to be completed every three years with updates done annually. The part of the process dedicated to data analysis is meant to help programs identify equity gaps and plan for equitable student achievement. The PIPR-RAP Committee evaluates the program reviews (including resource requests) according to a rubric

and scoring guide. The Committee's recommendations go to College Council, which collaborates with the College President to make final decisions about requests to be funded. Departments that have been funded provide to the PIPR-RAP Committee an annual update about how the funds have been used, providing transparency and accountability. Recent reports show that a significantly higher percentage of program reviews were completed in Fall of 2024 and Fall 2025 in contrast to what had been reported in the ISER. The team applauds this improvement and encourages continued diligence so that all programs undergo regular review (2.9)

Conclusions:

The College meets Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9.

Recommendation 2: In order to improve institutional effectiveness, the team recommends the College continue its efforts in faculty training and course design to ensure that all distance education courses consistently demonstrate regular and substantive interaction. (Standard 2.6, Policy on Distance Education and Correspondence Education)

Standard 3

Infrastructure and Resources

General Observations:

The team verified that Gavilan College overall has established policies and practices in the areas of budget and financial management, infrastructure, and facilities management to support their mission and student success. The team also noted that the College uses regular planning and resource allocation processes, including long-range financial planning and emergency preparedness. The team was able to determine that qualified faculty, staff, and administrators are employed in ongoing support of student support and education goals. Moreover, the team affirmed that the College maintains a focus on equitable student access and outcomes and supports its employees with ongoing professional development opportunities. Through interviews and review of evidence, the team confirmed that financial resources are aligned with institutional goals through the annual program review process. Physical spaces are also safe and compliant with local, state, and federal guidelines. The team also affirmed that the College has robust information technology resources and performs ongoing cybersecurity tools and assessments. The team could not confirm from the evidence provided that the College conducts regular and timely employee performance evaluations. Although recent improvements in this area were noted by the team, many employees have not received their scheduled annual evaluations.

Findings and Evidence

The team determined that the College employs qualified faculty, staff, administrators, and other personnel necessary to sustain educational services. Through the evidence provided, the team confirmed that District employment practices are regularly assessed by the Equal Employment Opportunity Advisory Committee, and there is an EEO plan and annual EEO certification. The team also verified that the College has an Equal Employment Opportunity Advisory Committee that meets regularly to assess District employment practices and completes its annual EEO Plan and Certification. Additionally, the team confirmed that the staff meet appropriate minimum qualifications. The team also found that personnel recruitment is supported through the annual program review process to help determine appropriate staffing levels and organizational structure and includes a review by Executive Cabinet. (3.1)

With the evidence provided, the team affirmed that the College provides professional development opportunities that align with the institutional mission and goals. The team also noted that the College has a Teaching and Learning Center that is used for faculty development. Additionally, the team found that the College is transitioning to the Vision Resource Center to help track employee professional development needs and completions. The College provided

evidence that the Management employees are provided professional development opportunities through Leibert, Cassidy, and Whitmore as well as through Franklin Covey. Additionally, the team found that managers and other new employees are provided with orientations upon employment with the College. The team affirmed that professional development is evaluated primarily through electronic surveys. The College demonstrated through evidence that professional development opportunities are provided during Flex week and include job-related training and personal enrichment opportunities such as cooking demonstrations. While opportunities for classified professional development exist, the team noted, based on the evidence provided, that these opportunities do not appear to be comparable to faculty development opportunities. Additionally, the team verified that a faculty member serves as the Faculty Professional Development coordinator with .200 release time, but no similar coordinator for classified or management employees exists. (3.2)

The team also verified that there are policies in place to regularly assess employees; however, the team could not verify that employee evaluations are completed in a timely manner. As of the submission of the Institutional Self Evaluation Report, the evidence showed that approximately half of scheduled evaluations remained incomplete for some employee groups, with completion rates varying across classifications. The team noted that the College is transitioning to the Perform Module through NEOED to streamline the performance management process through automation and enhanced tracking and plans to implement it fully in the 2025 evaluation cycle for classified and management employees. The team also confirmed that 360 evaluations have been instituted for management employees. Since the submission of the ISER, the team confirmed that progress has been made in overall completion of performance evaluations; however, the number of completed evaluations remained low. The team confirmed that Gavilan has implemented NEOED to help complete and track performance evaluations for non-faculty groups; however, faculty evaluations are still manually tracked and rely heavily on a single staff member to follow up with academic managers to complete the faculty evaluations. The team discovered through interviews in response to a core inquiry that manager evaluations will now include manager accountability for currency on performance evaluations.

