Standard I: Mission, Academic Quality and Institutional Effectiveness, and Evidence of Meeting the Standard

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

Standard I.A.1

> The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting Standard I.A.1

Gavilan College's Mission Statement describes the institution's broad educational purpose and commitment to overall student success (1A-1: Mission Statement). It is periodically reviewed and updated to reflect changing circumstances and priorities. The most recent review and update was done following the research, writing, and adoption of the new Education Master Plan. Although the meaning of the mission has not changed, the campus had a desire to communicate that mission in a way that was more concise and relatable.

Standard I.A.2

> The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting Standard I.A.2

Since the last accreditation visit, the district has enhanced a number of data tools to engage all college stakeholder groups in identifying and understanding the sources of data available to make decisions throughout the college. GavData is a public source, available on the Gavilan website and offers numerous data sets to support student success and transfer information. Other data sources include Banner, Gavilan Integrated Data System (GIDS), the Chancellor's Office scorecard and CTE dashboard (I.A-2 https://doingwhatmatters.cccco.edu/LaunchBoard.aspx).

Data is shared broadly through the Shared Governance process, and publicly with presentations to the Board of Trustees and links on the college website. A Daily Enrollment Report, generated through GIDS is emailed to the entire staff everyday during peak registration periods.

FIGURE XXX: Screenshot of Daily Enrollment Report

Data on specific program performances is also generated and shared with stakeholders. For example, in FY 2017-2018 the college community and the Board of Trustees received the following performance reports:

- June 2018: MESA and TRiO Student Support Services program: (I.A-3)
- June 2018: Fresh Success and Food Pantry update (I.A-4): http://www.boarddocs.com/ca/gjccd/Board.nsf/goto?open&id=AZH8PC66F59D

!

Standard I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

collectively. Representatives of the program under review are given a summary of questions and concerns and are invited to meet in-

Analysis and Evaluation, Standard I.A.3

Gavilan College meets Standard I.A.3. The College's programs and services are aligned with its mission through the major planning documents: the Educational Master Plan and the Strategic Plan, which directly informs each program's annual Program Plan. The Program Review cycle uses data to assess fulfillment of the mission, and also informs annual Program Planning. Annual Program Plans are directly tied to the development of the budget. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

The Mission Statement is widely published, appearing:

- on the college web site on the “About Gavilan College” page (I.A-17:http://www.gavilan.edu/about/index.php).
- in the annual Report to the Community (EVIDENCE: link to 2018 version, now in progress)
- in the Catalog (I.A-18: https://issuu.com/janbernsteinchargin/docs/gavilancollegecatalog2017_2019/8)
- in the Commencement Program (I.A-19: https://issuu.com/janbernsteinchargin/docs/gc-2018-program/2)
- in the Budget Guidelines, which are used to inform the devlopment of the annual budget (I.A.20: http://www.gavilan.edu/administration/budget/final_budget/2018-19_tenative.pdf Attachment B page 1)
- and in other critical publications and documents.

Analysis and Evaluation, Standard I.A.4

Gavilan College has a regular cycle of assessment and review of its mission statement, in conjunction with renewal of the Educational Master Plan and regular review and update of the Strategic Plan. The mission statement and planning documents are approved by the governing board and posted on the college website and in the catalog, Report to the Community, and other institutional documents.

Evidence I.A.

1A-1:

1A-14 BP 1200; January 16, 2016 Board of Trustees Minutes

I.A-15

TABLE XXX Learning Council Focused Inquiry Groups (FIGs)

2015-2016 FIGs	2016-2017 FIGs	2017-2018 FIGs
! Information and Resource ! Communication ! Instructional Improvement !		

There are three faculty liaison positions within the GCFA contract that include professional development, instructional improvement, and mentoring. The job descriptions from the three liaison positions include a commitment to equity and learning outcomes (I.B-10 Faculty Liaison Job description #1; I.B-11 Faculty Liaison Job description #2; I.B-12 Faculty Liaison Job description #3)

These efforts have culminated in the revision of the Participatory Governance Handbook, which was revised after a semester-long dialog with all campus groups in Spring 2018. The effectiveness of committees, the resulting outcomes and application of those outcomes to daily practice are now incorporated into the campus culture and will be reviewed and assessed by the Governance Committee which will report to the President's Council at the conclusion of the 18/19 academic year.

Analysis and Evaluation, Standard I.B.1

Gavilan College demonstrates a robust dialog and institutional commitment to student outcomes, equity and continuous improvement. This dialog is supported by student achievement data and in the educational environment that is created and maintained at Gavilan.

Learning Outcomes (SLOs) for each course as well as for each program. All PLOs and SLOs are aligned with the Institutional Learning Outcomes (ILOs) and linked in the Course Outline of Record (I.B-16 EVIDENCE: Course Outline of Record. Which one is a good example?) All Learning Outcomes, including ILOs, are reviewed during the cycle, and adjustments are made as needed for clarity. Assessment of student learning outcomes at all levels is the engine that drives instructional improvement at Gavilan.

The cycle is diagrammed on Gavilan's Student Learning Outcomes Support Page (I.B.1 SL suggests changing number to I.B-17), which also houses a number of resources and best practices for writing, reviewing, assessing, and analyzing learning outcomes.

The learning outcomes, as well as the results of assessment, are reported in several places. On the Learning Outcome Reporting page (I.B.2 SL suggests changing number to I.B-18) each program must include its learning outcomes, the metrics by which they are assessed, the resulting data, and the planned improvements to be made once the data are analyzed. Additionally, each program includes its learning outcomes, as well as the metrics,

position is designed to provide a contact person available to all programs to help them keep their learning outcomes current, viable, and on track to be fully assessed in the four year cycle. I.B.26)

Through 2018, the Institution has been using a database designed in-

Standard I.B.3

> The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence for Standard I.B.3

Gavilan College has institutional set-standards for student achievement, and assesses how well it is achieving them on a regular basis.

These set-standards include metrics on completion rates, remedial rates, career education rates, completions of degrees and certificates, and completion of transfer level English and math, among others. For each metric there is a standard, a “stretch” goal, historical data, and a multi-year average (I.B-28).

The source for these performance metrics is the Scorecard posted by the Chancellor’s Office and linked to from every page of the Gavilan College website (I.B-29 Scorecard)

Job placement rates for career education programs (I.B-30), and licensure exam pass rates (I.B-31) online for the public annually on the webpage of the Research, Planning and Institutional Effectiveness Division (I.B-32).

This performance information is used (when and where?, (I.B-33 example of discussion about the scorecard metrics and follow-up actions.)

Analysis and Evaluation for Standard I.B.3

Gavilan College meets Standard I.B.3. The College has established institution-set standards for student achievement and regularly assesses how well it is achieving them as part of the institutional cycle of continuous improvement. This information is published on the college website.

Standard I.B.4

> The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence for Standard I.B.4

To help set standards and expectations around learning outcome development, our Dean of Research, Planning, and Institutional Effectiveness has made multiple presentations to the

Standard I.B.5

> The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of meeting Standard I.B.5

The means by which Gavilan College assesses accomplishment of its mission is articulated broadly in the Education Master Plan (I.B-46), and in more detail in the Learning Outcomes website (I.B-17), which assesses Program and Student Learning Outcomes, the Institutional Effectiveness Committee website (I.B-19), which documents the cycle of program review, and the Research, Planning and Institutional Effectiveness (RPIE) website (I.B-3), which provides tools and mechanisms for tracking student achievement. All assessments of Learning Outcomes, student achievement and program effectiveness are ongoing and occur in regular cycles, and begin with an examination of the salient data, both qualitative and quantitative.

- Program Review

All instructional and student support services undergo Program Review once every four years. This process uses data and self-study evidence to assess the effectiveness of each program and its contribution to the college's mission. Each program examines and analyzes quantitative data about student achievement in several forms, including student success and retention by program and course level (k-6 vs. lead 6 Tc 1[(6)E-2(a)T-4(i)6(t)6(ab)u)s(a)6our)Tc -33.628 -1D [(Th)1(i)7(s(F

which is updated every year (I.B-47), and from the recommendations provided by the IEC Committee during the last Program Review Cycle.

An example of how a program uses these assessments to improve student success can be seen in the example of the English Department. A significant number of students who enroll at Gavilan do not qualify for its basic college level composition. Program Review revealed that a significant number of students placing into Basic Skills classes (one level or more below the standard college freshman composition class) were not going on to complete degrees or transfers. Additionally, a significant number were not passing the basic freshman comp class even if they did persist. This observation led to the department investigating best practices for supporting students in their goal of passing English 1A, which is a requirement for graduation no matter what major a student declares. The English Program Plan was amended to include the new goals and objectives crafted with these students in mind. New initiatives were designed to support those students, including:

1. making the switch to an accelerated model, which greatly expanded the number of students testing directly into freshman comp, 0 Td [(h [(h [(h [5( )4d [(ho)-4 [(h [5( )4d [(ho)-4 [(9 2.9(

the goals and objectives pertaining to student success are regularly evaluated and updated, and progress toward those goals and objectives tracked, by the Strategic Planning Committee, who then disseminate their findings to the college community, make recommendations to the President's Council and other relevant constituent groups, and develop, track and review any changes to the EMP. (I.B.51) The Strategic Planning Committee is comprised of students, staff, faculty and administrators. The committee gathers environmental data via external scans at the state, regional and local levels, and maintains performance indicators via internal scans. The timeline and process for review of all functions of this committee is outlined in the integrated planning model for the EMP (I.B.-52), and is updated yearly (I.B.-53). The data gathered by the Strategic Planning Committee is forwarded to the Research, Planning and Institutional Effectiveness Office (RPIE) for further analysis and synthesis. The RPIE generates a series of reports based on the data, which are then made available on its website to the college community at large, and presented to the Board of Trustees in a yearly report (I.B.54). This report, and the analyses conducted by the Strategic Planning Committee that provide the data for the report, form the foundation for the next iteration of the EMP. In this way, the cycle of assessing progress toward all goals and objectives, and planning for improvement in future cycles, is assured of being continuous and grounded in sound research and data.

One example of how the cycle works to improve progress can be seen in the college's most recent EMP (I.B.55), specifically with the implementation of some new statewide student success initiatives included in SB 1456. With the passage of this bill, Gavilan was prompted to evaluate a number of policies and procedures, leading to significant changes in the way the college responds to the needs of basic skills students, and in the goals and objectives for supporting students and helping them quickly and efficiently complete the necessary requirements for graduation and transfer. The current EMP outlines the plan for implementing and evaluating a new system for student placement, for providing students with comprehensive orientations and counseling services, for establishing pathways that efficiently move students toward their educational goals, and creating a scorecard metric to evaluate our progress in these areas, specifically with regard to student groups identified in the equity report. The plan identifies how Gavilan can improve student success in every area on campus, both instructional and student service-based, beginning from the moment a student makes first contact with Gavilan to the moment the student moves on to the next phase, and even beyond, as we track their progress to the next levels with the eye of using the information gleaned from that

principles governing the guidelines have not changed significantly. The primary directive of the LOs is to provide a snapshot of how effectively any particular program, or the college as a whole, is marshalling students toward master of those LOs. Each program is responsible for assessing all LOs in a timely manner, for using the results of their assessments to make improvements to instruction and student services, and for updating their LOs as needed, especially with the goal of aligning the course, program and institutional outcomes.

An example of how analysis of Learning Outcomes leads to improved student success can be

rates, factoring in student race/ethnicity, sex/gender and class. Furthermore, both programs needed to develop metrics to gauge the impact of the support initiatives that attended the implementation of acceleration, such as the new Multiple Measures placement tool, Boot Camp, Summer Bridge programs, Supplemental Instruction, Early Connect, Basic Skills counseling services, and more. With the assistance of RPIE, both programs have been able to create flexible, reliable tools for measuring the impact of acceleration on student success in a variety of contexts, all of which will be invaluable as the next phase gets underway.

Analysis and Evaluation, Standard I.B.5

The college meets this standard. Gavilan's assessment of the achievement of its mission is ongoing, using reliable data drawn from the program review process, from evaluation of Learning Outcomes at all levels, in conjunction with our regularlyn,

Standard I.B.6

included disaggregation of student data by 26 characteristics in an effort to separate the effect of student demographic academic, and program participation statuses from the effect of participation in EOPS. Results of the evaluation are leading to planning for scaling of intrusive advising and nudge points that are a cornerstone of the EOPS program (I.B-62 Leadership Council minutes, July 2018).

Implemented strategies and resource allocations addressing these gaps include our BSI initiatives, the hiring of a basic skills counselor, the hiring of two retention specialists, focused on implementation of multiple measures placement and acceleration, increasing touchpoints for students through use of technology such as GradGuru, 85% check-ins by counselors, and a second year experience initiative. Additionally, once gaps were identified in the data, our data access system was revised with specific tools to allow departments and disciplines identify stop-out points among their students.

-Peter, Randy needs to supply an an example here of the mirrored classes and achievement rates.

Analysis and Evaluation for Standard I.B.6

The examples provided in this standard show the continuous improvement and progression that Gavilan has made since the last accreditation cycle. Disaggregating data in math and english will continue to be a focus as faculty strive to address the mandates of AB 705 and the entrance requirements for students in gateway courses. Non credit students moving through ESL through mirrored courses will continue to benefit from enhanced tutoring and academic support services that will provide supportive success strategies as they move into credit courses. All of these support the mission of the college and are embedded in data driven decision making that is evidenced by demonstrations of outcomes analyzed from our institution set achievement standards.