The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals. Management evaluations have transitioned to a 360 methodology and the classified evaluations have clear metrics and align with the institutional goals including a robust diversity, equity, inclusion, and accessibility section.

The faculty evaluation process as described in the collective bargaining agreement appears to be appropriate and the various processes for tenured, tenure track, and part time faculty are well documented. These processes all appear to focus on quality education and service from faculty and work towards improvement where needed.

Overall, it's difficult to determine if the information gathered in the evaluation process is used to foster employees' development and success due to the low number of completed evaluations across all classes of employees and the manual tracking methodology still in place for faculty evaluations. (3.3)

The team also affirmed that the College has aligned fiscal resources to its mission, and the budget process supports equitable achievement of student success. The evidence showed that the College has implemented a five-year fiscal planning framework that includes short- and long-term planning. The team verified that the Strategic Enrollment Management Plan is integrated into the financial planning process using multiple scenarios of FTES projections. The team also verified that discretionary funding is tied to the annual program review process that includes resource requests and a documented ranking process. While the program review process is followed, campus communications regarding what requests were or were not funded linked to a blank web page. It would be helpful for the campus community to fully communicate the funded requests. The College has a healthy fund balance and projections show small increases with projected flat FTES growth, which is evidence of prudent fiscal planning. (3.4)

The team verified that the mission and goals are the foundation for financial planning, and the resource allocation process is tied to the mission, goals, and annual program review. The College appears to employ a new three-year cyclical annual program review process with low participation rates across campus departments. The team also confirmed that financial information is disseminated through open budget forums and presentations to the Board of Trustees, allowing for transparency and campus participation in the budget process. The College clearly presents that one-time funds are not used for ongoing expenses. The evidence provided showed that budgeting and resource allocation are equity focused and in alignment with the institutional goals and mission. Grant and other alternative revenue sources are used to support student success and sustainability. The team confirmed that the College is meeting its goal to keep salary and benefit expenses at or below 85% of total unrestricted budget expenditures. Fiscal audits are conducted annually and presented appropriately to the Board of Trustees. Budget managers can request budget snapshot reports to assist in ongoing budget management. (3.5)

The team verified that the College ensures the integrity and responsible use of its financial resources with robust internal and external controls. Internal controls include appropriate separation of duties, reconciliations, and procedures. The evidence provided showed that a professional, external audit team is contracted annually to perform the financial audit that is subsequently presented during a public meeting of the Board of Trustees. Additionally, the Board reviews quarterly statements, and the College complies with regulations such as the 50% law and the annual Form 311 filings are completed by the deadline. In addition to the annual audit report, the Board is presented with regular budget updates during public meetings. The team verified that the College has clear and transparent processes for common fiscal tasks such

as invoice submission. The fiscal outcomes are evaluated using key performance indicators such as enrollment trends and overall budget performance. (3.6)

The team confirmed that the College is financially solvent and considers its long-range financial priorities and future obligations when making short-range plans. The budget aligns to institutional goals through the annual program review process. Five-year projections are developed to assist in planning for unrestricted general funds. The team also found that quarterly budget reviews are prepared and adjustments are made as needed. One-time funds are used only for one-time expenses: for example, employees may be given a one-time off cycle payment instead of an increase to base compensation. This process can help to achieve equitable employee compensation without overextending the overall fiscal position of the College with long-term commitments. The College contracts with actuarial consulting services to help manage ongoing other post-employment benefit liabilities and to align with GASB 74/75 requirements. The College has no locally incurred debt and has healthy reserves and contingency funds. (3.7)

Based on the evidence provided, the team verified that physical resources are constructed and maintained to support and sustain educational services and district operations. The physical resources are safe and effective at all locations where instruction, student services, and learning supports are offered. Future facilities planning happens within the participatory governance process, and the overall campus community has the opportunity to be involved in the planning. The five-year capital outlay plan and space inventories are used to assist in the long-range facilities planning process, and the five-year scheduled maintenance plan report and cycle is used. Board Policy guides the modernization efforts, and the College prioritizes sustainability in its facilities planning. Regular project updates are given at public Board of Trustees meetings. The evidence also showed that overall safety and accessibility are maintained through a reliance on OSHA, ADA, and DSA standards as well as board policy. Offsite facilities also comply with ADA and DSA standards. The team confirmed the College actively engages with and seeks stakeholder input through an online work order system, an internal Health and Safety Committee, and a Facilities Master Plan that aligns with the Educational Plan. (3.8)