Standard I.B.7

> The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence for Standard I.B.7

Policies and procedures are regularly reviewed at the institutional level through the shared governance process. The President's Office is responsible for receiving the annual updates from CCLC and then distributing the updates to the various instructional and service areas for review, modification, and to ensure policies are processed through the governance process to approval. In the spring 2018, the President formed the President's Council Policy Committee to assist in streamlining the annual and six year process as well as encourage an institutional discussion on the meaning and operational application of policies across campus.

At the Leadership Council meeting on August 14, 2018 a draft of the Board Policy and Administrative Procedure Review Cycle was circulated and discussed (I.B-63)(EVIDENCE - get from Nancy Bailey). The review cycle has two goals:

1. an Annual Review of policies and procedures, incorporating biannual legal update revisions issues by the Community College League of California, and
2. a six year review cycle of all policies and procedures.

The Board Policy Manual is posted online at the Gavilan College website (I.B-64 EVIDENCE http://www.gavilan.edu/administration/board/policies.php). In 2018, the BoardDocs platform was adopted to house meeting agendas, documents, and minutes. Over the next year the Policies

reports. The Program Review Self Study report asks departments to identify policies and practices specifically relating to the college's mission, and the goals and objectives of the Strategic Plan (I.B.67), and to identify larger trends affecting those policies and practices, as well as articulating the department's particular strengths and challenges. Each program scrutinizes the information in GavDATA about retention, students success, and other categories, and provides an analysis of the numbers (I.B.68) Additionally, each department is asked to evaluate its policies and practices with regard to equity; the report specifically calls for a review of how the department currently works to close identified equity gaps, and for a summary of what gaps still remain and what plans the department has for addressing those gaps in the coming program review cycle. (I.B-69). The program review committee then makes a series of recommendations for the department to work on, based on the Self-Study report (I.B.70).Midway through each review cycle, programs are required to submit a Status Update detailing the progress made on each recommendation (I.B.71). The Self-Study report, the Program Review

Standard I.B.8

> The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence for Standard I.B.8

Gavilan College communicates the results of assessment and evaluation activities through broadly accessible data tools, the college website, and the Shared Governance Process.

The Chancellor's Office provides several tool the public can use to access and evaluate information about college performance. These tools, provided to the college and communicated through our web page, provide baseline data for all stakeholder groups.

- The Student Success Scorecard (I.B-29)(https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=441) which is linked to from every page on the Gavilan College website, and displays success metrics in Math/English ESL achievement, program completion, and career education achievement.
- The Chancellor's Office MIS DataMart (I.B-76) (https://datamart.cccco.edu/) allows more specific data searches by college and student characteristics, including
- The CE Launchboard,(I.B-77)
- SalarySurfer ((I.B-78) https://salarysurfer.cccco.edu/SalarySurfer.aspx) provides wage information for those who have completed programs of study, aggregated statewide and linking to colleges with the named majors.

To provide more meaningful data at the local level, the district uses

- Gavilan College has contracted with HIgher Education Profiles to create GavData (EVIDENCE https://gavilan.higheredprofiles.com/#!/login), an interactive, searchable database available to the public as well as to the campus community. GavData lets users query a wide range of questions about student persistence, retention, transfer, and evaluation. All groups on campus were trained on this tool and use it as needed in various departments across campus.
- The Research Planning and Institutional Effectiveness (RPIE) webpage (I.B-3) provides one-stop access to the Chancellor's office data tools and "Quicklinks" to basic college, data, downloadable reports and other publications, planning documents, Institutional Learning Outcomes, and surveys.
- CurriQunet - over the 2018/19 academic year, the College will be implementing the Student Learning Outcomes module for CurriQunet (I.B-79) (EVIDENCE:https://gavilan.curricunet.com/Search which will replace the internally-developed system that has been in use for a number of years. (I.B-24)
- Data and reports are also communicated through the Shared Governance process. For example,

Analysis and Evaluation for Standard I.B.8

Standard I.B.9

> The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence for Standard I.B.9

Gavilan College engages in a continuous cycle of planning and evaluation at the Board, institutional, functional, and program levels.

- Master Plans

Integrated planning has taken a predominant focus for the past two years as Gavilan has developed major comprehensive planning documents, such as the Educational Master Plan (I.B-46) and the Facilities Master Plan (I.B-80), along with a number of ancillary plans to form a culture of continuous assessment and evaluation in all areas of campus instruction and service.

- The Five-Year Strategic Plan (I.B-67)

! Program Plans (I.B-47)

! Self-Studies (I.B-81)

At the program and department level the college's system for broad-based evaluation and planning is outlined on the webpage of the Institutional Effectiveness Committee, the shared governance committee that conducts program reviews for all areas on campus, including administration, operations, support services and instructional programs. (I.B-19) Program review is continuous in that every area on campus undergoes review once every four years, through which each completes a comprehensive Self-Study detailing the accomplishments and challenges of the past cycle and analyzing the data compiled during that time. (I.B-81). The goal of program review is to reflect on what was or was not effective during the past cycle, but even more prominently, to use those reflections to plan for the future and improve performance. All Self-Study reports begin with a review of the Mission Statement and the goals and objectives of the Strategic Plan and continue with an analysis of how the department's activities address those larger concerns and the more detailed concerns under that umbrella, such as Equity and Student Success.

The Self-Studies are largely based on the material from the yearly Program Plans, which detail the goals of the department and the accompanying request for funds, and from the data gleaned from GavDATA and from HR detailing the department's statistics regarding student success,

(AY 2016-2017 and AY 2017-2018) have issued (in??) comprehensive amendments not just to the form, but to the process itself. For example, during the review of the 2016-2017 cycle, it was noted that a majority of the first drafts of the self study came to the committee late, which reduced the time allotted for revision and recommendations. The committee decided that it would, in the future, extend the deadline for the first drafts and adjusted the timeline accordingly, beginning the process for 2017-2018 in May of 2017 instead of September of that year. This change allowed programs to begin their self-studies significantly earlier than in years past, and the result was that all programs were able to submit their reports by the deadline, and the committee was able to finish up its work in a timely fashion. Additionally the committee created training materials, including a presentation and a video, on how to collect and examine relevant

Evidence:

I.B-1 Learning Council report to Board of Trustees, July 2018 Minutes

I.B-2 Learning Council Report

I.B-3 Research, Planning and Institutional Effectiveness webpage

I.B-4 GavData Main Page

I.B-5 Social Science Department Meeting

I.B-6 Social Science Minutes 3-8-2017

I.B-7 Student Equity Website

I.B-8 IEC Committee Bylaws

I.B-9 Learning Council History and Mission

I.B-10 Faculty Liaison Job description #1

I.B-11 Faculty Liaison Job description #2

I.B-12 Faculty Liaison Job description #3

I.B-13 CCSSE Exec report).

I.B.14 GavDATA Student Equity tool (save a PDF sample as evidence?YES)

I.B-15 Disproportionate impact analysis:

I.B-16 Course Outline of Record. Which one is a good example?

I.B-17 Gavilan's Student Learning Outcomes Support Page

I.B-18 Learning Outcome Reporting page

I.B-19 Institutional Effectiveness Committee homepage

I.B-20 Gavilan College Curriculum homepage

I.B-21 Instructional course learning outcomes listed on the course syllabus

I.B-22 Student Learning Outcomes web page

I.B-23 ILOs on webpage

I.B-24 SLO webpage

I.B-25 Learning Outcomes

I.B-26 SLO Faculty Liaison (Job description is listed above - I.B-10-12 - . If job description is used here as evidence, we can eliminate this reference. And renumber.)

I.B-27 Program Review Process

I.B-28 Institutional Set Standards and Performance Annual Report

I.B-29 Chancellor's Office Scorecard

I.b-30 Job Placement rates for CE programs

I.B-31 Licensure Exam Pass Rates

I.B-32 Downloadable reports on the RPIE website

I.B-33 Example of follow-up actions based on scorecard metrics

I.B-34 PWruck Powerpoint presentation 2016

I.B-35 Department Chair presentation March 2017

I.B-36 Student Learning Outcomes Support Site

I.B-37 SLO assessment models,

I.B-38 support for the measurement of learning outcomes

I.B-39 Responses to frequently asked questions related to outcomes and assessment

I.B-40 Fine Arts Department Professional Learning minutes

I.B-41 Assessment of SLOs in 58 courses

I.B-42 Courses that had not been assessed in five years

I.B-43 SLO-PLO Assessment Status Spreadsheet

I.B-44 Spring 2018 Professional Development Day Presentation

I.B-45: GCFA SLO assessment compensation per class

I.B.-46 Education Master Plan

I.B.-47 Department or Program Plan

I.B-48 Comprehensive Department Handbook

I.B-49 Equity Report

I.B-50 Plan to address Equity gaps

I.B-51 Strategic Planning Committee tracking document (?)

I.B-52 integrated planning model for the EMP

I.B-53 updated yearly Planning Model

I.B-54 RPIE presented to the Board of Trustees in a yearly report

I.B-55 EMP, regarding implementation of statewide student success initiatives included in SB 1456.

I.B-56 Student Data stored in RPIE area

I.B-57 board minutes for any November meeting,

I.B-58 Senate minutes for presentation of disproportionate impact report

I.B-59 equity committee and senate minutes for presentation of disproportionate impact report

I.B-60 GavDATA milestone report

I.B-61 EOPS program evaluation report

I.B-62 Leadership Council minutes, July 2018

I.B-63 Leadership Council minutes, August 14, 2018

I.B-64 Board Policies and Procedures home page

I.B-65 English Department Collaborative Decision-making policy

I.B-66 Three month timeline for policy completion

I.B-67 Strategic Plan 2018-23

I.B.68 GavData report with data regarding retention or students success

I.B-69 Self Study doc focusing on review of how the department currently works to close identified equity gaps, and for a summary of what gaps still remain and what plans the department has for addressing those gaps in the coming program review cycle.

I.B-70 IEC recommendations based on the Self-Study report

I.B-71 Status Update

I.B-72 IEC Program Report Website

I.B-73 Enrollment Management Plan

I.B.74	Writing Center Minutes where policy changes are discussed
I.B.75	Writing Center report for English Department
I.B-76	DataMart
I.B-77	CE Dashboard
I.B-78	Salary Surfer
I.B-79	currIQunet website
I.B-80	Facilities Master Plan
I.B-81	Blank PIPR Document
I.B-82	PIPR Website
I.B-83	eluc

FIGURE XXX: website Footer with Accreditation link

Accreditation_ website, link on all pages, information to the Board at public meetings

Blurb in Semester Guide

Catalog

Shared Governance process

Stephanie Drocker's visits to the college (September 2017 and 2018)

Analysis and Evaluation for Standard I.C.1

Gavilan College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services, and has policies and procedures in place to ensure accuracy.

The institution gives accurate information to students through the student government and having student members on committees. The public is informed through Board meetings and posting the final approved ISER on the website. In addition, the college has had visits from our support person on the Accreditation Commission in order to keep our accreditors updated. (It said "ER 20" here. What's that? Ken)

Standard I.C.2

> The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

Evidence for Standard I.C.2

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The catalog includes current information on facts, requirements, policies, and procedures as listed in the "Catalog Requirements" and as shown in Figure XXX, Inventory of Catalog Requirements, where the page numbers indicated are those in the printed and pdf files of the catalog.

Figure XXX: Inventory of Catalog Requirements

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"&1'-/..)43'-*4#$2*-A'"2"1*@$2'?4**1)@A'+*&*4"%'*1/2"3$)&'"&1'34"&-?*4'.4)+4"@-7'

().$*-')?'2"3"%)+-'1"3$&+'0"2>'3)'EFFG;EFFB'"2"1*@$2'5*"4-'"4*'%)2"3*1'"3'3,*'0)33)@')?'
3,*'6*0'."+*'"&1'2"&'0*'*"-$%5'"22*--*17'H"4%$*4'*1$3$)&-')?'3,*'2"3"%)+'2"&'0*'?)/&1'$&'3,*'
!"#$%"&'()%%*+*'%$O4"45')&'3,*'!$%4)5'2"@./-7'

Standard I.C.3.

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence for Standard I.C.3

R-'@*&3$)&*1'$&'S3"&1"41'J7I7GA'-3/1*&3'-/22*--'$-'"3'3,*'2*&3*4')?'"&5'.)%$25')4'$&3"3$#*'2,"&+*-'/&1*43">*&'05'3,*'2)%%*+*7''8)'3,"3'*&1A'!"#$%"&'4*@"$&-'2)@@$33*1'3)'1*#*%).$&+'"&1'/-$&+'.4)#*&'1"3";+"3,*4$&+'3))%-'"&1'3*2,&$D/*-A'"&1'3)'.4)#$1$&+'34"$&$&+')..)43/&$3$*-'?)4'3,*'2)&-3$3/*&3'+4)/.-'6,)'/-*'3,)-*'3))%-'3)'34"2>'-3/1*&3'-/22*--7'8,*'PM:H')??$2*'$-'6,*4*'3,*'0/%>')?'3,*'1"3"'$-'-3)4*1A'"&1'1$-"++4*+"3*1'$&'#"4$)/-'6"5-'9:7I;G<=7'

N&'3,*'TN/32)@*-U'9J7(;V='."+*')?''3,*'P*-*"42,A'M%"&&$&+'"&1':&-3$3/3$)&"%'H??*23$#*&*--'9PM:H='6*0'."+*A'@/%3$.%*'3))%-'/-*1'$&'*#"%/"3$&+'-3/1*&3'%*"4&$&+')/32)@*-'"4*'%$-3*17'S3/1*&3'%*"4&$&+')/32)@*-'"4*'$3*@$W*1')&'3,*'!"#$%"&'()%%*+*')/32)@*-'6*0."+*A'6$3,'"'MXY'%$&>*1'"3'3,*'."+*'*&1'9:7(;K=7'

S3/1*&3'%*"4&$&+')/32)@*-'?)4'*"2,'2)/4-*'"4*'%$-3*1')&'3,*'R2"1*@$2'SCN'6*0-$3*'9J7(;JF=7':&'3,*'14).;1)6&'@*&/'/&1*4'*"2,'@"$&'"4*"')?'-3/15A'*"2,'2)/4-*'$-'%$-3*1'9(,$%1'X*#*%).@*&3'$-'/-*1'"-'"&'*Z"@.%*[:7(;JJ=7'N&2*'"'2)/4-*'$-'-*%*23*1A'0)3,'3,*'2)/4-*'1*-24$.3$)&'"&1'%*"4&$&+')/32)@*-'"4*'1*3"$%*1'9:7(;JE=7'

N&'!"#$%"&'()%%*+*U-'$&34"&*3'9:7(;J\=A'2)/4-*'SCN'"--*--@*&3'4*-/%3-'"4*'%$-3*1'05'2)/4-*7']-$&+'R((8'JFG'"-'"&'*Z"@.%*'9:7(;J^=A'-3/1*&3-'2"&'14$%%'1)6&'3)'"'5*"4'_'$&'3,$-'2"-*'EFJ<;JBA'-**'6,"3'3,*'.4)+4"@')/32)@*-'"4*A'6$3,'"--*--@*&3`@*"-/4*@*&3'$1*&3$?$*1A'3,*'4*-/%3A'"&1'3,*'/-*')?'4*-/%3-'"4*'-,)6&'"&1'*Z."$&*17'

8,*'!"#$%"&'()%%*+*'S3/1*&3'S/22*--'S2)4*2"41'9:7(;JG=A'24*"3*1'05'3,*'(,"&2*%%)4a-'N??$2*'"&1'%$-3$&+'+*&*4"%'1*@)+4".,$2'"&1'-/22*--'$&?)4@"3$)&A'$-'.)-3*1')&'3,*'P*-*"42,'."+*')?'3,*'2)%%*+*U-'6*0-$3*7'

Y$&"%%5A'1)6&%)"1"0%*'4*.)43-')&'3,*'PM:H'6*0-$3*'9:7(;J<='$&2%/1*'-/2,'$&?)4@"3$)&'"-'34*&1'"&"%5-$-A'1*+4**-'"&1'2*43$?$2"3*-'"6"41*1A'.4)+4"@'2)@.4*,*&-$#*'*??*23$#*&*--'*#"%/"3$)&'4*.)43-A'?%)6'-/22*--'4"3*-A'*327'

'

Analysis and Evaluation Standard I.C.3

8,*'$&-3$3/3$)&'/-*-'1)2/@*&3*1'"--*--@*&3')?'-3/1*&3'%*"4&$&+'"&1'*#"%/"3$)&')?'-3/1*&3'"2,$*#*@*&3'3)'2)@@/&$2"3*'@"33*4-')?'"2"1*@$2'D/"%$35'3)'".4).4$"3*'2)&-3$3/*&2$*-A'$&2%/1$&+'2/44*&3'"&1'.4)-.*23$#*'-3/1*&3-'"&1'3,*'./0%$27'S3/1*&3'"&1'.4)+4"@'%*"4&$&+')/32)@*-'"4*'-*"42,"0%*'"&1'"#"$%"0%*'3)'3,*'./0%$2'#$"'3,*'!"#$%"&'()%%*+*',)@*."+*7'

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence for Standard I.C.4

I)"41'.)%$25'9IM='^JFFA'%)2"3*1'$&'I)"41'M)%2*-'"&1'.4)2*1/4*-A'(,".3*4'^'_'R2"1*@$2'R??"$4-A'."+*'\J'9:7(;JB='1*-24$O*-'$&'1*3"$%'6,"3'"'-3/1*&3'@/-3'1)'3)'O*'*%$+$O%*'?)4'+4"1/"3$)&'"&1'3,*'.4)2*--'$&'6,$2,'"'1*+4**')4'2*43$?$2"3*'$-'"6"41*17'8,$-'$&2%/1*-'R7R7'"&1'R7S7'1*+4**-A'"11$3$)&"%'R--)2$"3*'1*+4**-A'"&1'(*43$?$2"3*-7'8,$-'6"-'$&$3$"%%5'0)"41;".4)#*1'$&'b/&*A'EFFE'"&1'"@*&1*1'$&'c"5A'EFFV7'

R..4)#*1'2/44$2/%/@'$&?)4@"3$)&'$-'"22*--*1'3,4)/+,'(/44$L/&*3A'"'2/44$2/%/@'@"&"+*@*&3'-5-3*@'/-*1'3)'-34*"@%$&*'"&1'$@.4)#*'$&3*+4"3*1'.%"&&$&+')?'3,*'2/44$2/%/@'.4)2*--7'()/4-*'"&1'2*43$?$2"3*'1*-24$.3$)&-'"-'6*%%'"-'1*+4**'"&1'2*43$?$2"3*'4*D/$4*@*&3-'"4*'@"$&3"$&*1'"&1'*Z34"23*1'?4)@'3,$-'-5-3*@'"&1'4*#$*6*1'"&1'/.1"3*1'05'3,*'1*."43@*&3'2,"$4-')4'.4)+4"@'@*@0*4-'?)4'"22/4"257'R%%'$&?)4@"3$)&'$-'3,*&'?)46"41*1'3)'3,*'".4).4$"3*'2)%%*+*'1*"&'?)4'".4)#"%A'?)46"41*1'3)'3,*'(/44$2/%/@'()@@$33**'?)4'".4)#"%A'"&1'?$&"%%5'."--*1'?)46"41'3)'3,*'d$2*'M4*-$1*&3')?'R2"1*@$2'R??"$4-7'N&2*'"%%'$&?)4@"3$)&'$-'4*#$*6*1'"&1'".4)#*1'05'3,*'I)"41')?'84/-3**-'"&1'3,*'(,"&2*%%)4U-'N??$2*9:7(;

YRL'."+*9:7(;EJ=7':&?)4@"3$)&'&*"4'3,*'*&1')?'3,*'."+*'-.*2$?$2"%5'"114*--*-'X*+4**'"&1'M4)+4"@'D/*-3$)&-7'

Analysis and Evaluation for Standard I.C.4

8,*'$&-3$3/3$)&'1*-24$O*-'$3-'2*43

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

''

Evidence for Standard I.C.5'

!'"#$%"&'()%%*+*'4*#$*6-'$3-'.)%$2$*-A'.4)2*1/4*-'"&1'./0%$2"3$)&-'"&1'4*+/%"4%5'4*#$-*-'$3-'.)%$2$*-'?)4'"%%'"4*"-')?'3,*'$&-3$3/3$)&7'().$*-')?'"%%'.4)2*1/4*-'"4*'4*"1$%5'"#"$%"0%*'3)'3,*'./0%$2'3,4)/+,'3,*'N??$2*')?'3,*'M4*-$1*&3'9:7(;EE=7'

8,*'.4)2*--'0*+$&-'6$3,'/.1"3*-'?4)@'3,*'()@@/&$35'()%%*+*'C*"+/*')?'("%$?)4&$"'9((C(=7'8,$-'4*#$*6',".*&-'36$2*'"'5*"4'1/*'3)'%*+$-%"3$#*'2,"&+*-'"&1'%*+"%'4*#$*6-7'((C('.4)#$1*-'3*@.%"3*-'?)4'/.1"3*-'"-'6*%%'"-')&+)$&+'?**10"2>')&'.)%$2$*-'"&1'.4)2*1/4*-'6,$2,'"4*'%*+"%%'5'4*D/$4*1')4'"1#$-*17'R%-)A'3,*'I)"41')?'84/-3**-'/&1*43">*-'"'-*."4"3*'2,".3*4;05;2,".3*4'.)%$25'4*#$*6')?'"%%'.)%2*-')#*4'3,*'2)/4-*')?'-*#*4"%'5*"4-7'

:&'c"42,'EFJV'3,*'M4*-$1*&3U-'()/&2$%'M)%$25'S/02)@@$33**',*%1'$3-'?$4-3'@**3$&+7'R%%'2)&-3$3/*&3'+4)/.-'"4*'4*.4*-*&3*1')&'3,$-'-/02)@@$33**A'6,$2,'?)2/-*-')&'4*#$*6$&+'!"#$%"&'.)%2*-'3)'$1*&3$?5'6,*4*'3,*'2)%%*+*'@"5',"#*'0+".-Q'3,"3'&**1'3)'0*'"114*--*1'"&1'3)'*&-/4*'3,"3'"%%'"4*'$&?)4@*1')4'"6"4*')?'2,"&+*-'@"1*'3)'.)%2*-7'

X4"?3'.)%$25'4*#$*6'"%-)'@"5'0*+$&'"3'3,*'R2"1*@$2'S*&"3*A'6,*4*'$3'$-'1$-2/--*1'"&1'".4)#*1'"&1'3,*&'-*&3'3)'3,*'M4*-$1*&3U-'()/&2$%7':?'".4)#*1'3,*4*A'$3'$-'3,*&'@)#*1'3)'"'I)"41'-/02)@@$33**'?)4'4*#$*6'0*?)4*'0*$&+'-*&3'3)'3,*'?/%%'I)"41'?)4'4*#$*67'R3'"&5'.)$&3'$&'3,$-'.4)2*--A'3,*'14"?3'2"&'0*'-*&3'0"2>'?)4'4*#$-$)&'9:7(;EE=7'

M)%$25'"&1'M4)2*1/4*-'4*D/$4*'I)"41')?'84/-3**-'".4)#"%A'6,$2,'$&2%/1*-'"'36);."43'"1).3$)&'.4)2*--'9$&?)4@"3$)&"%'-/0@$--$)&'?)4'"'?4-3'4*"1$&+'"&1'"23$)&'$3*@')&'3,*'-*2)&1'4*"1$&+=7'R'@"f)4$35'#)3*')?'3,*'6,)%*'0)"41'$-'4*D/$4*1'?)4'".4)#"%7'

8,*'()%%*+*'2"3"%)+A'3,*'24*1$3'"&1'&)&;24*1$3'2%"--'-2,*1/%*A'"&1'3,*'()%%*+*'6*0-$3*'"4*'3,*'.4$@"45'@*3,)1-'/-*1'3)'2)@@/&$2"3*'3).4)-.*23$#*'"&1'2/44*&3'-3/1*&3-A'.*4-)&&*%'"&1'3,*'2)@@/&3578,*'2"3"%)+'6"-'4*#$*6*1'0$;"&&/"%%5A'"&1'0*+$&&$&+'6$3,'3,*'EFJK'./0%$2"3$)&A'6$%%'0*'4*#$*6*1'"&&/"%%578,$-'.4)2*--'$-')#*4-**&'05'3,*'M/0%$2':&?)4@"3$)&'N??$2*'$&'2)%%"0)4"3$)&'6$3,'3,*'1*."43@*&3-A'2)@@$33**-A'3,*'1*"&-A'"&1'3,*'d$2*'M4*-$1*&3')?'R2"1*@$2'R??"$4-7'

8,*'()%%*+*'/-*-'-)2$"%'@*1$"'"&1'@"$&3"$&-')??2"%'."+*-')&'Y"2*0))>A'86$33*4A'g)/8/0*A'"&1'
C$&>*1:&A'"&1'3,*'M4*-$1*&3',"-'"'@)&3,%5'.)12"-37':&'"&'*??)43'3)'@"$&3"$&'$&-3$3/3$)&"%'
$&3*+4$35'4*.4*-*&3*1'$&'"'#"4$*35')?'1*."43@*&3"%A'-*4#$2*'"&1'-)2$"%'@*1$"'-$3*-A'!"#$%"&'
()%%*+*',"-'-*3'/.'+/$1*%$&*-'?)4'3,)-*'/-$&+'-)2$"%'@*1$"'"-'"&'*&+"+*@*&3'3))%'9J2G7\=7'

Analysis and Evaluation for Standard I.C.5

8,*'$&-3$3/3$)&'4*#$*6-'$&-3$3/3$)&"%'.)%$2$*-A'.4)2*1/4*-A'"&1'./0%$2"3$)&-')&'"'4*+/%"4'
-2,*1/%*'3)'"--/4*'$&3*+4$35'$&'"%%'4*.4*-*&3"3$)&-')?'$3-'@$--$)&A'.4)+4"@-A'"&1'-*4#$2*-7':&'
"11$3$)&A'$3',"-'-*3'/.'+/$1*%$&*-'?)4'3,)-*'/-$&+'-)2$"%'@*1$"')&'3,*'2)%%*+*U-'0*,"%?'$&')41*4'
3)'"--/4*'$&3*+4$35'$&'3,"3'.%"3?)4@7'

Standard I.C.6

:&'"&3$2$. "3$)&')?'3,*'?)%%)6$&+'"2"1*@$2'5*"4'&**1-A'*#*45'-.4$&+'-*@*-3*4'3,*'N??$2*')?'
R2"1*@$2'R??"$4-'4*@$&1-'X*"&-A'R1@$&$-34"3)4-A'"&1'X*. "43@*&3'(,"$4-'3)'/.1"3*'3,*'
:&-34/23$)&"%'c "3*4$"%-'C$-3'?)4'"&5'2)/4-*-'3,"3'4*D/$4*'3,*@'9:7(;EV=7''N&2*'"%%'3,*'/.1"3*-'"4*'
4*2*$#*1A'3,*5'"4*'2)@.$%*1'"&1'-*&3')'3,*'0)"41'?)4'". .4)#"%'9:7(;EKA'."+*'^=7''

Analysis and Evaluation for Standard I.C.6

8,*'$&-3$3/3$)&'"22/4"3*%5'$&?)4@-'"%%'-3/1*&3-'4*+"41$&+'3,*'3)3"%'2)-3')?'"'&'*1/2"3$)&'"3'
!"#$%"&'()%%*+*7'

Standard I.C.7

> In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence for Standard I.C.7

! "#$%"&U-'Y"2/%35'R2"1*@$2'Y4**1)@'.)%$25A'IM'^F\F'9:7(;\F='2%*"4%5'1*?$&*-'3,*'*Z3*&3')?'
"2"1*@$2'?4**1)@'?"2/%35',"#*'$&',$-`',*4'2%"--4))@7'R-'.4)#$1*1'O5'3,*']7S7'2)&-3$3/3$)&A'
"%%'?"2/%35'@"5'1$-2/--'3,*$4'"4*"')?'2)@.*3*&2*'$&'3,*'2%"--4))@A'")&+'6$3,')3,*4'4*%*#"&3'
@"33*4-A'-)'%)&+'"-'3,*5'1-3&+/$-,'0*36**&'.*4-)&"%').$&$)&'"&1'?"23/"%'$&?)4@"3$)&7'
Y"2/%35'"4*'"%-)'?4**'?4)@',"4"--@*&3A'$&?*4*&2*A')4'4*-34$23$)&-'0"-*1')&'.)%$3$2"%'#$*6-A'
"&1'2"&'"--$+&'4*%*#"&3'4*"1$&+-'"&1'"--$+&@*&3-7'8,$-'.)%$25'6"-'".4)#*1'$&'b/&*A'EFFE'
"&1'"@*&1*1'$&'c"5')?'EFFV7'R2"1*@$2'?4**1)@'$-'"%-)'"114*--*1')&'."+*'V')?'3,*'EFJB'_'
JK'-3/1*&3',"&10))>'9:7(;\J=7'

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence for Standard I.C.8

8,*'M4$&2$.%*-')?'()@@/&$35'.4)#$1*'"'?)/&1"3$)&')&'6,$2,'3)'0/$%1'"&'*&#$4)&@*&3')?'1$+&$35A'34/3,A'"&1'*Z2*%%*&2*7':3'-3"3*-'3,"3'3,*4*'$-'"&'*Z.*23"3$)&'3)'@"$&3"$&'3,*',$+,*-3'*3,$2"%'-3"&1"41-'$&')41*4'3)'*-3"0%$-,'"&1'"3@)-.,*4*')?'2$#$%$35A',)&*-35A'2)).*4"3$)&A'.4)?*--$)&"%$-@A'"&1'?"$4&*--'9:7(;\^=7'

/-*'1$-24*3$)&'3)'1*3*4@$&*'$?'?/43,*4'"23$)&'&**1-'3)'0*'3">*&A'$&?)4@$&+'3,*'-3/1*&3')?'-"&23$)&-'3)'0*'4*2)@@*&1*1')4'"--*--*1'$&'"22)41"&2*'6$3,'3,*'.)%$257'R'-3/1*&3',"-'"'4$+,3'3)'".."%'"3'"&5'3$@*7'

8,*4*'"4*'36)'@"f)4'-"&23$)&'2%"--$?$2"3$)&-['"2"1*@$2'"&1'"1@$&$-34"3$#*7'R2"1*@$2'-"&23$)&-'"4*'4*%"3*1'3)'2)/4-*6)4>'"&1'+4"1*-7'Y"2/%35'"4*'4*-.)&-$O%*'?)4'3,$-'35.*')?'-"&23$)&7'R1@$&$-34"3$#*'-"&23$)&-'2)&2*4&'"'-3/1*&3U-'-3"3/-')&'2"@./-'"&1'"4*'1*%$#*4*1'05'3,*'d$2*'M4*-$1*&3')?'S3/1*&3'S*4#$2*-7'

S3"&1"41-')?'S3/1*&3'()&1/23'$-'./O%$-,*1'$&'3,*'EFJB;EFJK'()%%*+*'("3"%)+'9:7(;\K=7'8,*'-3/1*&3'h"&10))>'6"-'/.1"3*1'$&'S.4$&+'EFJV7':&2%/1*1'$&'3,*'-3"&1"41-'$-'2)&1/23'3,"3'2)&-3$3/3*-'2"/-*'?)4'1$-2$.%$&*A'1-2.%$&*'.4)2*1/4*-A'"1@$&$-34"3$#*'2)44*23$#*'@*"-/4*-'?)4'@$-2)&1/23A'1-2.%$&"45'".."%',*"4$&+'.4)2*--A'"&1'"..*"%'.4)2*--'"?3*4',*"4$&+'."&*%'1*2$-$)&7':&2%/1*1'$&'3,*'S3/1*&3'()&1/23'-3"&1"41-'"4*'2)&1/23'-/2,'"-'JG7'OR2"1*@$2'

j 'dM'S3/1*&3'S*4#$2*-'_'S3"&1"41-')?'-3/1*&3'2)&1/23'

Analysis and Evaluation for Standard I.C.8"'

! "#$%"&'()%%*+*',"-'2%*"4A'6*%%;*-3"0%$-,*1A'"&1'6*%%;./0%$2$W*1'.)%$2$*-'4*+"41$&+'"2"1*@$2' ,)&*-35'"&1'$&3*+4$357'8,*-*'".."5'3)'"%%'2)&-3$3/*&2$*-'"&1'.4)@)3*',)&*-35A'4*-.)&-0%$35A' "&1'"2"1*@$2'$&3*+4$35'3,4)/+,)/3'3,*'2)%%*+*7'

Standard I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence for Standard I.C.9

R43$2%*'B7E'$&'3,*'!(YR'()%%*23$#*'I"4+"$&$&+'R+4**@*&3'9:7(;^E='?)2/-*-')&'"2"1*@$2'?4**1)@'"&1'-3"3*-'3,"3'O:&'3,*'*Z*42$-*')?'3,$-'?4**1)@'3,*'?"2/%35'@*@0*4'@"5A'"-'.4)#$1*1'$&'3,*']7S7'"&1'("%$?)4&$"'()&-3$3/3$)&-'"&1')3,*4'".%$2"0%*'%"6-A'1$-2/--',$-`,*4')6&'-/0f*23')4'"4*"')?'2)@.*3*&2*'$&'3,*'2%"--4))@A'"-'6*%%'"-'"&5')3,*4'4*%*#"&3'@"33*4-A'$&2%/1$&+'2)&34)#*4-$"%'@"33*4-A'-)'%)&+'"-',*`-,*'1$-3$&+/$-,*-'0*3 6**&'.*4-)&"%').$&$)&-'"&1'?"23/"%'$&?)4@"3$)&7Q'

Y"2/%35'?)%%)6'3,$-'-3"&1"41'$&'3,*'2%"--4))@A'$&'-5%%"0$A'"&1'$&')3,*4'"2"1*@$2'-$3/"3$)&-'6$3,'-3/1*&3-7'S,)/%1'3,*4*'0*'"'1$-"+4**@*&3'05'"'-3/1*&3A'3,*'-3/1*&3'R2"1*@$2'Y4**1)@'.)%$25'

Standard I.C.10

> Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence for Standard I.C.10

Gavilan College does not require conformity to specific codes or seek to instill specific beliefs or world views. In fact, the college does quite the opposite and is guided by our Principles of Community (I.C-34), a code of conduct of sorts which, in part, states " # As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect. The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness."

Starting from this foundation, the college has created faculty (I.C-41) and student (I.C-43) handbooks, and has listed policy and procedures (I.C-44), addressing issues such as academic honesty (I.C-38), student conduct standards (I.C-39) and problem resolution (I.C-45) in our current catalog and can also be found on the webpage.

Analysis and Evaluation for Standard I.C.10

Gavilan College does not require conformity to specific codes of conduct and does not seek to instill any specific beliefs or world views. Therefore, this standard does not apply.

Standard I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

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Standard I.C.12

> The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence for Standard I.C.12

Gavilan College has filed timely reports, forms, midterm reports, and other information requested or required by the Commission over many cycles. This include the Institutional Self-Evaluations every six years, the midterm reports three years hence, and any other information or reports requested by the Commission based upon recommendations from the visiting teams. In addition, Substantive Change Forms have also been filed in a timely manner.

As can be seen on the Gavilan College Accreditation web page (I.C-5), the voluntary participation of this self-regulation system is developed to evaluate overall educational quality and institutional effectiveness. Publication of accreditation self-assessments and follow-up reports show compliance with Commission guidelines.

Analysis and Evaluation Standard I.C.12

The College complies with all the eligibility requirements, standards, policies, and guidelines of the Commission. When directed by the Commission, the college has provided all requested information in a timely manner. In addition, it discloses to the Commission any requested information or material necessary for the Commission to make its recommendations and carry out its accrediting responsibilities.

Standard I.C.13.

> The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates an

Evidence for Standard I.C.13

Gavilan College demonstrates honesty and integrity with external agencies, as exemplified by a number of recent examples

- Obtained from the Santa Clara Valley Habitat Agency Participating Special Entity status for the required environmental impact mitigation at the Coyote Valley Education Center. This occurred after the agency initially declined the PSE status. After working closely with Agency staff, the district prepared the requested amendments to the previously approved Environmental Impact Report for the site. This approval allowed for the construction to proceed on the first phase of facilities at the center.

- Due to construction delays and after working closely with regional Federal Aviation Agency staff, Aviation Maintenance Technician School Certification was successfully transferred to the new facility at the San Martin Airport to begin instruction in Fall 2016.

- Worked with ACCJC staff and visiting team, Aviation Maintenance Technology program and South Bay Regional Public Safety Training Consortium to achieve a substantive change approval for new instructional sites at the Coyote Valley Educational Center and San Martin Airport.

Gavilan College describes itself in consistent terms to all accrediting agencies and communicates changes via the Gavilan College Accreditation website (1c13.1). ????? Communication follows standard formats and is directed by administrative staff.

Name all of the Accrediting agencies -- CTE

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Analysis and Evaluation Standard I.C.14

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'Evidence'

'I.C-1 SLO Evidence In Catalog

I.C-2 Course Level SLOs in syllabi

I.c-3 CurrIQunet-based catalog

I.C-4 email from webheads regarding departmental web page accuracy

I.C-5 Accreditation Website

I.C-6 Catalogs on the web site

I.C-7 Catalog for purchase on Amazon.com

I.C-8 RPIE Outcomes Page

I.C-9 Institutional LO's (Replace with New ILOs)

I.C-10 Academic SLO website

I.C-11 Child Development List of courses

I.C-12 Example of LOs by course

I.C-13 Course SLO Report

I.C-14 ACCT 105 SLO Assessment

I.C-15 2017 Gavilan College Student Success Scorecard

I.C-16 Downloadable reports on RPIE website

I.C-17 BP 4100 (need BP)

I.C-18 Curriculum Flow Chart (need)

I.C-19 Counseling Department Website

I.C-20 Degreeworks

I.c-21 Counseling FAQ

I.C-22 AP 2410 - When and how Board Policy/ Administrative Procedure Review is Initiated

I.C-23 Social Media Guidelines

I.C-25 Financial Aid 2017-18 Cost Estimates

I.C-26 Career Transfer Center Gainful Employment page

I.C-27 Gavilan College Bookstore Online

I.C-28 Instructional Fees reminder email

I.C-29 BoT Agenda, page 4; June 13, 2017

I.C-30 BP 4030 Academic Freedom

I.C-31 2017-2019 Student handbook, page 8

I.C-32 Policies and Procedures online Manual, page 6

I.C-33 GCFA Collective Bargaining Agreement, Article 7

I.C-34 Principles of Community

I.C-35 BP 5500, Standards of Conduct

I.C-36 AP 5500, Standards of Conduct

I.C-37 Human Resources Hiring Packet (need)

I.C-38 Gavilan College Catalog, Page 12-13, Academic honesty

I.C-39 Gavilan College Catalog, Page 14-17, Standards of Student Conduct

I.C-40 Student Athlete Code of Conduct

I.C-41 Faculty Handbook, Page 106 -??? (Need to Isolate page) (Whole doc is used in I.C.10)

I.C-42 GCFA Collective Bargaining Agreement, Article 7.2 (page 11) Currently same doc as I.C-33 unless we isolate pages.

I.C-43 Student Rights, Responsibilities and Academic Standards Handbook

I.C-44 Policies and Procedures

I.C-45 Problem Resolution

I.C-46 AP 6300 Fiscal Management

I.C-47 Business Office Organizational Chart

I.C-48 Santa Clara County Investment Policy (as seen in III.D.1)

I.C-49 AP 6320 Investments (Need)'