The team affirmed that the College implements appropriate technology resources to support and sustain educational services and operational functions. The local Information Technology Department maintains responsibility for all technical and user support for all District sites. Users have several options to communicate technology needs including help tickets, student and employee surveys, participatory governance such as the District Technology Committee, and the Annual Program Review process. The evidence provided showed that the District Technology Committee prioritizes decisions regarding technical services and support in addition to technology purchases. The technology plan aligns with the mission as well as the Strategic, Educational, and Future Facilities Plans. The local IT department supports Starfish, DegreeWorks, and other programs used to support student success. The team affirmed the Technology Plan will be updated in fall of 2025 to guide technology decisions in coming years.

The team also confirmed the program review process and frequent surveys are used and evaluated by the District Technology Committee to identify needs not included in the standard five-year computer replacement plan. The committee has a Universal Access sub-committee developing a plan to enforce ADA Section 508 policies and procedures and requires VPAT templates before procurement. The library maintains laptops and Wi-Fi hotspots for student checkout, and Hyflex teaching space will be installed in 2025.

The team found that the College migrated to Ellucian Cloud to enhance continuity and disaster recovery and performs annual cybersecurity risk assessments in collaboration with the CCCC. Multifactor authentication is in place and both hardware and software solutions are used to enhance security. The team verified that there are appropriate board policies and administrative procedures in place to communicate safe and appropriate use of technology. Also, the College Catalog, Student Rights, Responsibilities, and Academic Standards Handbook, and Computer Login disclaimer communicate safe and appropriate use. Cybersecurity trainings are ongoing, and monthly email cybersecurity tips are sent to the campus community. (3.9)

The institution has appropriate risk management strategies, policies, and procedures in place to plan for unforeseen circumstances. Routine budget monitoring is practiced and a healthy fiscal reserve is projected at 24% for fiscal year 2025/2026. Budget preparation and management are supported by board policy and administrative procedures. The College has evacuation plans and performs safety drills, both in collaboration with local and regional agencies to ensure the campus is prepared for unforeseen circumstances. The College has appropriate board policy and administrative procedures regarding Emergency Response Planning. Management and other personnel have completed Emergency training including NIMS introduction training. Further, security assessments bolster technology risk management. The College is working with CEIC to provide redundant Internet circuits, and uninterrupted power supplies and generators protect campus data facilities. The College maintains cybersecurity liability insurance. Emergency plans are reviewed and updated regularly to align with federal, state, and local guidelines. (3.10)

Conclusions:

The College meets Standards 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8 3.9, 3.10

The College does not meet Standard 3.3.

Recommendation: In order to meet the Standard, the team recommends the regular evaluation of all personnel at stated intervals with appropriate documentation (Standard 3.3).

Standard 4

Governance and Decision-Making

General Observations:

Gavilan College 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.

Findings and Evidence:

Gavilan College is explicitly committed to principles of academic freedom, academic integrity, and freedom of inquiry as referenced in its Principles of Community. The College supports academic freedom as stated in Board Policy and acknowledged in the faculty association contract. Gavilan protects academic integrity in its Standards of Student Conduct and promotes academic integrity in its faculty collective bargaining agreement. The ISER states that Gavilan 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; thus, the College has indicated that the comprehensive Student Handbook needs to be updated. The team encourages the College to update the comprehensive Student Handbook. (4.1)

The team confirmed the College defines roles, responsibilities, and authority for decision-making and communicates this throughout the institution. The institution's decision-making framework provides opportunities for constituency participation and ensures the inclusion of relevant perspectives. Board policy and administrative procedure codify participation in local decision-making, representing interests of students, faculty, and professional support staff. The Associated Students and Academic Senate frameworks also ensure participation in decision-making. The team affirmed that the College is seeking improvement in its communication and decision-making processes. Gavilan has engaged in an Organizational and Governance redesign, and they are working on an updated governance handbook. (4.2)

Decision making practices at Gavilan College support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes. The Redesigning the Governance Process presentation illustrated the College's new structure for Governance. The team confirmed that Gavilan has infused its commitment to inclusion in the redesign of its governance and decision-making structures. The team also affirmed that Gavilan prioritizes

equity in institutional planning to create a more inclusive and supportive campus environment. The team confirmed the equity metrics are aligned with the College's Strategic Plan. (4.3)

The team confirmed that Gavilan takes responsibility for the overall quality and stability of the institution and regularly monitors progress toward the institution's goals and fiscal health as delineated in board policy and supported by board retreat activities. The team found that regular board presentations and update reports ensure that the Board is engaged in aligning institutional goals with board policy. Additionally, the team verified that the District Budget Guidelines function so that the Board is directly and functionally responsible for the institution's fiscal health. (4.4)

The team reviewed evidence affirming that the governing board selects and evaluates the institution's chief executive officer and that the board grants the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission. Policy ensures that the Board evaluates the CEO's performance annually. The team verified that 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 ensures that Gavilan College remains student-centered, equity-driven, and operationally strong. (4.5)

The team found that the governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The team also verified that the governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. The team examined evidence that board policy defines trustees' membership, roles, and responsibilities and establishes clear expectations for ethical behavior, integrity, and accountability. Policy also outlines the board's annual self-evaluation mechanism to ensure continued improvement in governance effectiveness. (4.6)

Conclusions:

The Institution meets Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

Verification of Required Documentation

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards. Some required documentation may have been used in response to ACCJC Standards that address the same or similar subject matter. For each required item listed, the team must verify its review of the required documentation, and indicated its conclusion by choosing one of the options below and note any comment or concerns where needed:

Verified	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
Verified, with Recommendations for improvement	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but improvement is recommended.
Not met	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Standard 1: Mission and Institutional Effectiveness

Required Item	Conclusions
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)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

<p>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)</p>	<p><input type="checkbox"/> Verified <input checked="" type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: Ensure regular review and update of established standards and goals for student achievement.</p>
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Standard 2: Student Success

Required Item	Conclusions
<p>i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> • 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) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>ii. Documentation that the institution’s transfer of credit policies include the following:</p> <ul style="list-style-type: none"> • 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 <p>See Policy on Transfer of Credit</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>

Required Item	Conclusions
iv. Documentation of clear policies and procedures for handling student complaints, including: <ul style="list-style-type: none"> • 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 	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
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: <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: (to be verified during in-person site visit)
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: (to be verified during in-person site visit)
vii. Documentation of the institution’s policies and/or practices for the release of student records	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ix. Official college catalog contains required elements (ER 20)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

FOR TITLE IV PARTICIPANTS:	
<p>x. Documentation of institution’s implementation of the required components of the Title IV Program, including:</p> <ul style="list-style-type: none"> • 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 <p>See Policy on Institutional Compliance with Title IV</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
<p>xi. Documentation of institution’s:</p> <ul style="list-style-type: none"> • 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 <p>See Policy on Distance Education and on Correspondence Education</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable
REQUIRED ONLY IF APPLICABLE	
<p>xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable
<p>xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable

<p>xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable</p>
<p>xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	<p><input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input checked="" type="checkbox"/> Not Applicable</p>

Standard 3: Infrastructure and Resources

Required Item	Conclusions
<p>i. Written policies and procedures for human resources, including hiring procedures</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>ii. Employee handbooks or similar documents that communicate expectations to employees</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>

<p>v. Policies guiding fiscal management (e.g., related to reserves, budget development)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>FOR TITLE IV PARTICIPANTS:</p>	
<p>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</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable</p>
<p>REQUIRED ONLY IF APPLICABLE</p>	
<p>viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations</p>	<p><input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input checked="" type="checkbox"/> Not Applicable</p>
<p>ix. Written code of professional ethics for all personnel including consequences for violations</p>	<p><input type="checkbox"/> Verified <input checked="" type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: BP 3050 references AP 2715, but AP 2715 does not exist. We recommend that 1) BP 3050 be corrected; and 2) language related to the consequences for professional ethics violations be included in writing. <input type="checkbox"/> Not Applicable</p>

Standard 4: Governance and Decision-Making

Required Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ii. Documentation or certification that the institution’s CEO does not serve as the chair of the governing board (ER 4)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iii. Governing board policies/procedures/bylaws related to Board Ethics	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iv. Governing board policies/procedures/bylaws related to conflict of interest	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Other Federal Regulations and Related Commission Policies

Required Item	Conclusions
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: