CALL TO ORDER 6:00 p.m.
1. Roll Call
2. Comments from the Public – this is a time for the public to address the Board
3. Recess to closed session (A maximum of 5 minutes will be allotted to each speaker)

CLOSED SESSION 6:00 p.m.
Notice is hereby given that a closed session of the Board will be held under the general provisions listed as follows:

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE – Closed Session Pursuant to Government code Section 54957

CONFER HONORARY DEGREE – Closed Session Pursuant to Education Code Section 72122

CONFERENCE WITH LABOR NEGOTIATORS -- Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiator(s): Susan Cheu/Eric Ramones
Employee Organization: CSEA

CONFERENCE WITH LABOR NEGOTIATORS -- Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiator(s): Sherrean Carr/Rachel Perez/Eric Ramones, Dr. Kathleen Rose

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – Initiation of Litigation Pursuant to Government Code subdivision (c) of Section 54956.9; 1 potential case

OPEN SESSION 7:00 p.m.
1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Report of any Action Taken in Closed Session
5. Approval of Agenda
6. Consent Agenda
(a) Regular Meeting of the Board of Trustees Minutes, February 11, 2014 and Athletics Ad Hoc Committee to the Board minutes, February 24, 2014
(b) Personnel Actions  
(c) Warrants and Electronic Transfers Drawn on District Funds  
(d) Ratification of Agreements  
(e) Monthly Financial Report  
(f) Budget Adjustments  
(g) Santa Clara County Treasury Investment Portfolio Status

7. Comments from the Public - This is a time for the public to address the Board.

8. Officers' Reports  
(a) Vice Presidents  
(b) College President  
(c) Academic Senate  
(d) Professional Support Staff  
(e) Student Representative  
(f) Board Member Comments  
(g) Board President

9. Board Committee Reports

10. Information/Staff Reports  
(a) Recognition of the Employees of the Month  
(b) Sabbatical Leave Report  
(c) Administrative Procedures  
(d) Hearing to Consider Approval of Necessity Authorizing Acquisition by Eminent Domain to Certain Easement Interests for the Gilroy Campus Modernization Project and Authorizing and Directing Legal Counsel to Institute Condemnation Proceedings (APN 808-23-004).

III. ACTION ITEM

1. Old Business  
(a) Board Policy 2725 Board Member Compensation  
(b) Accreditation Follow-Up Report  
(c) Strategic Plan 2014-2015 Through 2018-2019  
(d) CCCT Board Election - 2014

2. New Business  
(a) Curriculum  
(b) CSEA/District Contract Proposal ("Sunshine")  
(c) Consider and Approve the Addendum to the Mitigated Negative Declaration adopted by the Board on November 13, 2012, for the Gilroy Campus Modernization Project  
(d) Consider and Approve Resolution #968 Determining that the Public Interest and Necessity require Acquisition of Real Property for Public Purposes and Authorizing Proceedings in Eminent Domain for the Gilroy Modernization Project (APN 808-23-004)  
(e) Consider and Approve Resolution #969 to Accept Bid for Replacement of Water Supply System Project

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is April 8, 2014 Gavilan College, Student Center, North/South Lounge.

2. Adjournment

GAVILAN COLLEGE MISSION

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.
PUBLIC COMMENTS – Individuals wishing to address the Board on a non-agenda item may do so during the Comments from the Public. However, no action may be taken on an item, which is not on the agenda. The public is welcomed to address the Board on particular agenda items and may do so at the time it is presented. Guidelines for Comments from the Public will be as follows:

A maximum of 5 minutes will be allotted to each speaker with a maximum of 20 minutes to a subject area.  
No disruptive conduct will be permitted at any Gavilan College Board of Trustees meeting.

AGENDA ITEMS – Individuals wishing to have an item appear on the agenda must submit the request in writing to the Superintendent/President two weeks prior to the regularly scheduled meeting. The Board President and Superintendent/President will determine what items will be included in the agendas. Regular meetings are held the second Tuesday of each month.

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees as one motion. There is no discussion of these items prior to Board vote unless a member of the Board, staff, or public requests that specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Angie Oropeza at 408-848-4711. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Members of the public may inspect agenda documents distributed to the Board of Trustees at the President’s Office, SC130, during regular working hours, or at http://www.gavilan.edu/board/agenda.php

Please help keep Gavilan College a litter-free campus and preserve its park-like setting. Thank you.
CONSENT
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. 6. (a) Office of the President
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Regular Meeting of the Board of Trustees Minutes, February 11, 2014 and
Athletics Ad Hoc Committee to the Board Minutes, February 24, 2014

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board approve the Regular Meeting of the Board of Trustees Minutes, February 11,
2014 and Athletics Ad Hoc Committee to the Board, February 24, 2014

Background:

Budgetary Implications:

Follow Up/Outcome:

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: Angie Oropeza, Executive Assistant

Agenda Approval: 

Dr. Steven M. Kinsella, Superintendent/President
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, February 11, 2014
Gavilan College
5055 Santa Teresa Boulevard, Gilroy, CA 95020
Student Center, North/South Lounges
CLOSED SESSION – 6:00 p.m. OPEN SESSION – 7:00 p.m.

MEETING

I. CALL TO ORDER 6:00 p.m.
   The meeting was called to order by Kent Child at 6:00 p.m.

   1. Roll Call
      Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry,
      Tony Ruiz

   2. Comments from the Public
      None

   3. Recess to Closed Session
      The Board recessed to closed session at 6:01 p.m.

II. OPEN SESSION 7:00 p.m.
   1. Call to Order
      The meeting was called to order by Kent Child at 7:00 p.m.

   2. Roll Call
      Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Laura Perry,
      Tony Ruiz, Anél Tovar

      Dr. Steven M. Kinsella, Superintendent/President
      Dr. Kathleen Rose, Executive Vice President, Instructional Services
      Terry Newman, Interim Senior Director of Administrative Services
      Denise Apuzzo, Professional Support Staff
      Angie Oropeza, Recorder

      Others in attendance: Fran Lopez, Susan Sweeney, Anne Ratto, Susan Cheu,
      Bonnie Donovan, Connie Campos, Robin Egbert, Ruben M. Delarosa, Sherrean Carr,
      Eric Ramones, Ron Hannon, Fran Lozano

   3. Pledge of Allegiance
      The pledge of allegiance was led by Laura Perry.

   4. Report of any Action Taken in Closed Session
      No action was taken in closed session.

   5. Approval of Agenda
      Kent recommended changing the agenda as follows:
      - Postpone Old Business Action items 1.(a) Accreditation Follow-Up Report and
        1.(d) Strategic Plan 2014-2015 Through 2018-2019 to a future Board meeting to allow
        for more campus discussion.
      - Move New Business Action Items 2.(d) FY 2012-2013 Annual District Audit Report,
        2.(e) FY 2012-2013 Measure E General Obligation Bond Audit Reports, and
        2.(f) FY 2012-2013 Foundation Audit report to the first Action Items.
      MSC (W.Glines/J.Brusco) 7 ayes, 0 nays, Student Trustee, aye to approve with the
      recommended changes
6. Consent Agenda
   (a) Regular Meeting of the Board of Trustees Minutes, January 14, 2014, Committee of
       the Whole, Budget Training, Strategic Planning Minutes, January 11, 2014, and
       Committee of the Whole, Executives Training on SEMS, NIMS (Standardized
       Emergency Management System, National Incident Management System) Minutes,
       January 24, 2014
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Ratification of Agreements
   (e) Monthly Financial Report
   (f) FY 13-14 Mid-Year Financial Report
   (g) Measure E Bond Quarterly Financial Status Report at December 31, 2013
   (h) Retiree Health Benefit Trust Investment Portfolio Status as of December 31, 2013
       MSC (T.Breen/L.Perry) 7 ayes, 0 nays, Student Trustee, aye to approve

7. Comments from the Public - This is a time for the public to address the Board.
   Diane Stone - Kinesiology and Athletics, stated that they will invite student athletes to join the
   Student Athlete Alumni Association and establish a data base of former student athletes. Four
   football players have been offered letters of intent to play at four-year institutions. The volleyball
   team had their second coast conference in a row, one player is on scholarship and five others
   have multiple offers to play at four-year institutions. She thanked everyone for their support.
   Gabriela Wetzel - ASB VP of Finance, spoke in support of BOG-A students. She stated that $19
   may be insignificant to some but it makes an impact to those in poverty. She recounted her
   personal experiences in an effort to help people relate to those in financial hardship and their
   need to be exempted from the $19. Those who attend the off sites don’t have access to the
   school nurse.
   Jan Chargin -- PIO, invited everyone to the fund raising gala scheduled on April 25. She
   distributed informational posters. Tickets are available at a discounted price to staff. Proceeds
   will be used for student scholarships and emergency student funds.
   Colette Marie McLaughlin - part-time instructor, commended the Board for taking more time to
   review the accreditation report. She expressed her concern about including part-time working
   issues in the report such as the proportion of part-time faculty to full-time faculty.

8. Officers’ Reports
   (a) Vice Presidents
       Terry Newman acknowledged the maintenance department for their work related to
       the water main break, the business office is working on the 14/15 budget, and she
       attended an Association of Chief Business Officers Institute last week.
       Dr. Kathleen Rose reported that the semester and college hour are in full swing; a
       calendar of college hour activities is online. We are working on initiatives having to do
       with career technical education and pathways with the Career Pathway Trust Project,
       and are working with the Community College Pathway to Law School Initiative. The
       three instructional improvement faculty liaisons have begun their work.
   (b) College President
       Dr. Steve Kinsella reported that the state budget recalculation report for 12/13 came
       Friday. We are receiving approximately $56,000 additional revenue. We are down in
       enrollment this semester but we won’t go down far enough where we will not be able
       to collect available revenue. The state is not allocating the money that is available. It
       doesn’t look like there is much more coming that is unrestricted. What we are getting
       are restricted funds. Colleges are generating more enrollment than the state can pay
       for. There is concern if the system can absorb growth. We are holding steady.
   (c) Academic Senate
       No report
(d) Professional Support Staff
Denise Apuzzo reported that CSEA is holding a fund raiser for a CSEA scholarship in Pablo Balcacio’s name at Johnny Carino’s on February 20; a percentage of the proceeds will be donated. Members are being surveyed for negotiation items.

(e) Student Representative
Anél Tovar reported that college hour has been a success with many different activities, they provided book scholarships, and they brought a band in honor of Black History Month. The ASB has received student concerns about the elimination of the Career/Transfer Center.

(f) Board Member Comments
Jonathan Brusco reported that he attended a conference on online education and blended learning. The key point is that if you do it to save costs it is not typically successful but if you do it to increase learning, it is successful. Tony Ruiz reported that he attended a Community College League conference in Sacramento. It was very informative about taking a direct approach and implementing ideas such as concurrent enrollment. There are no incentives in California for schools to work with colleges. Some states have revised Ed Codes and passed laws to facilitate it. He also attended a workshop on the technology divide. Walt Glines reported that he attended professional development day. Last Friday he toured three Morgan Hill businesses. There was discussion about how to do a better job to prepare more of our students to move into local jobs, and placing STEM interns. He acknowledged Lorraine Welk for her work on the tour. He also reported that he is serving on the Habitat Conservation Public Advisory Committee, he also attended a Community College League Conference in Sacramento targeting student success. Laura Perry reported that she and Dr. Kinsella made a presentation to Leadership Morgan Hill and received great feedback. She attended the Gilroy Chamber of Commerce Dinner on Saturday. John DiLorenzo received Man of the Year and he talked about the First Tee Program at our Gaivian College golf course. She also attended the excellent Executives Emergency Preparedness training for the Board. Tom Breen reported that on March 4 the One Stop Career Center will have a program for services to veterans, 1-5 p.m., at the Vets Building in Hollister.

(g) Board President
Kent Child acknowledged Dr. Steve Kinsella and Angie Oropeza for coordinating the Executives Emergency Preparedness training for the Board. He attended the San Benito County Chamber of Commerce Dinner. Several former part-time instructors, staff, and students attended. He distributed copies of the art exhibition catalog he participated in. The organizer of the event is a former student and is now a world-class artist. Most of the participants were or are currently involved in education.

9. Board Committee Reports
None

10. Information/Staff Reports
(a) BP 2725 Board Member Compensation
Dr. Steve Kinsella reported that the proposed change is to increase Board compensation. By law the Board can increase it by 5% annually. It has not made any changes since 2005. It will come back for a second reading an action after it goes through the shared governance process. Walt Glines suggested bringing it back in 2015. Laura Perry stated that the stipend is meant to allow people to run for school boards who may not be financially able to do so. It is not a salary, it is compensation for costs and we want to be comparable with other boards. Trustees can donate it back. Dr. Steve Kinsella will report the amount other district trustees receive.
III. ACTION ITEMS

AGENDA WAS REVISED TO MOVE NEW ACTION ITEMS 2.(d), 2.(e), and 2.(f) AS THE FIRST ACTION ITEMS

1. Old Business
   (a) Accreditation Follow-Up Report
       THIS ITEM WAS POSTPONED TO A FUTURE MEETING

   (b) Sabbatical Leave Requests
       MSC (M.Dover/L.Perry)
       Dr. Rose reported that Trustee comments were relayed to sabbatical candidates.
       Vote: 6 ayes, 0 nays, 1 abstention (T.Ruiz), Student Trustee, aye, to approve.

   (c) BOG-A Health Service Fee Resolution
       MSC (L.Perry/M.Dover)
       Anél Tovar stated that these programs were created to open doors for students who
       would not otherwise be able to afford an education. It corresponds with our mission.
       Denise Apuzzo stated that BOG-A students may not be the neediest students on
       campus. They are getting other types of assistance. There are students who are
       homeless and do not qualify for a BOG-A. The vast majority of students qualify for
       BOG-B which is a low income waiver, they are the working poor. Dr. Steve Kinsella
       stated that it will be important to see the effect of Obamacare. These are fees for
       health services that the state does not pay for. They allow us to offer the services if
       we choose to pay the cost but they also allow a fee to be charged to students. With
       Obamacare everyone will have health care and we won’t need to continue to provide
       health services. We may not need to worry about extending it too far. Walt Glines
       stated that if students qualify for the waiver, they should get it.
       Vote: 7 ayes, 0 nays, Student Trustee aye, to approve

   (d) Strategic Plan 2014-2015 Through 2018-2019
       THIS ITEM WAS POSTPONED TO A FUTURE MEETING

2. New Business
   (a) Faculty Contracts
       In response to a Trustee question, Dr. Kahtleen Rose reported that this is the only person
       on the tenure track that is at this stage; other faculty are in different stages.
       MSC (T.Breen/M.Drover) 7 ayes, 0 nays, Student Trustee, aye to approve

   (b) Budget Adjustments
       Susan Cheu reviewed the adjustments and reported that they include a mid-year review.
       We went from a positive, 26 to a negative 49,000. We still have a potential for more
       revenue. In response to Trustee questions, Susan Cheu and Dr. Steve Kinsella stated that
       the $350,000 increase in part-time faculty is due to underestimating. It goes back to how
       much time gets allocated to the grants and the disciplines being taught. College financing
       involves a lot of forecasting. The $350,000 swing is quite a bit but not unexpected. It is not
       an increase, it is allocation of funds. The grants are always adjusted at the end of the year.
       MSC (M.Dover/L.Perry) 7 ayes, 0 nays, Student Trustee, aye to approve

   (c) Quarterly Financial Status Report, CCFS 311Q at December 31, 2013
       MSC (L.Perry/M.Dover) 7 ayes, 0 nays, Student Trustee, aye to approve
(d) FY 2012-2013 Annual District Audit Report
Tina Trice, Crowe Horwath LLP, reported that it is a clean audit, there were no comments or findings representing reportable conditions, material weaknesses, or instances of noncompliance. Last year there were three management letter recommendations. All three have been implemented and there are no repeat findings. MSC (W.Glines/M.Dover) 7 ayes, 0 nays, Student Trustee, aye, to approve.

(e) FY 2012-2013 Measure E General Obligation Bond Audit Reports
Tina Trice, Crowe Horwath LLP, reported that it is a clean, unmodified opinion. There were no management comments or findings representing reportable conditions, material weaknesses, or instances of noncompliance to the audit. MSC (L.Perry/M.Dover) 7 ayes, 0 nays, Student Trustee, aye to approve.

(f) FY 2012-2013 Foundation Audit Report
Tina Trice, Crowe Horwath LLP, reported that it is a clean audit, there are no management comments or findings representing reportable conditions, material weaknesses, or instances of noncompliance related, it is an unqualified opinion. MSC (W.Glines/T.Breen) 7 ayes, 0 nays, Student Trustee, aye to approve.

(g) Site Lease Agreement with Gilroy Unified School District
MSC (T.Breen/L.Perry)
In response to Trustee questions, Dr. Steve Kinsella stated that the agreement states on page 3: “The Premises shall be used by the Lessee solely and exclusively for the purposes of Lessee’s Gilroy Early College Academy (GECA) Program.” The fence was removed. Water use is well water, solid waste disposal cost is nominal. Vote: 6 ayes, 0 nays, 1 abstention (T.Ruiz) to approve.

(h) Approve Extending Pacific Dining Services Agreement
MSC (L.Perry/M.Dover)
Anél Tovar stated students are concerned about the high food prices. In response to Trustee questions, Terry Newman reported that she is waiting for the amount of their revenue. We get 6% over $384,000 after tax. Dr. Steve Kinsella stated that we bid this out because providing the service would cost the college between $50,000-$100,000. It has to be a viable business and they charge for what they sell or give away. They may provide other pricing and options at other colleges because the volume is higher. Trustees suggested students continue to talk with the cafeteria management about pricing and options, as well as speak with their wallets. Vote: 7 ayes, 0 nays, Student Trustee abstain, to approve.

(i) Extension of Golf Course Management Agreement
MSC (L.Perry/M.Dover) 7 ayes, 0 nays, Student Trustee, aye to approve.

(j) Gilbane Building Company Project Assignment Amendments (PAAs)
MSC (W.Glines/L.Perry) 7 ayes, 0 nays, Student Trustee, aye to approve.

(k) BFGC-IIB Group Architecture and Planning Project Assignment Amendments (PAA)
MSC (L.Perry/W.Glines) 7 ayes, 0 nays, student Trustee, aye to approve.

III. CLOSING ITEMS
1. The next regularly scheduled Board meeting is March 11, 2014, Gavilan College, Student Center, North/South Lounges.

2. Adjournment
   The meeting was adjourned by consensus at 8:40 adjourn.
CALL TO ORDER 5:00 p.m.

1. Call to Order
Mark Dover called the meeting to order at 5:00 p.m.

Trustees Present: Tom Breen, Mark Dover, Walt Glines
Dr. Steven M. Kinsella, Superintendent/President
Ron Hannon, Associate Dean, Athletics/Kinesiology
Angie Oropeza, Recorder

Others in attendance: Kevin Kramer, David Perez

2. Comments from the Public
Kevin Kramer, Athletics/Kinesiology - thanked the Board for their support.

II. DISCUSSION ITEMS

1. Title IX
Ron Hannon reviewed the Title IX, EADA, and R4 reports. They disclose expenses, resources, and what we believe our position is in regard to Title IX. The goal is to be reflective of the campus student population. We are not reflective of the student population but we continue to address it. Staff will collect data from a wider area that will assist in determining which sports are offered. Data collected shows a good faith effort that we are meeting the interests and needs of our students. Ron Hannon stated that more students are investing in club programs instead of high school programs and the numbers reflect that. The present data is a starting point for our recruiting. They are investigating the possibility of offering sand volleyball. They are working to get a student club approved through ASB and will be able to use those student numbers in reports. Ron reported that we will receive feedback about the Title IX report in the summer; previous issues have been corrected.

2. Team Updates Report
Ron Hannon reported that volleyball was successful; they went through the 2nd round. Football improved; they finished 4/6 up from 3/7 last year. Several players have signed scholarships to play at the four-year level. The roster is going up with high retention. Soccer had a drop off in the season. We are looking for a new coach. Men’s basketball struggled, women’s basketball improved over last year. Softball is currently 11/3, and baseball is 6/6. Improvement plans are being reviewed for the basketball program.

3. Updates by Dean, Athletics and Kinesiology
Ron Hannon reported that class enrollments are up now that the curriculum is transferable. There are approximately 200 majors. They are reviewing the cycle of classes in order to facilitate graduation and transfer. Available classrooms are an issue; they are investigating offering classes at the off-sites, online, and rotating classes within the department. They will continue to work on drawing the community into its fundraising.

III. CLOSING ITEMS

1. Adjournment
The meeting was adjourned by consensus at 5:40 p.m.
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. 6.(b) Human Resources
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Personnel Actions

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees approve personnel actions the District is entering into during the period of February 11, 2014 thru March 11, 2014.

Background:
Board of Trustees approval is required for all personnel actions. The attached items have been prepared in accordance with existing Board policies and laws related to employees within the California Community College system.

Budgetary Implications:
Funds to pay for salaries and benefits of the assignments are included in the final budget for FY 2013-2014.

Follow Up/Outcome:
Human Resources will notify employees of the approved personnel actions and issue authorization to allow processing of payroll when due.

Recommended By: Eric Ramones, Human Resources Director

Prepared By: 

[Signature]
Eric Ramones, Human Resources Director

Agenda Approval: 

[Signature]
Dr. Steven M. Kinsella, Superintendent/President

C:/WorkGroups/HR/BoardAgenda/03-11-14
A. Classified and Unclassified Personnel Actions – March 11, 2014

Unless otherwise, please refer to the Classified Salary Schedule for the following personnel actions:

I. APPOINTMENTS/PROMOTIONS/TRANSFERS/PERMANENT SCHEDULE CHANGES/WORKING OUT-OF-CLASS

NONE

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

Norma Najar
Office Assistant
Human Resources
February 1, 2014 to May 31, 2014

III. PROFESSIONAL EXPERTS

Alma Quintana
Program Director
Contract and Community Education
January 1, 2014 to June 30, 2014

Christopher Spence
Basketball Game Management
Kinesiology and Athletics
November 15, 2013 to February 19, 2014

Franz Mayrhofer
Spanish Online Data Transfer
Liberal Arts and Sciences
January 28, 2014

Jan Shorr
Contract Education Instructor
Community and Contract Education
January 27, 2014 to May 23, 2014

Juan Ochoa
Basketball Game Management
Kinesiology and Athletics
November 15, 2013 to February 19, 2014

Lance Torres
Basketball Game Management
Kinesiology and Athletics
November 15, 2013 to February 19, 2014

Leslie Jordan
Community Education Water Instructor
Community and Contract Education
February 24, 2014 to March 10, 2014
Margarita Leal  
Contract Education Instructor  
Community and Contract Education  
January 27, 2014 to May 23, 2014

Maria Herrera  
Contract Education Instructor  
Community and Contract Education  
January 27, 2014 to May 23, 2014

Marina Campos  
Contract Education Instructor  
Community and Contract Education  
January 27, 2014 to May 23, 2014

Nathaniel Pruitt  
College Hour Performance  
Student Services  
February 13, 2014

Patricia Mondragon  
Contract Education Instructor  
Community and Contract Education  
January 27, 2014 to May 23, 2014

Susan Dodd  
Basketball Game Management  
Kinesiology and Athletics  
November 15, 2013 to February 19, 2014

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Jacob Serpa  
Instructional Program Specialist  
Student Learning and Engagement  
February 18, 2014 to April 18, 2014

Jeronimo Garcia-Juarez  
Multimedia Technician  
Liberal Arts and Sciences  
January 24, 2014 to April 18, 2014

Theresa Pedraza  
Instructional Program Assistant  
Liberal Arts and Sciences  
January 20, 2014 to May 30, 2014

V. REQUESTS FOR LEAVE

NONE

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

Janet Krulee  
PSYC 2 – Early Childhood Development  
PSYC 3 – Child Growth and Development  
MATH 430 – Algebra 1
APE 36 – Physical Education

Rosalinda Barbosa MATH 233 – Intermediate Algebra

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

Irma Banuelos ANTH 1, ART 6, KIN 62, MATH 205, and ECON 1

Josefina Olivares ENG 1A, MATH 402, CSIS 8, CSIS 1, CSIS 124, CSIS 126 and BUS 1

X. ADDITIONAL DUTY/STIPEND

NONE

XI. VOLUNTEERS

Mike Dovenberg Volunteer Worker
Kinesiology and Athletics
January 30, 2014 to August 14, 2014

Roquelina Guerrero Volunteer Worker
Child Development Center
July 1, 2013 to June 30, 2014

XII. RESIGNATIONS AND RETIREMENTS

NONE

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.
B. Faculty Personnel Actions – March 11, 2014

Unless otherwise, please refer to the Faculty Salary Schedule for the following personnel actions:

I. APPOINTMENTS

NONE

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Albert Marques  Music Instructor – Overload
Liberal Arts and Sciences
January 27, 2014 to May 23, 2014

Albert Marques  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Alice Dufresne-Reyes  Allied Health Instructor – Overload
Career Technical Education
January 27, 2014 to May 23, 2014

Beatriz Lawn  English as a Second Language Instructor – Overload
Liberal Arts and Sciences
January 27, 2014 to May 23, 2014

Beatriz Lawn  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Christina Salvin  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Dale Clark  Chemistry Instructor – Overload
Liberal Arts and Sciences
January 27, 2014 to May 23, 2014

Dale Clark  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Dana Young  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013
David Perez  Spanish Instructor – Overload
Liberal Arts and Sciences
January 27, 2014 to May 23, 2014

David Perez  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Dennie Van Tassel  Computer Software Instructor – Overload
Career Technical Education
January 27, 2014 to May 23, 2014

Denise Besson-Silva  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Elena Dachkova  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Ellen Venable  Computer Software Instructor – Overload
Career Technical Education
January 27, 2014 to May 23, 2014

Ellen Venable  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Enrique Luna  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Gilbert Ramirez  Cosmetology Instructor – Overload
Career Technical Education
January 27, 2014 to May 23, 2014

Gilbert Ramirez  Trained Faculty Evaluator
Office of Instruction
August 26, 2013 to December 21, 2013

Herbert Spennar  Aviation Maintenance Technology Overload
Career Technical Education
January 9, 2014 to January 23, 2014

Hope Jukl  Mathematics Instructor – Overload
Liberal Arts and Sciences
January 27, 2014 to May 23, 2014
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope Jukl</td>
<td>Trained Faculty Evaluator</td>
<td>Office of Instruction</td>
<td>August 26, 2013 to December 21, 2013</td>
</tr>
<tr>
<td>Jason Wolowitz</td>
<td>Trained Faculty Evaluator</td>
<td>Office of Instruction</td>
<td>August 26, 2013 to December 21, 2013</td>
</tr>
<tr>
<td>Jennifer Nari</td>
<td>Mathematics Instructor – Overload</td>
<td>Liberal Arts and Sciences</td>
<td>January 27, 2014 to May 23, 2014</td>
</tr>
<tr>
<td>Jennifer Nari</td>
<td>Trained Faculty Evaluator</td>
<td>Office of Instruction</td>
<td>August 26, 2013 to December 21, 2013</td>
</tr>
<tr>
<td>Jessica Hooper</td>
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<td>August 26, 2013 to December 21, 2013</td>
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<tr>
<td>John Haehl</td>
<td>Trained Faculty Evaluator</td>
<td>Office of Instruction</td>
<td>August 26, 2013 to December 21, 2013</td>
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<tr>
<td>Leah Halper</td>
<td>Trained Faculty Evaluator</td>
<td>Office of Instruction</td>
<td>August 26, 2013 to December 21, 2013</td>
</tr>
<tr>
<td>Maria Butler</td>
<td>Mathematics Instructor – Overload</td>
<td>Liberal Arts and Sciences</td>
<td>January 27, 2014 to May 23, 2014</td>
</tr>
<tr>
<td>Patricia Henrickson</td>
<td>Child Development Instructor – Overload</td>
<td>Career Technical Education</td>
<td>January 27, 2014 to May 23, 2014</td>
</tr>
<tr>
<td>Rey Morales</td>
<td>Biology Instructor – Overload</td>
<td>Liberal Arts and Sciences</td>
<td>January 27, 2014 to May 23, 2014</td>
</tr>
</tbody>
</table>
Russell Lee  
Physics Instructor – Overload  
Liberal Arts and Sciences  
January 27, 2014 to May 23, 2014

Russell Lee  
Trained Faculty Evaluator  
Office of Instruction  
August 26, 2013 to December 21, 2013

Sabrina Lawrence  
Computer Software Instructor – Overload  
Career Technical Education  
January 27, 2014 to May 23, 2014

Sabrina Lawrence  
Trained Faculty Evaluator  
Office of Instruction  
August 26, 2013 to December 21, 2013

Scott Sandler  
Trained Faculty Evaluator  
Office of Instruction  
August 26, 2013 to December 21, 2013

Susan Turner  
Staff Development Chair  
Career Technical Education  
January 27, 2014 to May 23, 2014

Travis Flippen  
Aviation Maintenance Technology Overload  
Career Technical Education  
January 9, 2014 to January 23, 2014

III. PART-TIME FACULTY (CREDIT & NON-CREDIT) ASSIGNMENTS/STIPENDS

Carla Velarde-Barros  
Counseling Orientations  
Basic Skills  
January 2, 2014 to May 31, 2014

Courtney Parrinello  
Allied Health Instructor  
Career Technical Education  
January 27, 2014 to May 23, 2014

Debbie Christianson  
Counseling Orientations  
Basic Skills  
January 2, 2014 to May 31, 2014

Evan Gilstrap  
Counseling Orientations  
Basic Skills  
January 2, 2014 to May 31, 2014
Leslie Jordan  Wastewater Management Instructor  
Career Technical Education  
January 27, 2014 to May 23, 2014

Leticia Palacios  Counseling Orientations  
Basic Skills  
January 2, 2014 to May 31, 2014

Mandy Lopez  Allied Health Instructor  
Career Technical Education  
January 27, 2014 to May 23, 2014

Mohammad Hussain  Mathematics Instructor  
Liberal Arts and Sciences  
January 27, 2014 to May 23, 2014

Romina Perez  French Instructor  
Liberal Arts and Sciences  
January 26, 2014 to May 23, 2014

Sara Salinas-Welch  Anthropology Instructor  
Liberal Arts and Sciences  
January 29, 2014 to May 23, 2014

Susan Dodd  Student Learning Outcome Form C's  
Career Technical Education  
January 10, 2014 to February 10, 2014

Tony Ndah  Computer Graphics and Design Instructor  
Career Technical Education  
January 27, 2014 to June 30, 2014

Vania Parakati  Acceleration Student Success Center Coordination  
Title V  
January 6, 2014 to January 24, 2014

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

NONE

V. REASSIGNMENTS

NONE

VI. RESIGNATIONS AND RETIREMENTS

NONE

B. Faculty Personnel Actions
VII. REQUEST FOR LEAVE
NONE

VIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS
NONE

IX. NEW FSA ASSIGNMENT
NONE

RECOMMENDATION: The Administration recommends approval of the above Faculty Personnel Actions.
C. Management/Confidentialis Personnel Actions – March 11, 2014

Unless otherwise, please refer to the Unrepresented Employees Salary Schedule(s) for the following personnel actions:

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS
   NONE

II. ADDITIONAL DUTY/STIPEND
   NONE

III. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS
   NONE

IV. REQUEST FOR LEAVE
   NONE

V. PERMISSION TO ENROLL/PROFESSIONAL GROWTH
   NONE

VI. APPLICATION FOR AWARD/PROFESSIONAL GROWTH
   NONE

VII. RESIGNATIONS AND RETIREMENTS

   Dave Phillips       Assistant MIS Director
   Administrative Services
   Date of Hire: February 25, 2002
   Resignation Effective: February 21, 2014

RECOMMENDATION: The Administration recommends approval of the above Management/Confidential Personnel Actions.
D. Administration Personnel Actions – March 11, 2014

Unless otherwise, please refer to the Administrative Salary Schedule for the following personnel actions:

I. APPOINTMENTS
   NONE

II. ADDITIONAL DUTY/STIPENDS
    NONE

III. BOARD MEMBER APPROVED ABSENCE
     NONE

IV. BOARD MEMBER RESIGNATION
    NONE

V. RESIGNATIONS AND RETIREMENTS
   NONE

RECOMMENDATION: The Administration recommends approval of the above Administrative Personnel Actions.
Gavilan Joint Community College District
Governing Board Agenda
March 11, 2014

Consent Agenda Item No. 6.(c) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Warrants and electronic transfers drawn on District Funds

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
February 1, 2014 – February 28, 2014 warrants and electronic transfers drawn on
district funds for the period of February 1, 2014 – February 28, 2014.

Background:
In accordance with Education Code Section 85266.5 the Board of Trustees will review
for ratification of warrants issued.

Warrants:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Warrant Numbers</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/1/14 – 2/28/14</td>
<td>18002617-18003772</td>
<td>$2,026,722.50</td>
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</tbody>
</table>

Electronic Transfers:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
</table>

The complete warrant and electronic transfer list is available for review in the
President’s Office.

Budgetary Implications:
Expenditures are included in the Budget for FY 2013-2014.

Follow Up/Outcome:
No further action is required.

Recommended By: Susan Cheu, Chief Financial Officer

Prepared By: Susan Cheu, Chief Financial Officer

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Monthly WarrantsCvrSheet-Summary Version
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. 6.(d) Administrative Services

Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Ratification of Agreements

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees ratify agreements entered into pursuant to the Education Code. Attachment A is a list of agreements to be ratified.

Background:
Education Code Section 81656 authorizes the Board of Trustees to delegate authority to enter into contracts up to $84,100 subject to ratification by the Board within 60 days of issuance of agreement.

Budgetary Implications:
The contracts are funded by appropriations included in the Budget for FY 2013-2014.

Follow Up/Outcome:
No further action is required.

Recommended By: Susan Cheu, Chief Financial Officer

Prepared By: ______________
Susan Cheu, Chief Financial Officer

Agenda Approval: ______________
Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Monthly PurchasingCvrSheet
<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Amount</th>
<th>Vendor</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>CONT9848</td>
<td>$45,000.00</td>
<td>Evisions</td>
<td>Consulting &amp; Report Development Services MIS Department Period of Service: 12/23/13 - 12/22/14</td>
</tr>
<tr>
<td>CONT9849</td>
<td>$10,000.00</td>
<td>Visions Management</td>
<td>Space Planning Services Studio Classrooms &amp; Step Lecture Classroom Period of Service: 2/25/14 - 9/30/14</td>
</tr>
<tr>
<td>CONT9850</td>
<td>$10,500.00</td>
<td>C2G/Civil Consultants Group Inc</td>
<td>Topographic/Boundry Surveys Water Tank and Well Replacement Projects Period of Service: 2/12/14 - Completion</td>
</tr>
<tr>
<td>ME000970</td>
<td>$5,130.00</td>
<td>Morgan Hill Tree Service</td>
<td>Tree Removal Water Tank Construction Site</td>
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<tr>
<td>ME000973</td>
<td>$2,915.00</td>
<td>Live Oak Associates</td>
<td>Biological Pre-Construction Surveys Water Tank Replacement Project</td>
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<td>ME000974</td>
<td>$33,800.00</td>
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<td>Topographic/Boundry Surveys Coyote Valley Project Period of Service: 2/12/14 - Completion</td>
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<tr>
<td>ME000975</td>
<td>$4,000.00</td>
<td>C2G/Civil Consultants Group Inc</td>
<td>General Engineering Services Lot C Expansion Project Period of Service: 2/12/14 - Completion</td>
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</tbody>
</table>
Subject: Monthly Financial Report

Proposal:
The Board of Trustees consider the FY 2013/14 Monthly Financial Report.

Background:

Follow Up/Outcome:
The Administration will continue to review the FY 2013/14 budget and will submit budget adjustments for consideration by the Board.

Recommended By: Susan Cheu, Chief Financial Officer

Prepared By: ________________
Susan Cheu, Chief Financial Officer

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President
### GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
### Monthly Financial Report
### Summary of All Funds
### Fiscal Year 2013-2014
### As of February 15, 2014

<table>
<thead>
<tr>
<th>Fund #</th>
<th>Fund Description</th>
<th>Beginning Fund Balance</th>
<th>Revised Budgets</th>
<th>Ending Fund Balance</th>
<th>Year to Date Actual</th>
<th>% Actual to Budget Revenue Expense Encumbrance</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>7/1/2013</td>
<td></td>
<td>6/30/2014</td>
<td>Revenue</td>
<td>Expense Encumbrance</td>
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<td>10</td>
<td>General -Unrestricted</td>
<td>$2,937,914</td>
<td>$29,155,017</td>
<td>$14,709,670</td>
<td>50.5%</td>
<td></td>
</tr>
<tr>
<td>1000</td>
<td>Certificated Salaries</td>
<td>$10,525,913</td>
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<td>$6,153,895</td>
<td>$0</td>
<td>58.5%</td>
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<tr>
<td>2000</td>
<td>Classified Salaries</td>
<td>$5,321,721</td>
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<td>$3,071,904</td>
<td>$0</td>
<td>57.7%</td>
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<tr>
<td>3000</td>
<td>Burdens &amp; Benefits</td>
<td>$5,769,676</td>
<td></td>
<td>$3,300,826</td>
<td>$0</td>
<td>57.2%</td>
</tr>
<tr>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td>$485,329</td>
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<td>$246,171</td>
<td>$137,312</td>
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<tr>
<td>5000</td>
<td>Other Operating Expenses</td>
<td>$5,101,140</td>
<td></td>
<td>$2,918,180</td>
<td>$1,162,268</td>
<td>80.0%</td>
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<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>$221,261</td>
<td></td>
<td>$79,063</td>
<td>$13,951</td>
<td>44.6%</td>
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<tr>
<td>7000</td>
<td>Other</td>
<td>$1,767,811</td>
<td></td>
<td>$842,535</td>
<td>$0</td>
<td>47.7%</td>
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<tr>
<td></td>
<td><strong>Total General-Unrestricted</strong></td>
<td><strong>$2,937,914</strong></td>
<td><strong>$29,155,017</strong></td>
<td><strong>$14,709,670</strong></td>
<td><strong>50.5%</strong></td>
<td><strong>61.4%</strong></td>
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<tr>
<td>24</td>
<td>Instructional Equipment</td>
<td>$12,499</td>
<td>$109,000</td>
<td>$109,000</td>
<td>$12,499</td>
<td>$65,823</td>
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<td>26</td>
<td>Parking</td>
<td>$0</td>
<td>$144,620</td>
<td>$144,620</td>
<td>$0</td>
<td>$64,385</td>
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<tr>
<td>27</td>
<td>General -Restricted</td>
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<td>$855,795</td>
<td>$855,795</td>
<td>$0</td>
<td>$4,388,588</td>
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<tr>
<td></td>
<td><strong>Total General Fund</strong></td>
<td><strong>$2,950,414</strong></td>
<td><strong>$38,986,632</strong></td>
<td><strong>$39,025,466</strong></td>
<td><strong>$2,911,580</strong></td>
<td><strong>49.3%</strong></td>
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<tr>
<td>21</td>
<td>Measure E - Debt Service</td>
<td>$3,356,295</td>
<td>$5,216,569</td>
<td>$5,216,569</td>
<td>$3,356,295</td>
<td>$2,485,618</td>
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<tr>
<td>34</td>
<td>Capital Project</td>
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<td>$609,000</td>
<td>$54,930</td>
<td>$65,832</td>
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<td>60</td>
<td>Measure E</td>
<td>$27,528,671</td>
<td>$3,623,203</td>
<td>$23,905,468</td>
<td>$31,445</td>
<td>$590,382</td>
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<tr>
<td>72</td>
<td>Child Development</td>
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<td>$338,537</td>
<td>$338,537</td>
<td>$0</td>
<td>$171,233</td>
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<td>92</td>
<td>Long Term Debt</td>
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<td>$800,000</td>
<td>$819,000</td>
<td>$4,654,273</td>
<td>$89,780</td>
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<td><strong>Fiduciary Funds</strong></td>
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<td></td>
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<tr>
<td>47</td>
<td>Associated Student Body</td>
<td>$422,282</td>
<td>$124,160</td>
<td>$227,773</td>
<td>$316,869</td>
<td>$82,485</td>
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<tr>
<td>48</td>
<td>Financial Aid</td>
<td>$0</td>
<td>$7,373,927</td>
<td>$7,373,927</td>
<td>$0</td>
<td>$4,668,872</td>
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<tr>
<td>66</td>
<td>Student Center Fund</td>
<td>$0</td>
<td>$128,782</td>
<td>$128,782</td>
<td>$0</td>
<td>$78,500</td>
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<tr>
<td></td>
<td><strong>Total Fiduciary Funds</strong></td>
<td><strong>$422,282</strong></td>
<td><strong>7,626,869</strong></td>
<td><strong>7,750,483</strong></td>
<td><strong>$316,869</strong></td>
<td><strong>$4,729,857</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>$33,985,965</strong></td>
<td><strong>53,577,867</strong></td>
<td><strong>57,162,257</strong></td>
<td><strong>$35,401,215</strong></td>
<td><strong>$26,602,231</strong></td>
</tr>
</tbody>
</table>

Instructors salaries are paid August through May (10 months). Some obligations, such as rent and contracted services, have been encumbered for the entire fiscal year. Fund 34 Capital Project = State Funded Projects.
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. 6.(f) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Budget Adjustments

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees approve the attached budget adjustments for FY 2013-14.

Background:
During the fiscal year various budget adjustments are needed to align revenues and expenditures. California Code of Regulations Title V 58307 requires the Board of Trustees approve all changes in the budget.

Budgetary Implications:
Changes to the Final Budget are needed to accommodate expenditure needs of various departments and to appropriate revenue for the general fund and categorical programs.

Follow Up/Outcome:
No further action is required.

Recommended By: Susan Cheu, Chief Financial Officer

Prepared By: ____________________________
Susan Cheu, Chief Financial Officer

Agenda Approval: _______________________
Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Montly Budget Adjustments/CvrSheet
Fund 10

DECREASE

<table>
<thead>
<tr>
<th>Organization #</th>
<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
<th>Organization #</th>
<th>Account Code</th>
<th>Program #</th>
<th>Amount</th>
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(507,819.00)  

483,298

Final (Adopted) Estimated Beginning Fund Balance at 7/1/13  
Change to Actual Fund Balance at 7/1/13  
Actual Beginning Balance at 7/1/13  

$494,866.00  
$2,443,049.00  
$2,937,914.00

March 2014 Meeting - Budget Adj (To Board).xlsx  
2/24/2014
### Fund 10

**INCOME - Increase/(Decrease)**

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**EXPENSE - Increase/(Decrease)**

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<tr>
<th>Budget Entry</th>
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<tr>
<td>BU1416</td>
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Budget changes within the same fund to accommodate expenditure & revenue needs of various departments

**Final (Adopted) Estimated Beginning Fund Balance at 7/1/13**

$2,443,049.00

**Change to Actual Fund Balance at 7/1/13**

$494,865.00

**Actual Beginning Balance at 7/1/13**

$2,937,914.00

**Final ( Adopted) Budget Net Change in Fund Balance**

$0.00

Budget adjustments from current year's previous months to increase (decrease)

**net change to fund balance**

($38,834.00)

**Current increase in budgeted revenue increases Fund Balance**

$0.00

**Current increase in budgeted expenditures decreases Fund Balance**

$0.00

**Revised Net Change in Ending Fund Balance**

($38,834.00)

**Estimated Ending Fund Balance 6/30/14 for General Fund 10**

$2,899,080.00

### Fund 27

**DECREASE**

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**INCREASE**

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<th>Program #</th>
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**Budget Entry**

BU1416

**Total Fund 27:**

($57,748.00)

57,748.00

**Final (Adopted) Estimated Beginning Fund Balance at 7/1/13**

$0.00

**Change to Actual Fund Balance at 7/1/13**

$0.00

**Actual Beginning Balance at 7/1/13**

$0.00

**Final (Adopted) Budget Net Change in Fund Balance**

$57,748.00

Budget adjustments from current year's previous months to increase (decrease)

**net change to fund balance**

($57,748.00)

**Current decrease in budgeted expenditures increases Fund Balance**

$0.00

**Revised Net Change in Ending Fund Balance**

$0.00

**Estimated Ending Fund Balance 6/30/14 for Restricted General Fund 27**

$0.00

March 2014 Meeting - Budget Adj (To Board) x1ax
2/24/2014
Final (Adopted) Budget Net Change in Fund Balance $0.00

Budget adjustments from current year's previous months to increase (decrease) not change to fund balance

Current increase in budgeted revenue increases Fund Balance $277,245.00
Current increase in budgeted expenditures decreases Fund Balance ($277,245.00)

Revised Net Change in Ending Fund Balance
Estimated Ending Fund Balance 8/30/14 for Restricted General Fund 27 $0.00

Fund 47

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Total Fund 47 ($10,277.00) $10,277.00

Final (Adopted) Estimated Beginning Fund Balance at 7/1/13 $272,785.00
Change to Actual Fund Balance at 7/1/13 $149,497.00
Actual Beginning Balance at 7/1/13 $422,282.00

Final (Adopted) Budget Net Change in Fund Balance Budget adjustments from current year's previous months to increase (decrease) not change to fund balance ($103,613.00) $10,277.00
Current increase in budgeted revenue increases Fund Balance ($10,277.00) BU1416 $103,613.00
Current increase in budgeted expenditures decreases Fund Balance Revised Net Change in Ending Fund Balance $318,669.00
Estimated Ending Fund Balance 8/30/14 for Restricted General Fund 47

Fund 47

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2/24/2014 Page 4 of 5
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March 11, 2014

Consent Agenda Item No. 6. (g) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Santa Clara County Treasury Investment Portfolio Status as of December 30, 2013.

☐ Resolution: BE IT RESOLVED,
☒ Information Only
☐ Action Item

Proposal:
That the Board of Trustees review the Santa Clara County Treasury Investment Portfolio Summary.

Background:
The District's funds are invested in the County Treasury. Attached is their report. Government Code Section 53646 makes it permissive that the Board of Trustees review District investments on a quarterly basis. The complete portfolio is on file in the Superintendent/President's Office and available for review upon request.

Budgetary Implications:
For information purposes only.

Follow Up/Outcome:
None needed.

Recommended By: Steven M. Kinsella, Superintendent/President

Prepared By: Susan Chen, Chief Financial Officer

Agenda Approval: [Signature] for Steven M. Kinsella

Dr. Steven M. Kinsella, Superintendent/President
February 28, 2014
Submitted by: Irene Lui, Controller-Treasurer

TO: BOARD OF TRUSTEES, SANTA CLARA COUNTY SCHOOL DISTRICTS
BOARDS OF DIRECTORS, SANTA CLARA COUNTY SPECIAL PURPOSE DISTRICTS

FROM: Emily Harrison, Acting Director of Finance

SUBJECT: COUNTY OF SANTA CLARA TREASURY INVESTMENT PORTFOLIO STATUS

RECOMMENDATION
Receive and file the December 31, 2013 Detailed Investment Portfolio Listing.

DISCUSSION
In compliance with the State of California Government Code as amended by Chapters 783 and 784, Statutes of 1995 and in compliance with County Policy, the Santa Clara County Treasury Investment Portfolio Report as of December 31, 2013 is submitted for your review and acceptance.

The attached detailed investment reports list each investment of the County Treasury Pool as well as individual reports for specific investment funds that each school district or special district has in the County Treasury. The reports include the respective purchase and maturity dates, par value, amortized cost, market value, and yield to maturity for each investment.

A summary of market value versus cost is provided below for Commingled Investments of the County Pool.

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<thead>
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<th>Market Value</th>
<th>Increase (Decrease)</th>
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Board of Supervisors: Mike Wasserman, Cindy Chavez, Dave Cortese, Ken Yeager, Joe Simitian
County Executive: Jeffrey Smith
TO: SANTA CLARA COUNTY SCHOOL DISTRICTS AND SPECIAL PURPOSE DISTRICT
Page 2

The yield of the pool on December 31, 2013 was 0.44%. As a comparison, on December 31, 2013 the yield of a 6-month Treasury Bill was 0.07%. A two-year Treasury Note was .38%. The State of California Local Agency Investment Fund (LAIF) yield was 0.26%.

Attached with the current investment strategy is a schedule that lists the average maturities and yield for the commingled funds over the past twelve months. A chart of investment concentration and maturity is provided for the Treasury Pool. Also included is a chart showing the one-year history of the pool and selected interest rates.

Securities are purchased with the expectation that they will be held to maturity, so unrealized gains or losses are not reflected in the yield calculations.

The market values of securities were taken from pricing services provided by Bank of New York, Bloomberg Analytics, dealer quotes, and an independent pricing service.

The investment portfolio is in compliance with the current investment policy as indicated in the attached report from the County Auditor. A combination of securities maturing, new revenues, and tax receipts will adequately cover the anticipated cash flow needs for the next six months. Cash flows are continually monitored and are considered paramount in the selection of securities purchased for the Pool.

If any Board member would like further information on this report, please let me know.

Attachments
Quarterly Investment Report

December 31, 2013
# Quarterly Investment Review Table of Contents

Quarterly Investment Report

Table of Contents

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<tr>
<td>Summary of Cost Values versus Market Values and Yields</td>
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<td>Portfolio Strategy, Compliance, Review and Monitoring</td>
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<td>Commingled Pool: Allocation by Security Types</td>
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Board of Supervisors: Mike Wasserman, Cindy Chavez, Dave Cortese, Ken Yeager, S. Joseph Similian

County Executive: Jeffrey V. Smith
## Santa Clara County Commingled Pool and Segregated Investments

### December 31, 2013

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<tbody>
<tr>
<td>Commingled Investment Pool</td>
<td>$5,419,077,301</td>
<td>$5,422,370,866</td>
<td>$3,293,565</td>
<td>0.06%</td>
</tr>
<tr>
<td>Retiree Health Fixed Income*</td>
<td>$5,361,153</td>
<td>$4,743,871</td>
<td>-$617,282</td>
<td>-11.51%</td>
</tr>
<tr>
<td>Retiree Health Equity*</td>
<td>$7,109,985</td>
<td>$11,530,180</td>
<td>$4,420,195</td>
<td>62.17%</td>
</tr>
<tr>
<td>Worker’s Compensation</td>
<td>$26,999,918</td>
<td>$27,007,174</td>
<td>$7,256</td>
<td>0.03%</td>
</tr>
<tr>
<td>Mountain View-Los Altos</td>
<td>$2,014,698</td>
<td>$2,015,854</td>
<td>$1,155</td>
<td>0.06%</td>
</tr>
<tr>
<td>Palo Alto Unified</td>
<td>$874,978</td>
<td>$878,305</td>
<td>$3,327</td>
<td>0.38%</td>
</tr>
<tr>
<td>Park Charter Fund</td>
<td>$11,460,089</td>
<td>$11,416,289</td>
<td>-$43,800</td>
<td>-0.38%</td>
</tr>
<tr>
<td>San Jose-Evergreen</td>
<td>$19,742,860</td>
<td>$19,760,150</td>
<td>$17,290</td>
<td>0.09%</td>
</tr>
<tr>
<td>West Valley Mission CCD - Building Fund</td>
<td>$21,813,566</td>
<td>$21,837,065</td>
<td>$23,499</td>
<td>0.11%</td>
</tr>
<tr>
<td>Medical Malpractice Insurance Fund (1)</td>
<td>$14,113,854</td>
<td>$14,118,445</td>
<td>$4,591</td>
<td>0.03%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,528,568,402</strong></td>
<td><strong>$5,535,678,199</strong></td>
<td><strong>$7,109,797</strong></td>
<td><strong>0.13%</strong></td>
</tr>
</tbody>
</table>

(1) Managed by Chandler Asset Management, Inc.

---

### Summary of Yields** for Select Santa Clara County Investment Funds

<table>
<thead>
<tr>
<th>Fund</th>
<th>Oct 31</th>
<th>Nov 30</th>
<th>Dec 31</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commingled Investment Pool</td>
<td>0.55%</td>
<td>0.52%</td>
<td>0.44%</td>
<td>0.58%</td>
</tr>
<tr>
<td>Retiree Health Fixed Income*</td>
<td>2.71%</td>
<td>2.29%</td>
<td>0.70%</td>
<td>2.90%</td>
</tr>
<tr>
<td>Worker’s Compensation</td>
<td>NA</td>
<td>NA</td>
<td>0.66%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Weighted Yield</strong></td>
<td>0.57%</td>
<td>0.53%</td>
<td>0.44%</td>
<td>0.65%</td>
</tr>
</tbody>
</table>

**These accounts reflect two components of the Retiree Health Fund. The third component is included in the Commingled Pool.

**Yield to maturity (YTM) is the rate of return paid on a bond, note, or other fixed income security if the investor buys and holds it to its maturity date and if the coupon interest paid over the life of the bond is reinvested at the same rate as the coupon rate. The calculation for YTM is based on the coupon rate, length of time to maturity, and market price at time of purchase.

Yield is a snapshot measure of the yield of the portfolio on the day it was measured based on the current portfolio holdings on that day. This is not a measure of total return, and is not intended to be, since it does not factor in unrealized capital gains and losses and reinvestment rates are dependent upon interest rate changes.

***Cost Value is the amortized book value of the securities as of the date of this report.
Santa Clara County Commingled Pool and Segregated Investments

Portfolio Strategy

December 31, 2013

In 2013 there was the first significant rise in longer term rates based on indications that the Federal Reserve would reduce its purchase of securities in support of maintaining low interest rates. Short rates remained basically unchanged. The economy showed some signs of improvement; however, it is considerably below the growth rates seen after prior economic down turns.

Inflation remains at very low levels. The price of some commodities has declined, particularly in the energy sector, helping to keep inflation in check. However, the cost of housing in some areas, and some food items, are showing a considerable increases in prices, which may create upward pressure on prices going forward. Purchase of homes and some food products can be optional, so they may not have the impact on the economy that items such as gasoline and oil have on everyday living expenses. As always, this is the mixed bag of the uncertainties relating the future of the economy. There continues to be considerable uncertainty about the impact of the Affordable Care Act, both the cost for care and the Act’s impact on employment. Since medical care represents such a large part of the economy, it certainly will have some impact going forward.

Most believe that the new head of the Federal Reserve, Janet Yellen, will not make major changes in the effort to maintain short rates at their current low level. Unless there are signs that inflation is returning, she will probably allow rates to stay where they are for some time, perhaps through 2014. If the Fed does continue to reduce its purchase of Treasury and mortgage securities, longer rates should trend higher.

Through the purchase of selected callable securities and enhanced cash flow analysis, the yield of the portfolio has remained about .51% throughout the year. The portfolio has maintained this yield even with extremely low short rates. In anticipation that short rates will not change in the near future, the staff will continue to seek out securities that can provide enhanced yield in the two to three year sector, while also maintaining a fairly short portfolio average maturity, so that when the Fed does move, we will be in a good place to participate in a rising interest rate environment.

Liquidation of Retiree Health Specific Investments

In order to implement the direction of the Board, to move assets from the County’s Retiree Health Benefit Trust to PERS, the specific investments have been liquidated. The first approximately $100 million of this effort was started in the 3rd quarter of FY 2013 through the 1st quarter of 2014, and resulted in a gain of approximately $5.6 million. Proceeds of the sales are being sent to the CERBT in $25 million increments, with completion of the transfers planned by late April of 2014.

A second and final phase involving about $15 million in fixed income and $7 million book value Vanguard mutual funds was initiated in December 2013, and concluded in early January of 2014. The sale of the fixed income securities resulted in a loss of approximately $300,000 and the gain $4.2 million on the sale of the Vanguard mutual funds. Three investments worth about $4 million will be allowed to mature on or before August 1, 2014. After August, there will be no specifically invested securities for retiree health.

These funds, and any surplus program funds, in the commingled pool will be sent to CERBT to reduce the outstanding liability in the years going forward based on cash flow requirements of the County.
Santa Clara County Commingled Pool and Segregated Investments

Portfolio Compliance, Review, and Monitoring

December 31, 2013

Specific Investments for Worker’s Compensation Fund
Based on current cash flow projections a new segregated fund has been established for Workers Compensation to enhance the yield for this program. Approximately $27 million has been taken from the commingled pool and will be placed in investments with a higher yield than the pool in a laddered approach to (1) immediately improve the yield and (2) hopefully capture higher yields in the years ahead.

Yield and Weighted Average Maturity
The yield of the Commingled Pool is 0.44% and the weighted average life is 408 days.

Compliance
Investment transactions were executed in accordance with the California State Government Code and the County’s Investment Policy, as indicated in the attached report from the County Internal Audit Division. The County Treasurer believes the Commingled Pool contains sufficient cash flow liquidity to meet the next six months of expected expenditures.

Review and Monitoring
FTN Financial Main Street Advisors, the County’s investment advisor, currently monitors the Treasury Department’s investment activities.

Additional Information
Securities are purchased with the expectation that they will be held to maturity, so unrealized gains or losses are not reflected in the yield calculations.

The market values of securities were taken from pricing services provided by the Bank of New York Mellon, Bloomberg Analytics, dealer quotes, and an independent pricing service.
## Santa Clara County Commingled Pool

### Allocation by Security Types

**December 31, 2013**

<table>
<thead>
<tr>
<th>Sector</th>
<th>12/31/2013</th>
<th>9/30/2013</th>
<th>% Chng</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Agencies</td>
<td>71.62%</td>
<td>74.13%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>Corporate Bonds</td>
<td>3.53%</td>
<td>4.44%</td>
<td>-0.9%</td>
</tr>
<tr>
<td>Repurchase Agreements</td>
<td>2.49%</td>
<td>3.77%</td>
<td>-1.3%</td>
</tr>
<tr>
<td>Commercial Paper</td>
<td>4.15%</td>
<td>2.52%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Asset-Backed Securities</td>
<td>2.25%</td>
<td>3.43%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>Municipal Securities</td>
<td>1.26%</td>
<td>1.12%</td>
<td>0.1%</td>
</tr>
<tr>
<td>U.S. Treasuries</td>
<td>1.85%</td>
<td>1.63%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Negotiable CDs</td>
<td>7.10%</td>
<td>6.04%</td>
<td>1.1%</td>
</tr>
<tr>
<td>LAIF</td>
<td>0.74%</td>
<td>1.01%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Money Market Funds</td>
<td>4.92%</td>
<td>1.79%</td>
<td>3.1%</td>
</tr>
<tr>
<td>NCUA Corporate Bonds**</td>
<td>0.09%</td>
<td>0.13%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Mortgage-Backed Securities</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>100.00%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sector</th>
<th>12/31/2013</th>
<th>9/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Agencies</td>
<td>3,881,002,961</td>
<td>2,947,166,233</td>
</tr>
<tr>
<td>Corporate Bonds</td>
<td>191,423,586</td>
<td>176,456,927</td>
</tr>
<tr>
<td>Repurchase Agreements</td>
<td>135,000,000</td>
<td>150,000,000</td>
</tr>
<tr>
<td>Commercial Paper</td>
<td>224,903,664</td>
<td>99,996,407</td>
</tr>
<tr>
<td>Asset-Backed Securities</td>
<td>121,749,179</td>
<td>136,222,620</td>
</tr>
<tr>
<td>Municipal Securities</td>
<td>68,198,682</td>
<td>44,499,795</td>
</tr>
<tr>
<td>U.S. Treasuries</td>
<td>100,025,928</td>
<td>64,999,643</td>
</tr>
<tr>
<td>Negotiable CDs</td>
<td>385,001,231</td>
<td>240,000,000</td>
</tr>
<tr>
<td>LAIF</td>
<td>40,000,000</td>
<td>40,000,000</td>
</tr>
<tr>
<td>Money Market Funds</td>
<td>266,774,590</td>
<td>71,338,289</td>
</tr>
<tr>
<td>NCUA Corporate Bonds**</td>
<td>4,997,478</td>
<td>4,997,043</td>
</tr>
<tr>
<td>Mortgage-Backed Securities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,419,077,301</td>
<td>3,975,676,957</td>
</tr>
</tbody>
</table>

* Amounts are in base upon book value

**Bonds are guaranteed by the NCUA (National Credit Union Association)**
Santa Clara County Commingled Pool

Allocation by Ratings

December 31, 2013

<table>
<thead>
<tr>
<th>Moody's Rating</th>
<th>Portfolio $</th>
<th>Portfolio %</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-1</td>
<td>1,312,495,364</td>
<td>24.2%</td>
</tr>
<tr>
<td>Aaa</td>
<td>3,740,930,129</td>
<td>69.0%</td>
</tr>
<tr>
<td>Aa1</td>
<td>5,000,000</td>
<td>0.1%</td>
</tr>
<tr>
<td>Aa2</td>
<td>21,993,995</td>
<td>0.4%</td>
</tr>
<tr>
<td>Aa3</td>
<td>59,460,522</td>
<td>1.1%</td>
</tr>
<tr>
<td>A1</td>
<td>102,078,625</td>
<td>1.9%</td>
</tr>
<tr>
<td>A2</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>A3</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>LAIF***</td>
<td>40,000,000</td>
<td>0.7%</td>
</tr>
<tr>
<td>Repo**</td>
<td>135,000,000</td>
<td>2.5%</td>
</tr>
<tr>
<td>Not Rated*</td>
<td>2,118,666</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>5,419,077,301</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Not Rated by Moody's but A-1+ by S&P

**Repurchase Agreements are not rated, but are collateralized by U.S. Treasury securities

***LAIF is not rated, but is comprised of State Code allowable securities

Amounts are based on book values
Santa Clara County Commingled Pool

Holdings by Issuer - Percent of Commingled Pool

December 31, 2013

Amounts are based upon book values
Santa Clara County Commingled Pool

Historical Month End Book Values

December 31, 2013

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>$4.133</td>
<td>$4.052</td>
<td>$3.975</td>
<td>$3.758</td>
<td>$4.271</td>
<td>$5.419</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Amounts in billions
Santa Clara County Commingled Pool

Distribution by Maturity

December 31, 2013

<table>
<thead>
<tr>
<th>Maturity</th>
<th>Amount*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overnight</td>
<td>306,774,590</td>
</tr>
<tr>
<td>1-30 Days</td>
<td>759,672,488</td>
</tr>
<tr>
<td>31-90 Days</td>
<td>248,196,788</td>
</tr>
<tr>
<td>91-365 Days</td>
<td>1,655,695,296</td>
</tr>
<tr>
<td>1Yr-2Yr</td>
<td>1,116,529,454</td>
</tr>
<tr>
<td>2Yr-3Yr</td>
<td>1,194,028,346</td>
</tr>
<tr>
<td>3Yr-4Yr</td>
<td>127,932,325</td>
</tr>
<tr>
<td>4Yr-5Yr</td>
<td>10,248,013</td>
</tr>
<tr>
<td></td>
<td>5,419,077,301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maturity</th>
<th>Amount*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overnight</td>
<td>5.66%</td>
</tr>
<tr>
<td>1-30 Days</td>
<td>14.02%</td>
</tr>
<tr>
<td>31-90 Days</td>
<td>4.58%</td>
</tr>
<tr>
<td>91-365 Days</td>
<td>30.55%</td>
</tr>
<tr>
<td>1Yr-2Yr</td>
<td>20.60%</td>
</tr>
<tr>
<td>2Yr-3Yr</td>
<td>22.03%</td>
</tr>
<tr>
<td>3Yr-4Yr</td>
<td>2.36%</td>
</tr>
<tr>
<td>4Yr-5Yr</td>
<td>0.19%</td>
</tr>
<tr>
<td></td>
<td>100.00%</td>
</tr>
</tbody>
</table>

*Amounts are based on book value
Santa Clara County Commingled Pool

Yield to Maturity and Weighted Average Maturity

December 31, 2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCC YTM</td>
<td>0.62%</td>
<td>0.59%</td>
<td>0.49%</td>
<td>0.47%</td>
<td>0.44%</td>
<td>0.47%</td>
<td>0.52%</td>
<td>0.52%</td>
<td>0.54%</td>
<td>0.55%</td>
<td>0.52%</td>
<td>0.44%</td>
</tr>
<tr>
<td>LAIF YTM</td>
<td>0.30%</td>
<td>0.29%</td>
<td>0.29%</td>
<td>0.26%</td>
<td>0.25%</td>
<td>0.24%</td>
<td>0.27%</td>
<td>0.27%</td>
<td>0.25%</td>
<td>0.27%</td>
<td>0.26%</td>
<td>0.26%</td>
</tr>
<tr>
<td>6 Mon T-Bill</td>
<td>0.11%</td>
<td>0.12%</td>
<td>0.10%</td>
<td>0.08%</td>
<td>0.06%</td>
<td>0.09%</td>
<td>0.07%</td>
<td>0.05%</td>
<td>0.03%</td>
<td>0.04%</td>
<td>0.06%</td>
<td>0.07%</td>
</tr>
<tr>
<td>2Yr T-Note</td>
<td>0.26%</td>
<td>0.24%</td>
<td>0.24%</td>
<td>0.21%</td>
<td>0.30%</td>
<td>0.36%</td>
<td>0.31%</td>
<td>0.40%</td>
<td>0.32%</td>
<td>0.31%</td>
<td>0.28%</td>
<td>0.38%</td>
</tr>
<tr>
<td>SCC WAM</td>
<td>475</td>
<td>421</td>
<td>349</td>
<td>304</td>
<td>329</td>
<td>374</td>
<td>413</td>
<td>405</td>
<td>437</td>
<td>448</td>
<td>445</td>
<td>408</td>
</tr>
<tr>
<td>LAIF WAM</td>
<td>226</td>
<td>217</td>
<td>213</td>
<td>214</td>
<td>234</td>
<td>278</td>
<td>265</td>
<td>270</td>
<td>239</td>
<td>220</td>
<td>212</td>
<td>209</td>
</tr>
</tbody>
</table>
Santa Clara County Retiree Health Fund

Month End Cost and Market Values

December 31, 2013

<table>
<thead>
<tr>
<th>Segment</th>
<th>Cost Value</th>
<th>Market Value</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Income</td>
<td>5,361,153</td>
<td>4,743,871</td>
<td>(617,282)</td>
</tr>
<tr>
<td>Equity</td>
<td>7,109,985</td>
<td>11,530,180</td>
<td>4,420,195</td>
</tr>
<tr>
<td>Commingled Pool</td>
<td>107,523,289</td>
<td>107,588,878</td>
<td>65,589</td>
</tr>
<tr>
<td>Total Fund</td>
<td>119,994,427</td>
<td>123,862,929</td>
<td>3,868,502</td>
</tr>
</tbody>
</table>

Cost Value vs Market Value

- **Market Value**
- **Cost Value**

Millions

- $0
- $20
- $40
- $60
- $80
- $100
- $120
## Santa Clara County Retiree Health Fund

### Portfolio Component (Securities) and Benchmark Returns

**December 31, 2013**

<table>
<thead>
<tr>
<th>Fixed Income (1)</th>
<th>% of Fixed Inc</th>
<th>% of Portfolio</th>
<th>QTR Return</th>
<th>1 Year Return (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retiree Health Fund (2)</td>
<td>4.7%</td>
<td>4.5%</td>
<td>-0.38%</td>
<td>-1.13%</td>
</tr>
<tr>
<td>BofA/ML US Domestic Master, A rated and above (3)</td>
<td>-0.47%</td>
<td>-2.40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commingled (2)</td>
<td>95.3%</td>
<td>89.6%</td>
<td>0.06%</td>
<td>0.31%</td>
</tr>
<tr>
<td>Benchmark (4)</td>
<td>0.06%</td>
<td>0.31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended Fixed income Return</td>
<td>100.0%</td>
<td>94.1%</td>
<td>0.04%</td>
<td>0.24%</td>
</tr>
<tr>
<td>Blended Benchmark</td>
<td>0.03%</td>
<td>0.18%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity (6)</th>
<th>% of Equity</th>
<th>% of Portfolio</th>
<th>QTR Return</th>
<th>1 Year Return (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanguard S&amp;P 500 Index Institutional</td>
<td>100.0%</td>
<td>5.9%</td>
<td>10.50%</td>
<td>32.35%</td>
</tr>
<tr>
<td>S&amp;P 500 Index</td>
<td>10.50%</td>
<td>32.38%</td>
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</table>

| Total Retiree Health Fund (5) | 100.0% | 0.66% | 2.14% |
| Blended Benchmark | 0.66% | 2.09% |
| Total Retiree Health vs Blended Benchmark Variance | 0.00% | 0.71% |

---

1. Treasury contracted the Bank of New York Mellon (BNYM) to provide custodial banking services including performance measurement starting on February 1, 2008. Return calculations are available after this date. The fixed income returns provided by BONY are GIPS (Global Investment Performance Standards) compliant and are consistent with industry standards. Given the difference in computation methodology, prior returns will not be combined with current returns.

2. Retiree Health & Commingled yields, respectively: 0.70% 0.44%

3. The selection of this benchmark is intended to reflect a target mix of a portfolio emulating longer duration liabilities.

4. Bank of America Merrill US Treasury Bills, 0-3 Mo = 30%, Bank of America Merrill Govt/Corp 1-3 yr AA rated & above = 70%

5. The individual fund total returns for the equity portfolio are calculated by BNYM. They are time weighted returns that appropriately weight deposits and withdrawals. Returns are GIPS compliant and are consistent with industry standards. Index returns assume that there are no new investments or withdrawals.

6. The current equity holdings represent the residual left after other holdings were liquidated and the proceeds transferred to the California Employer’s Retiree Benefit Trust, an investment trust managed by CalPERS. The trust was established to contain employer contributions to fund future health and other post-employment benefit costs for retirees.
Santa Clara County Retiree Health Fund

Historical Quarterly Total Return Comparison

December 31, 2013

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Retiree Health Fixed Income</td>
<td>0.30%</td>
<td>2.03%</td>
<td>4.00%</td>
<td>0.96%</td>
<td>0.01%</td>
<td>1.95%</td>
<td>1.21%</td>
<td>-0.16%</td>
<td>0.04%</td>
<td>-1.27%</td>
<td>-1.27%</td>
<td>-0.38%</td>
</tr>
<tr>
<td>Fixed Income Benchmark</td>
<td>0.28%</td>
<td>2.30%</td>
<td>4.15%</td>
<td>0.88%</td>
<td>-0.02%</td>
<td>2.13%</td>
<td>1.20%</td>
<td>-0.04%</td>
<td>-0.14%</td>
<td>-2.27%</td>
<td>-2.27%</td>
<td>-0.47%</td>
</tr>
<tr>
<td>Retiree Health Equity</td>
<td>5.91%</td>
<td>0.10%</td>
<td>-13.87%</td>
<td>11.81%</td>
<td>12.58%</td>
<td>-2.75%</td>
<td>6.35%</td>
<td>-0.39%</td>
<td>10.61%</td>
<td>2.90%</td>
<td>2.90%</td>
<td>10.50%</td>
</tr>
<tr>
<td>Equity Benchmark</td>
<td>5.92%</td>
<td>0.10%</td>
<td>-13.87%</td>
<td>11.82%</td>
<td>12.59%</td>
<td>-2.75%</td>
<td>6.35%</td>
<td>-0.38%</td>
<td>10.61%</td>
<td>2.92%</td>
<td>2.92%</td>
<td>10.50%</td>
</tr>
<tr>
<td>Retiree Health Total Portfolio</td>
<td>0.68%</td>
<td>1.85%</td>
<td>2.77%</td>
<td>1.54%</td>
<td>0.92%</td>
<td>1.60%</td>
<td>1.59%</td>
<td>-0.17%</td>
<td>0.80%</td>
<td>-0.84%</td>
<td>-0.32%</td>
<td>0.67%</td>
</tr>
<tr>
<td>Total Portfolio Benchmark</td>
<td>0.67%</td>
<td>2.10%</td>
<td>2.90%</td>
<td>1.47%</td>
<td>0.90%</td>
<td>1.76%</td>
<td>1.58%</td>
<td>0.01%</td>
<td>0.63%</td>
<td>-1.71%</td>
<td>-0.96%</td>
<td>0.66%</td>
</tr>
<tr>
<td>Total Portfolio Variance</td>
<td>0.01%</td>
<td>-0.25%</td>
<td>-0.13%</td>
<td>0.07%</td>
<td>0.02%</td>
<td>-0.16%</td>
<td>0.01%</td>
<td>-0.18%</td>
<td>0.17%</td>
<td>0.86%</td>
<td>0.64%</td>
<td>0.01%</td>
</tr>
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</table>
Board of Supervisors  
County of Santa Clara  
A Report by the Internal Audit Division  
Cash and Investments  
As of: December 31, 2013

We have performed the procedures enumerated below on the cash and investments in the County's commingled fund as of December 31, 2013. When applicable, we also performed these procedures on the investments in the Retiree Health Fund (Fund 0309). The procedures were to determine whether the cash and investments are accurately stated and in compliance with the County's policies and the State law. Based upon the work performed, we found no exceptions except as listed below.

In our October 28, 2013 report, we mentioned that our efforts to verify the depository bank's State collateral requirements were inconclusive. After the report's issuance, the State confirmed the depository bank met the September 30, 2013 collateral requirements. As referenced in procedure step "b," we will be reporting the December 31, 2013 verification in the March 31, 2014 report.

The procedures applied follow:

a. Reconcile the cash and investments balances stated in the Treasurer's system to the amount in the general ledger.

b. Compare the issuers' credit ratings to the legal minimum rating requirements for investments purchased during the quarter.

c. Compute the investment limitations for each security type and compare actual securities by type and issuer to the limitations permitted by law and policy.

d. Compute the portfolio's weighted average days to maturity and compared it to the maximum permitted by policy.

e. Verify that the Retiree Health Fund investment's book value did not exceed 67% of the Retiree Health Fund total cash and investment's balance.

f. Compare the cash and securities held by depository and custodial banks to these banks' equity balances and verify the deposit/equity or securities book value/equity ratios were within the legal requirements.

Board of Supervisors: Mike Wasserman, Cindy Chavez, Dave Cortese, Ken Yeager, S. Joseph Similian  
County Executive: Jeffrey V. Smith
g. Determine the existence of securities held in safekeeping by comparing the securities listed in the custodial bank’s records with the securities listed in the County’s investment records.

h. From the schedule of investments, select securities with maturity dates exceeding one year. Calculate the amount of interest due and compare the calculated amount to the amount recorded as received in the general ledger.

i. Verify any securities purchased through repurchase agreements held at the quarter-end meet the State’s minimum collateral requirements

j. Review the quarter end reconciliation of the County’s depository bank account balance to the general ledger. Identify reconciling transactions which are older than 30 days.

k. Compare the amount invested in the State's Local Agency Investment Fund recorded in the Treasurer's system to the amount per the State.

l. Verify the County’s depository bank has sufficient collateral as required by State law. Because the State has results available two months after the quarter-end, we will report the December 31, 2013 collateral compliance on the March 31, 2014 report.

m. Verify that all broker/dealers identified in the County's investment records were broker/dealers that were approved by the Controller-Treasurer for the dates of the trades.

(Signature on file)

Manju Beher
Supervising Internal Auditor

Brian Mark
Auditor-in-charge
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No.
Information/Staff Reports No. 10.(a)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Recognition of the Employee of the Month

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal: That the Board of Trustees review recognition of the following Employee of the Month.

Background:
The purpose of the Employee of the Month Award program is to encourage employee excellence and dedication and to let employees know that they are valued for their unique contributions.

Employee of the Month, January 2014 – Esteban Talavera
Esteban serves as the Department Assistant for MESA, TRIO Student Support Services and the STEM grant. In the last month he was instrumental in implementing two conferences on campus, which occurred only a few weeks apart. One was Science Alive, which brought about 300 middle school students to campus. He helped to register all the students, managed logistics, worked with parents and helped in the Mouse Trap Race Car workshop. The second conference he helped implement was a student success conference for TRIO and MESA Students. The conference involved a day of workshops and activities. Along with his duties he also takes minutes for academic senate and the curriculum committee. He was a key team member in helping to complete recent federal TRIO reports. Esteban is well known for helping to provide support directly to students. He always offers students strong guidance, direction and a sympathetic ear to those in need. Esteban truly helps to make Gavilan College a wonderful community!

Employee of the Month, February 2014 – Eduardo Cervantes
Eduardo Cervantes is wholeheartedly devoted to the Gavilan College community. Eddie has been the MESA director for the past 9 years. Eddie is notorious for putting his students’ needs first. Whether a student has academic or emotional challenges,
Eddie will drop whatever he is doing to offer counsel and support. Eddie oversees the tutoring within MESA. Eddie is always looking for opportunities for his students to grow professionally. He has helped student’s network and gain internships with such organizations as the YMCA, Cisco Systems, and Lockheed Martin. To this end, Eddie orchestrated an on-campus event welcoming leaders from Lockheed Martin to engage with students from Gavilan. Last year, he brought students to Cisco Systems for a Mentor Shadow Day in which students were partnered with mentors from Cisco Systems for a full year. Eddie has responded to the needs of our campus by taking on a principal role in helping to coordinate tutoring support services. Eddie has also worked tirelessly on several committees. Recently, he has taken on the role of interim director of TRIO. He was a co-chair of Learning Council, which included organizing orientations for faculty and staff, writing reports, participating in presentations, setting agendas, and taking on a strong advisory role for many—including our students in support of the on-campus Student Voices picnic. Eddie has also participated in the Basic Skills Committee, the Strategic Planning Committee, and others. While doing all of this, Eddie teaches Sociology and has recently completed his dissertation in International and Multicultural Education with a concentration in Organization and Leadership at the University of San Francisco. He also helps out in the community by participating in the Latino Leadership Network and Academy. We are so proud to be colleagues of Eddie and of the work he is doing to make our students’ lives better.

**Budgetary Implications:**
None

**Follow Up/Outcome:**

1. The Human Resources Director will contact the employee and let them know that he/she was selected as the EMPLOYEE OF THE MONTH.

2. The Human Resources Director will send an announcement campus-wide.

3. The employee will be recognized by his/her department supervisor.

4. The employee will be recognized in the Campus Newsletter by the PIO.

5. The employee will be recognized at the district’s annual Employee Recognition Banquet held in May.

6. The employee’s name will be placed on the wall plaque located in the North/South Lounge.

7. The employee will receive a desktop award with his/her name engraved.

**Recommended By:** Dr. Steven M. Kinsella, Superintendent/President

**Prepared By:**

Eric Ramones, Human Resources Director

**Agenda Approval:**

Dr. Steven M. Kinsella, Superintendent/President

C:\WorkGroups/HR/BoardAgenda/03-11-14
Consent Agenda Item No. 10.(b)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Sabbatical Leave Report

☐ Resolution: BE IT RESOLVED,
☒ Information Only
☐ Action Item

Proposal:
That the Board of Trustees review and comment as appropriate on the sabbatical report submitted by Jane Edberg.

Background:
Jane Edberg was on sabbatical for the spring 2013 semester.

Follow Up/Outcome:
The primary focus of Jane Edberg's sabbatical was 1) to research and develop an illustrated multimedia artist's portfolio; 2) to visit other educational institutions and review academic trends in the arts; and, 3) to visit school galleries and attend art lectures to foster professional growth in the areas of art and photography.

Recommended By: Dr. Kathleen Rose, Executive Vice President and Chief Instruction Officer

Prepared By: Dr. Kathleen Rose, Executive Vice President and Chief Instruction Officer

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
Brief Overview of Sabbatical Project

Goal 1: Researched and Developed an Illustrated Multimedia Artist’s Portfolio
Researched and developed an illustrated multimedia artist’s portfolio: a hybrid package and web design, which explores combining art and text to present a portfolio of artworks and artistic achievements. This is a multimedia package which incorporates traditional pages along with images, video, audio and a companion website. My primary focus was on web portfolios.

Goal 2: Visited Local Schools
Visited the local colleges, and universities to discuss academic trends in the arts, to look at their overall direction and goals, art course offerings, requirements, and focus.

Goal 3: Visited School Galleries
Visited school galleries at Cabrillo College, Monterey Peninsula College, UCSC, and CSUMB.

Goal 1: Researched and Developed an Illustrated Multimedia Artist’s Portfolio

Goal 1: Activities:
I produced a digitally illustrated multimedia artist’s portfolio designed to present artworks, articles, biographical materials, artist statement, and resume.

I have published my current artworks, and accomplishments using a variety of social media: Facebook, LinkedIn, Wordpress, Twitter, Tumblr, Flickr, Pinterest, Etsy, Zonezero, Painter Keys, DiviatART, to name a few. I have been able to share these platforms with my students and demonstrate how to use them. I have incorporated the use of social media and digital portfolios into my course curriculum, such as, researching, designing, developing and publishing artworks online.

The bulk of my sabbatical was committed to researching new trends in creating digital portfolios for designers, and artists. I did extensive research looking at portfolio styles, techniques, and products, both in hard copy and digital form. I examined and test-drove a variety of social media. The following are descriptions for each of the social media platforms that I learned and used to evaluate design, ease of use, cost, accessibility, popularity, function, and visibility:

- **Wix, Squarespace, & Web.com**: platforms to create, customize and publish a free website. These services allow individuals and businesses to create and maintain websites and blogs ("a blog is a web page that serves as a publicly accessible personal journal for an individual. Typically updated daily, blogs often reflect the personality of the author" -Webopedia).
- **Wordpress**: a free and open source blogging tool and web hosting service.
- **Blogger**: a weblog publishing tool for sharing text, photos and video.
- **EFolio**: an electronic portfolio to store and manage educational and career information.
- **Twitter**: an online social networking and microblogging service that enables users to send and read "tweets", which are text messages limited to 140 characters (from the Wikipedia definition).

- **Pinterest**: a visual discovery tool that people use to collect ideas for their different projects and interests. People create and share collections (called "boards") of visual bookmarks (called "Pins") that they use to do things like plan trips and projects, organize events or save articles and recipes. (from the Wikipedia definition). Artists can also make a personal board showcasing their own artworks.

- **Etsy**: an e-commerce website focused on handmade items including art, photography, clothing, jewelry, as well as, food, bath and beauty products, quilts, knick-knacks, and toys. An artist can set up a shop online using the Etsy website and Paypal for money transactions.

- **LinkedIn**: a social networking website for people in professional occupations.

- **Facebook**: an online social networking service.

- **Tumblr**: a microblogging platform and social networking website service that allows users to post multimedia and other content to a short-form blog. (from the Wikipedia definition).

- **Flickr**: an image and video hosting website, online community, and web service that allows users to share and embed images into blogs and social media. (from the Wikipedia definition).

- **Behanced**: a platform to showcase and discover photography, graphic design, illustration, and fashion.

- **DiviantART**: an artists social networking website showcasing artists from around the world.

- **Zonezero**: a website owned and run by photographer Pedro Meyers which is a photography social networking website showcasing photographers from around the world.

- **Painter Keys**: a website owned and run by Robert Glenn which is a resource for artists and social networking website to showcase artists portfolios.

- **Instagram**: an online photo and video-sharing, as well as, a social networking service that enables its users to take pictures and videos, apply digital filters to them, and share them on a variety of social networking services, such as Facebook, Twitter, Tumblr and Flickr. (from the Wikipedia definition).

**Goal 1: Objectives and Anticipated Outcomes**

- I have gained useful professional skills and expanded my knowledge base learning how to transform a body of artwork into a cohesive multimedia portfolio package.

- I am now able to share with my students and demonstrate my process of creating and publishing artwork through the use of various traditional and non-traditional media and presentation platforms: mixing photography, video, writing and other mixed media, including the internet, which includes social networks, blogs, portfolio sites, and art commerce.
- I can now teach my students how to create, customize and publish a non-traditional portfolio for sharing artworks and artistic achievements.

- I can show my students where and how to set up online to sell artwork.

- The art department, the college, and the students benefit from knowing and sharing that their art instructor is an experienced productive artist who is current with the trends of creating cutting edge, online digital portfolios. Having this work available for all to view online is informative and showcases our talent.

- Art students have taken our portfolio class and learned these new portfolio methods. They have been taught how to design, create, and publish dynamic digital online art portfolios. They are now able to send out excellent artwork presentations, as both digital and hard copy portfolios to prospective schools, galleries, museums and art websites.

**Goal II: Planned Visits to Local Schools**

**Goal II: Activities**

- I visited local schools design, art and photography departments to discuss academic trends in the arts, to look at there overall direction and goals, art course offerings, requirements, and focus.

- I visited the following institutions:
  - Cabrillo College
  - Department of Art
  - Department of Photography
  - Hartnell College
  - Department of Art
  - Department of Photography
  - Monterey Peninsula College
  - Creative Arts Division
  - California State University at Monterey Bay
  - Visual Public Art Department
  - Replicative Arts Department
  - Digital Media Department
  - San Jose State University
  - Art Department
  - University of California at Santa Cruz
  - Digital Arts and New Media Department
Goal II: Objectives and Anticipated Outcomes

- I have examined curriculum from our local schools in terms of design, art, and photography, which helps me to streamline our course offerings.

- I have introduced myself to the art and photography faculty and reacquainted myself with those teachers I have interacted with in the past. This has facilitated good communication and helps when it comes to revising coursework and programs, making sure we are all on the same page.

- I have been able to inform students about the faculty; facilities, programs and curriculum at various schools in our area, which helps our transfer students to make informed decisions when it comes to choosing a school and program.

Goal III: Visit School Galleries and Attend Art Lectures

Goal III: Activities

I visited school galleries and attended public art lectures at the following campuses:

- **Cabrillo College**, Art Gallery, May 2013, Survey of Student Artworks.

- **Monterey Peninsula College**, Art Gallery, April 2013, Student Sculpture Exhibition.

- **UCSC**, Sesnon Gallery, May 2013, Students Scholars Artworks, Porter College Art Gallery, April 2013, Painter Deborah Barlow Solo Exhibition.

- **CSUMB**, May 2013, Capstone Student Projects.

Goal III: Objectives and Anticipated Outcomes

- Students will benefit from my increased knowledge about art and exhibiting art.

- The college community will benefit from being informed about local arts programs and public art.
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. 10,(c)

SUBJECT: Administrative Procedures

☑ Resolution: BE IT RESOLVED,

☑ Information Only

☐ Action Item

Proposal:
That the Board of Trustees be informed of changes to administrative procedures.

Background:
Changes have been made to the following administrative procedures so that the College is in compliance with changes in state legislation, the Clery Act, Public Contract Code and internal processes:

  AP 3515, Reporting of Crimes
  AP 3540, Sexual Assaults on Campus
  AP 6340, Bids and Contracts
  AP 6530, District Vehicles

The procedures have gone through the shared governance process.

Budgetary Implications:
None.

Follow Up/Outcome:
The procedures will be posted and implemented.

Recommended By: Terry Newman, Senior Director of Administrative Services

Prepared By: Terry Newman, Senior Director of Administrative Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
AP 3515 Reporting of Crimes

References:

Education Code Section 212; 87014;
20 U.S.C. § 1232g; 34 C.F.R. 668.46; 34 C.F.R. 99.31(a)(13), (14)
Campus Security Act of 1990

Members of Gavilan College who are witnesses or victims of a crime should immediately report the crime to campus security.

In the event an employee is assaulted, attacked, or menaced by a student, the employee shall notify his or her supervisor as soon as practical after the incident. The supervisor of any employee who is attacked, assaulted or menaced shall assist the employee to promptly report the attack or assault to the district security personnel. The supervisor himself/herself shall make the report if the employee is unable or unwilling to do so. Reporting a complaint to local law enforcement will not relieve the District of its obligation to investigate all complaints of harassment.

The District shall publish warnings to the campus community about the following crimes:

- Criminal homicide – murder and non-negligent manslaughter;
- Criminal homicide – negligent manslaughter;
- Sex offenses – forcible and non-forcible sex offenses;
- Domestic violence, dating violence and stalking;
- Robbery;
- Aggravated assault;
- Burglary;
- Motor vehicle theft;
- Arson;
- Arrests for liquor law violations, drug law violations, and illegal weapons possession;
- Persons who were not arrested for liquor law violations, drug law violations, and illegal weapons possession, but who were referred for campus disciplinary action for same;
- Crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability and involve larceny-theft, simple assault, intimidation, destruction/damage/vandalism of property, or any other crime involving bodily injury;
- Those reported to campus security; and
- Those that are considered to represent a continuing threat to other students and employees.

In the event that a situation arises, either on or off campus, that, in the judgment of the Director of Security and Support Services or designee constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The warning will be issued through the college e-mail system to students, faculty, staff, the emergency alert system, and/or the campus' student
newspaper media outlets. The information shall be disseminated by campus security or the Public Information Officer in a manner that aids the prevention of similar crimes.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Public Information Officer may also post a notice on the campus-wide electronic bulletin board on the Gavilan College website at:www.gavilan.edu, providing the community with more immediate notification. The electronic bulletin board is immediately accessible via computer by all faculty, staff and students. Anyone with information warranting a timely warning should report the circumstances to the campus security, by phone 408-710-7490 or dial 911.

The District shall not be required to provide a timely warning with respect to crimes reported to a pastoral or professional counselor.

If there is an immediate threat to the health or safety of students or employees occurring on campus, the District shall follow its emergency notification procedures.

The District shall annually collect and distribute statistics concerning crimes on campus. All college staff with significant responsibility for student and campus activities shall report crimes about which they receive information.

The District shall publish an Annual Security Report every year by October 1 that contains statistics regarding crimes committed on campus and at affiliated locations for the previous three years. The Annual Security Report shall also include policies pertaining to campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, victims' assistance program, student discipline, campus resources and other matters. The District shall make the report available to all current students and employees. The District will also provide perspective students and employees with a copy of the Annual Security Report upon request. A copy of the Annual Security Report can be obtained by contacting the Director of Security and Support Services at 5055 Santa Teresa Boulevard, Gilroy, CA 95020 or at the Website address published in the class schedule and course catalog.

To Report a Crime:
Contact Campus Security at 408-848-4703-7490 (non-emergencies) and dial 9-1-1 or "10" from a campus phone and/or 408-710-7490 (emergencies only). To report a crime at the Hollister or Morgan Hill sites dial 9-1-1 and then follow up with a call to Campus Security at 408-710-7490. Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to the security department. In addition, after reporting the crime as noted above, you may also report a crime to the following areas: contact:

- Vice President of Administrative Services, or designee  408-848-4715
- Vice President of Student Services, or designee  408-848-4732
- Counseling  408-848-4723
- Student Health Nurse  408-848-4791
- Director, Human Resources  408-848-4753

The District does not allow victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

The District may disclose the final results of disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, regardless of the outcome. The District may also disclose to anyone, the final results of a disciplinary proceeding in which it
concludes that a student violated District policy with respect to a crime of violence or non-forcible sex offense. The offenses that apply to this permissible disclosure are:

- Arson;
- Assault offenses;
- Burglary;
- Criminal homicide – manslaughter by negligence;
- Criminal homicide – murder and non-negligent manslaughter;
- Destruction, damage, or vandalism of property;
- Kidnapping or abduction;
- Robbery;
- Forcible sex offenses.

The disclosure may only include the final result of the disciplinary proceeding with respect to the alleged criminal offense. The District shall not disclose the name of any other student, including a victim or witness, unless the victim or witness has waived his or her right to confidentiality.

Amended by the Board of Trustees: August 14, 2012
Approved by the Board of Trustees December 11, 2001
AP 3540 Sexual Assaults on Campus

References:
   Education Code Section 67385;
   20 U.S. Code Section 1092(f);
   34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also AP 5500 titled Standards of Student Conduct.)

"Sexual assault" includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

"Domestic violence" includes felony or misdemeanor crimes of violence committed by:
   • a current or former spouse of the victim;
   • by a person with whom the victim shares a child in common;
   • by a person who is cohabitating with or has cohabitated with the victim as a spouse;
   • by a person similarly situated to a spouse of the victim under California law; or
   • by any other person against an adult or youth victim who is protected from that person's acts by California law.

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515.)

All students, faculty members or staff members who allege they are the victims of a domestic violence, dating violence, sexual assault, or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Director, Security and Support Services, which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Director, Security and Support Services is authorized to release such information.

The Director, Security and Support Services or designee shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following, upon request:
• A copy of the District’s policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking;

• A list of personnel on campus who should be notified of the assault, and procedures for such notification, if the alleged victim consents:
  o Security Department; dial “10” on Gilroy campus telephone or 408-710-7490; Hollister and Morgan Hill sites should dial 408-710-7490
  o Vice President of Student Services at 408-848-4732
  o Vice President of Administrative Services Director, Human Resources at 408-848-4745

• County Sheriff’s Department Local law enforcement - at 911

• A description of available services, which include 911 services, and the persons on campus available to provide those services if requested. Services include:
  o transportation to a hospital, if necessary;
  o counseling by a designate, or referral to a counseling center;
  o notice to the police, if desired;
  o a list of other available campus resources or appropriate off-campus resources including “What is Sexual Assault” brochure.

• A description of each of the following procedures:
  o criminal prosecution;
  o civil prosecution (i.e., lawsuit);
  o District disciplinary procedures, both student and employee;
  o modification of class schedules; and,
  o tutoring, if necessary.

The Vice President of Administrative Services Director, Human Resources, or designee, should be available to provide assistance to District law enforcement unit employees regarding how to respond appropriately to reports of sexual violence.

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435, regardless of whether a complaint is filed with local law enforcement. All alleged victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be kept informed, through the Director, Security and Support Services, or the Vice President of Administrative Services Director of Human Resources when the alleged victim is an employee and the Vice President of Student Services when the alleged victim is a student of any ongoing investigation. Information shall include the status of any student employee disciplinary proceedings or appeal; alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

The District shall maintain the identity of any alleged victim or witness of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assault, or stalking on District property shall be referred to the District’s Public Information Officer who shall work with the Director, Security and Support Services to assure that all confidentiality rights are maintained.
Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses and procedures that should be followed after a sex offense occurs. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus security and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests;
- Information for students about existing on- and off-campus counseling, mental health, or other student services for victims of sex offenses;
- Notice to students that the campus will change a victim's academic situation after an alleged domestic violence, dating violence, sex offense, or stalking and of the options for those changes, if those changes are requested by the victim and are reasonably available;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sex offense, or stalking including a clear statement that:
  - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
  - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

Education and Prevention Information
The Vice President of Administrative Services—Director of Human Resources (employees) and the Vice President of Student Services (students) shall:

- Provide, as part of each campus' established on-campus orientation program, education and prevention information about domestic violence, dating violence, sexual assault, or stalking. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations.
- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

Amended by the Board of Trustees: August 14, 2012
Approved by the Board of Trustees: December 11, 2001
AP 6340 Bids and Contracts

Reference:

Education Code Sections 81641 et seq.;
Public Contracts Code Sections 20103.7, 20112, 20650 et seq., 22000 et seq.;
Labor Code 1770 et seq.

Limits
Bids or quotations shall be secured as may be necessary to obtain the lowest possible prices as follows:

- Purchase of goods or services up to the limits set out in the Public Contracts Code will require documented quotes.
- Purchase of goods or services in excess of the limits set out in the Public Contracts Code will require formal advertised bids.

Contracts involving expenditures that require competitive bidding require approval by the Board of Trustees prior to award.

Note: The bid minimums are annually readjusted by the Board of Governors as required by Public Contract Code Section 20651(d); the 1/1/07 adjustment increased the minimum for materials or supplies to $69,000. The current bid minimum can be found at http://www.cde.ca.gov/fg/ac/co/

Bid Specifications
Bid specifications shall include a definite, complete statement of what is required and, insofar as practical, shall include pertinent details of size, composition, construction, and/or texture of what is specified, and minimum standards of efficiency, durability, and/or utility required of what is specified.

Notice Calling for Formal Advertised Bids
The District shall publish at least once a week for two weeks in a newspaper of general circulation published within the District a notice calling for bids or proposals, stating the work to be done materials or supplies to be furnished and the time and place when bids will be opened. The District may accept a bid that was submitted either electronically or on paper.

Bid and contract forms shall be prepared and maintained by the Vice President of Administrative Services or designee. All applicable statutory provisions and board policies shall be observed in preparation of the forms.

The Vice President of Administrative Services or designee shall be responsible for insuring that the bid specifications are sufficiently broad to encourage and promote open competitive bidding.

All bid notices for work to be done shall contain an affirmative statement requiring compliance with Labor Code Sections 1775 and 1776 governing payment of prevailing wages and Labor Code Section 1777.5 governing employment of apprentices. All bid submissions shall contain all

Amended by the Board of Trustees, October 11, 2011
Amended by the Board of Trustees, November 13, 2007
Approved by the Board of Trustees: April 9, 2007
Approved by the Board of Trustees: April 9, 2002
documents necessary to assure compliance with these California Labor Code Sections. Failure to provide such documentation shall cause any such bid to be deemed incomplete.

When required or determined to be appropriate, bids shall be accompanied by a certified or cashier's check, or bid bond, in the amount specified in the bid form, as a guarantee that the bidder will enter into contract and furnish the required contract bonds. When no longer required for the protection of the District, any certified or cashier's check received shall be returned to the respective bidder.

The Vice President of Administrative Services or designee shall make available to the prospective bidders bid forms with sets of specifications and drawings and shall provide a convenient place where bidders, subcontractors, and materiel personnel may examine the specifications and drawings.

The Vice President of Administrative Services or designee shall provide an electronic copy of the plans and specifications and other contract documents to a contractor plan room service at no charge upon request from that contractor plan room.

When permitted a deposit for sets of plans and specifications may be required and may be refunded when such documents are returned.

**Awarding of Bids and Contracts Awards**

The awarding of bids and contracts shall be subject to the following conditions:

1. Any and all bids and contract proposals may be rejected by the District.
2. All bids shall be opened publicly and bidder shall be given the opportunity to make record of the bids received.
3. Bid and contract award recommendations to the Board shall show a tabulation of the bids received in reasonable detail.
4. Bid and contract awards shall be made to the lowest responsible bidder substantially meeting the requirements of the specifications. The District reserves the right to make its selection of materials or services purchased based on its best judgment as to which bid substantially complies with the quality required by the specifications.
5. **For the purposes of bid evaluation and selection when the District determines that it can expect long-term savings through the use of life-cycle cost methodology, the use of more sustainable goods and materials, and reduced administrative costs, the District may provide for the selection of the lowest responsible bidder on the basis of best value pursuant to policies and procedures adopted by the governing board in accordance with this section.**

4.6. **"Best value" means the most advantageous balance of price, quality, service, performance, and other elements, as defined by the Board, achieved through methods in accordance with this section and determined by objective performance criteria that may include price, features, long-term functionality, life-cycle costs, overall sustainability, and required services.**

Amended by the Board of Trustees, October 11, 2011
Amended by the Board of Trustees, November 13, 2007
Approved by the Board of Trustees: April 9, 2007
Approved by the Board of Trustees: April 9, 2002
Purchase without Advertising for Bids
The Vice President of Administrative Services or designee is authorized to make purchases from firms holding county contracts without calling for bids where it appears advantageous to do so.

The Vice President of Administrative Services or designee may, without advertising for bids within the same county, city, town or district, purchase or lease from other public agencies materials or services by authorization of contract or purchase order.

The Vice President of Administrative Services or designee may make purchases through the State of California Cooperative Purchasing Program operated by the Department of General Services.

Duration of Continuing Contracts for Services and Supplies
Continuing contracts for work or services furnished to the District are not to exceed five years. Contracts for materials and supplies are not to exceed three years.

Emergency Repair Contracts without Bid
When emergency repairs or alterations are necessary to continue existing classes or to avoid danger of life or property, the Vice President of Administrative Services or designee may make a contract on behalf of the District for labor, materials and supplies without advertising for or inviting bids, subject to ratification by the board.

Unlawful to Split Bids
It shall be unlawful to split or separate into smaller work orders or projects any project for the purpose of evading the provisions of the Public Contract Code requiring work to be done by contract after competitive bidding.

Note: The following sections apply if funds from the Kindergarten-University Public Education Facilities Bond Acts of 2002, 2004, or 2006 are used for a public works project.
Kindergarten-University Public Education Bond Act Project
For projects funded by 2002, 2004, or 2006 Bond Funds, the Vice President of Administrative Services or designee will initiate and enforce, or contract with a third party to initiate and enforce, a labor compliance program for that project under Labor Code Section 1771.7. The program will include:

- Appropriate language concerning the wage requirements of Labor Code Sections 1720 et seq. in all bid invitations and public works contracts.
- A pre-job conference with the contractor and subcontractors to discuss applicable federal and state labor law requirements.
- Project contractors shall be required to maintain and, at designated time, furnish certified copies of weekly payroll containing a statement of compliance signed under penalty of perjury.
- The District shall review, and if appropriate audit, the payroll records of the employees of the contractor and/or subcontractor. The review and audit shall be conducted by Vice

Amended by the Board of Trustees, October 11, 2011
Amended by the Board of Trustees, November 13, 2007
Approved by the Board of Trustees: April 9, 2007
Approved by the Board of Trustees: April 9, 2002
President of Administrative Services, designee, or an independent third party, but not the third party with whom the District contracts to initiate and enforce a labor compliance program under Labor Code Section 1771.7.

- If an investigation established that an underpayment of wages has occurred, the District shall withhold any contract payments, equal to the amount of underpayment and any applicable penalties.

- The Vice President of Administrative Services or designee shall transmit a written finding that the District has initiated and enforced, or has contracted with a third party to initiate and enforce, the required labor compliance program, to the Director of the Department of Industrial Relations, or any successor agency that is responsible for the oversight of employee wage and work hour laws.

Amended by the Board of Trustees, October 11, 2011
Amended by the Board of Trustees, November 13, 2007
Approved by the Board of Trustees: April 9, 2007
Approved by the Board of Trustees: April 9, 2002
AP 6530 District Vehicles

Reference:

*Title 13, California Code of Regulations, Division 1, Chapter 1*

Vehicles made available to the district personnel are for use in the conduct and operation of district business.

The administrative officer of a location is responsible for controlling access to and use of all district vehicles and district rented or leased vehicles assigned to that location.

All District vehicles and drivers must comply with the California Vehicle Code and Title 13 (Motor Carrier Safety).

All drivers of district-owned, rented, or leased vehicles both on and off campus must have a current license appropriate for the vehicle to be driven.

The name and California driver's license number of any employee to be authorized to drive district vehicles must be submitted to the area administrator prior to final granting of authorization.

Any All drivers of district-owned vehicles that carry ten-fifteen or more persons including the driver is defined in the Vehicle Code as a bus. All operators of buses must have a current Class B *P* license, a current medical certificate and a current First Aid Certificate.

All District vehicles with equipment for transporting the disabled must comply with all applicable laws and regulations regarding such vehicles.

The district shall not operate or lease a 15-passenger van unless the driver holds both a valid class B driver's license, and an endorsement for operating a passenger transportation vehicle issued by the Department of Motor Vehicles.

Amended by the Board of Trustees: October 11, 2011
Approved by the Board of Trustees: April 9, 2002
SUBJECT: Hearing to Consider Approval of Necessity Authorizing Acquisition by Eminent Domain to Certain Easement Interests for the Gilroy Campus Modernization Project and Authorizing and Directing Legal Counsel to Institute Condemnation Proceedings (APN-808-23-004)

Resolution: BE IT RESOLVED,

Information Only

Proposal:
That the Board of Trustees conduct a public hearing to consider approval of necessity authorizing acquisition by eminent domain to certain easement interests for the Gilroy Campus Modernization Project and authorizing and directing legal counsel to institute condemnation proceedings (APN-808-23-004).

Background:
On November 13, 2012, the Board approved the Gavilan College Gilroy Campus Modernization Project, which includes a water tank replacement project necessary to protect the safety of the College's students, staff, and faculty. Specifically, the College desires to add more water tank storage to reduce the refill rate of its tanks, as well as to add a second water well to provide redundancy and effectively double the College's well production rate (the "Project"). The Project is intended to respond to concerns raised by the Fire Marshal regarding fire supply recovery after a fire event on campus. Currently, the National Fire Protection Agency requires fire supply to be fully recovered in 8 hours, which would require the College's current well and pump to be modified to produce 1,300 GPM. This demand is beyond the capacity of the existing well. In addition to fire re-fill rates, the College also needs a back-up source of water in case the current well fails.

On March 11, 2014, in connection with the Project, the Board will be asked to adopt Resolution #968 ("Resolution of Necessity"), which would authorize acquisition by eminent domain of easements interests ("Easements") encumbering a portion of the real property identified as 4395 Monterey Road, Gilroy, California, Assessor's Parcel Number 808-23-004 ("Property"). The Easements are needed to construct, operate, and maintain a second water well and pipelines on the Property as part of the Project.

According to Code of Civil Procedure section 1245.235, the governing body of a public entity may adopt a Resolution of Necessity only after the governing body has given each person whose property is to be acquired by eminent domain and whose name and address appears on the last equalized county assessment roll notice and a reasonable opportunity to appear and be heard on the matters referred to in Section 1240.030, that is, (1) that the public interest and necessity require the Project, (2) that the Project is planned or located in the manner that will be most compatible with the greatest
public good and the least private injury, and (3) that the property sought to be acquired is necessary for the project.

On February 24, 2014, the College provided written notice by first class U.S. mail and email to the record owners of the Property. The notice advised the owners that on Tuesday, March 11, 2014, at 7:00 p.m. or as soon thereafter as the matter may be heard, at 5055 Santa Teresa Boulevard, Gilroy, California 95020, in the Student Center, North/South Lounge, the Board of Trustees will consider a proposed Resolution of Necessity authorizing acquisition of the Easements by eminent domain. The notice further advised the owners that they have the right to appear before the Board of Trustees and be heard on the matters referred to in California Code of Civil Procedure section 1240.030, listed above.

In advance of adopting the Resolution of Necessity, the Board is requested to hold a public hearing to receive input on the following matters:

1. Whether the public interest and necessity require the Project;
2. Whether the Project is planned or located in the manner that will be most compatible with the greatest public good and the least private injury;
3. Whether the real property sought to be acquired is necessary for the Project; and
4. Whether the College made an offer to the owner of record, to purchase the Easements pursuant to Government Code section 7267.2.

The Board is requested to provide any and all owners of the Property the opportunity to appear and be heard on the matters listed above. The hearing is not intended to address the valuation of the Easements. Failure by the Property owner(s) to appear or to participate in the hearing has no bearing on whether the owners agree with the purchase offer previously made by the College to the owners. No action is proposed as part of this hearing.

**Budgetary Implications**
The water replacement system project is funded by the State of California.

**Follow Up/Outcome:**
Following the hearing, the Board will be asked as a separate item to consider adopting Resolution #968, a Resolution of Necessity.

Recommended By: Terry Newman, Senior Director of Administrative Services

Prepared By: Terry Newman, Senior Director of Administrative Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
ACTION ITEMS
OLD BUSINESS
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No. 1.(a)

SUBJECT: Board Policy 2725 Board Member Compensation

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board review and comment as appropriate regarding the proposed change to the Board policy as attached. It proposes a 5% increase as allowed by law.

Background:
The Board has approved only one increase in Board member compensation that by law is available each year. The compensation for a small college district like Gavilan is set by the Education Code at $240.00 per month. Each year the Board has the opportunity to increase board member compensation by 5%. The policy will be routed through the shared governance process.

Budgetary Implications:
The proposed increase would cost less than $150.00 per month for all eight members of the Board.

Follow Up/Outcome:
If approved, the policy manual will be updated and the policy will be implemented.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: 

Dr. Steven M. Kinsella, Superintendent/President

Agenda Approval:

Dr. Steven M. Kinsella, Superintendent/President
BP 2725 Board Member Compensation

Reference:

*Education Code Section, 72024*

Members of the Board who attend all board meetings shall receive $264.60 per month and the student member, $264.60 per month. A member of the Board who does not attend all meetings held by the Board in any month shall receive, as compensation, an amount not greater than the pro rata share of the number of meetings actually attended.

A member of the Board may be paid for a meeting when absent if the Board, by resolution, finds that at the time of the meeting, the member is performing services outside the meeting for the community college district, is ill, on jury duty, or the absence is due to a hardship deemed acceptable by the Board.

The Board may, on an annual basis, increase the compensation of board members by five percent. However, any increase is subject to rejection in a referendum by a majority of the voters in the district.

Amended by the Board of Trustees: January 14, 2014
Amended by the Board of Trustees: November 13, 2007
Approved by the Board of Trustees: June 12, 2001
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Accreditation Follow-Up Report

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board approve the final reading of the "draft" Accreditation Follow-Up Report.

Background:
This report is a draft of the response to the two recommendations cited by the March 2013 Accrediting Team visit.

Budgetary Implications:
None.

Follow Up/Outcome:
The final report will be mailed to the ACCJC by March 15, 2014.

Recommended By: Dr. Kathleen A. Rose, Executive Vice President and CIO

Prepared By: 

Agenda Approval: 

Dr. Kathleen Rose, Executive Vice President and Chief Instruction Officer

Steven M. Kinsella
Dr. Steven M. Kinsella, Superintendent/President
Gavilan College

INSTITUTIONAL SELF-STUDY
FOLLOW-UP REPORT

Submitted:
March 15, 2014

By:
Gavilan College
5055 Santa Teresa Boulevard
Gilroy, CA 95020
www.gavilan.edu

To:
Accrediting Commission for
Community and Junior Colleges
of the Western Association of
Schools and Colleges
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Dr. Steven M. Kinsella, Superintendent/President

BOARD OF TRUSTEES

Kent Child
Walt Glines
Jonathan Brusco
Tom Breen, Esq.
Mark Dover
Laura Perry, Esq.
Tony Ruiz
Anél Tovar, Student Trustee
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CERTIFICATION OF FOLLOW-UP REPORT

Date: March 15, 2014

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Steven M. Kinsella, Superintendent/President
Gavilan Joint Community College
5055 Santa Teresa Boulevard, Gilroy, CA 95020

This Institutional Follow-Up Report is submitted to fulfill the requirements from the July 3, 2013 letter to the College President.

We certify that there were opportunities for broad participation by the campus community, and believe the report accurately reflects the progress made in responding to the recommendations of the March 2013 accreditation visiting team.

Kent Child, President, Board of Trustees

Dr. Steven M. Kinsella, Superintendent/President

Dr. Kathleen Rose, Accreditation Liaison Officer

Bea Lawn, President, Academic Senate

Diana Seelie, President, CSEA

Joey Hayes, President, Associated Student Body
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FOLLOW-UP REPORT TASK FORCE

Dr. Steven M. Kinsella, Superintendent/President

Dr. Kathleen Rose, Executive Vice President and Chief Instructional Officer

Terry Newman, Interim Senior Director of Administrative Services

Bea Lawn, Faculty, Academic Senate President

Dr. Blanca Arteaga, Faculty

Ellen Venable, Faculty

Candice Whitney, Director, Admissions and Records

Dr. Randy Brown, Director, Institutional Research

Anne Ratto, Associate, Dean, EOPS, CalWORKs and CARE
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Statement of Report Preparation

On July 3, 2013, Gavilan College received a letter from the Commission stating that upon review of the Institutional Self Evaluation Report and the Report of the External Evaluation Team at the meeting of June 5-7, 2013, the commission took action to reaffirm accreditation of Gavilan College. Included in this reaffirmation was the requirement that the College complete a follow-up report, to be submitted by March 15, 2014. This information was immediately released to the College and discussion began on the development of the report.

At the regular cabinet meeting on Monday, July 15 2013, the Superintendent/President met with the Vice Presidents to go over the two recommendations and the timeline for the completion of the follow-up report. The President directed the Accreditation Liaison Officer to put together a representative writing group to address the findings. A form was developed for feedback on the recommendations and discussions occurred in all departments and shared governance meetings at the start of the Fall 2013 semester.

The follow-up writing group met for the first time on September 13, 2103 and received a timeline for the document, copies of the Team Report, and listings of standards that were cited in the two recommendations. The membership was asked to connect with their constituent groups and a form was developed for feedback on the recommendations and discussions occurred in all departments and shared governance meetings at the start of the Fall 2013 semester.

The writing group met again on October 4, 2013 to review the feedback and initial strategies proposed to address the recommendations. Information from the feedback forms was compiled and the draft follow-up document began to take form. The writing group concluded its work on October 11, 2013 and the Director of Institutional Research refined the draft and worked with the Office of Instruction to compile necessary data to support the response to the recommendations.

A first draft of the follow-up report was reviewed as an information item by the Board of Trustees on January 14, 2014. The report was available for the campus community to review until January 31, 2013. A second draft was reviewed by the Board of Trustees at their February meeting. Final edits were completed and the final follow-up report submitted to the Board of Trustees at their March meeting for final review and approval.
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Response to the Commission Action Letter

Recommendation 1:

In order meet the standards, the team recommends that the College develop and substantially implement an effective, systematic, and comprehensive institutional strategy closely integrating student learning outcomes with all planning and decision-making efforts and resource allocations. (II.A.1.e, II.A.2.a, II.A.2.b, II.B.4, II.C.2.) Specifically, this strategy should include:

- A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices to promote and enhance student learning. (II.A.1.e)
- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. (II.A.2.a)
- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education and degrees. (II.A.2.b)
- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies. (I.B.4)\(^1\)
- Engagement in the assessment of general education student learning outcomes. (II.A.3)\(^2\)

The College should incorporate changes in the student learning outcomes assessment part of the institutional student learning outcomes cycle that currently includes an integrated planning process, and be expanded so that assessment data is used as a component of program planning processes already in place. As a major part of this strategy, a continuous, broad-based evaluative and improvement cycle must be prominent. All services, including instructional, student services, fiscal, technological, physical, and human resources should be considered and integrated.

Recommendation 2:

In order to assure the quality of its distance education program and to fully meet Standards, the team recommends that the College conduct research and analysis to ensure that learning support services for distance education are of comparable quality to those intended for students who attend the physical campus. (II.A.1.b, II.A.2.d, II.A.6, II.B.1, II.B.3.a)

Notes: \(^1\)The fourth bullet, identified in the Commission letter as Standard I.B.4 seems to actually be Standard I.B.5, according to the text in the bullet point; \(^2\)there is no bullet point identified with the fifth citation above as II.C.2, so the discussion focuses on II.A.3, as cited in the fifth bullet point.
Recommendation 1, Bullet point 1 – Standard II.A.1.c

- A more effective approach to assessing student learning outcomes at the course, program, and institutional levels on a regular, continuous and sustainable basis. This process must include outcome statements that clearly define learning expectations for students, define effective criteria for evaluating performance levels of students, utilize an effective means of documenting results, and the documentation of a robust dialogue that informs improvement of practices to promote and enhance student learning.

Standard II A.1.c:
The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Specific actions taken to address recommendations on Standard II A.1.c:
- Conducted Professional Development activity in which faculty reviewed SLO data and are using it to drive instructional improvements through the institutional planning process.
- Instructional Deans increased their communication with faculty on SLO assessment and its link to the integrated planning system.
- Mandated division meetings as part of the 2013-2014 Gavilan College Faculty Association contract.
- Modified the IEC Program Review Forms to include a prompt connecting SLO assessment to the Program Plan.
- Developed an improved website with sorted lists of program plan budget requests and the Budget Committee rankings.
- Released new data tool (Argos®) that is used by faculty to discuss instructional improvement.
- Suspended all courses that had not been updated as scheduled, pending update approvals, including SLO’s, though the curriculum committee.
- Developed and established SLO evaluation rubric as a part of the curriculum review process.
- Established Learning Council Instructional Improvement FIG for purposes of guiding SLO policies and procedures.
- Hired instructional improvement faculty support positions including SLO liaison.
- Increased SLO assessment at the course and program level.
- Received ACCJC Degree Qualifications grant which supported SLO improvements.
- Articulated courses through the C-ID process and programs through the TMC process, which included SLO review and modification.

Discussion:
In response to the Evaluation Report and recommendations, the college has made substantial improvements to the comprehensiveness and integration of Student Learning Outcome (SLO)
assessments. As noted in the Evaluation Report, some of the Gavilan College faculty were not fully engaged in the process and the link between SLO assessment and the planning/budget cycle. While Gavilan College had built strong integrated planning and SLO systems, the significance and meaning of this work needed further emphasis. This insight led to a philosophical shift to an emphasis on instructional improvement at the course, program, and college level. This shift drove considerable advancements in the breadth and depth of SLO work and led to improved integration with planning and allocation. A group that included the academic senate chair, chair of the curriculum committee, Executive Vice President of Instruction, the Director of Institutional Research and other faculty members met to discuss how to increase faculty participation by making SLO work more meaningful and integrated (R1.01). They developed a plan to encourage and support SLO work and facilitated an event to include all faculty in the SLO improvement process.

CHART 1: Student Learning Outcomes Assessment Cycle

Chart 1 illustrates the Student Learning Outcome (SLO) assessment cycle now in use. The College has SLOs for all courses, programs, and non-instructional departments. These SLOs are assessed, and the results used to inform changes to courses, programs, and institutional planning. SLO assessments are linked to the program review, planning, budgeting and curriculum review processes. Chart 2 shows the connection that now exists in using the SLO Assessment Cycle, shown in Chart 1, as an input methodology to drive program planning and associated resource requests, thereby connecting the results from SLO assessment to resource allocation.
Improvement Cycles

CHART 2: Improvement Cycles

In Fall 2013, faculty participated in a structured exercise to build awareness and skill in the use of SLO assessments for instructional improvement (R1.02). As a part of the mandatory professional development day training, groups of three to five faculty members reviewed SLO and other data to reflect upon what was working in their courses and what improvements could be made at the course, program, and institutional levels to strengthen student learning (R1.03). These discussions resulted in specific ideas for improvement. For example, in one group composed of faculty from the library, fine arts, and social science departments, an instructor decided to integrate library resources into particular courses to support student writing. Another group learned of the concurrent high retention and low performance in a particular course, and shared insights about the possible causes of these results and practices that instructors can use to monitor student progress throughout the term, such as instructor check-ins with students (especially those at risk of failing), encouraging office hour visits, and adding reviews before finals (R1.04).

Program plans are the component of the annual planning and budget cycle through which resources are requested to support specific Strategic Planning Goals, Institutional Effectiveness Committee recommendations, and SLO assessment results (R1.05). Each program defines the objectives it plans to accomplish each year and the activities expected to achieve these objectives. If an activity has an associated cost, a corresponding budget request is included (R1.06). Each program plan and corresponding budget request is reviewed and ranked by the respective deans and VP, and by the college's budget committee. Rankings are guided by a rubric, which includes a criterion for SLO assessment as a basis for the objective (R1.07). The budget committee uses the ranking scores to determine its recommendations for funding allocations. The Professional Development Day (PDD) faculty discussions stressed the link between assessment data and discussion of SLO's in the development of improvement plans (R1.08).
A second structured event was held on PDD in Spring 2014. The focus for Spring 2014 was to share and identify strategies for instructional improvement and prioritize strategies that can be scaled across courses and programs. These strategies will inform Fall 2014 program plan development.

Instructional deans have increased their communication with faculty on SLO assessment and its link to the integrated planning system. At divisional meetings in Spring and Fall 2013 they discussed the importance of assessment and improvement, and the link between SLO assessment and the development and ranking of annual program plans (R1.13). They also increased their outreach to faculty and programs that are not based on the main campus. For example, the Dean of Career and Technical Education engaged in discussion with the Drywall and Construction apprenticeship programs, which are located at their own facility in Morgan Hill. The Dean, together with the Institutional Researcher, met to conduct training and to support these programs’ assessment and planning efforts (R1.16). As a result of these meetings, the drywall faculty modified several of the assessment reports, adding additional data from course and instructor evaluations. These updates led to one course supplementing hands-on projects with a workbook so that the students not only built the project, but also reviewed and interpreted the information. Some of the assessments were also used to update the equipment and procedures being used (R1.17).

Academic divisions and departments have placed an emphasis on conducting regular meetings, providing increased opportunities for dialogue about student learning improvement and professional development planning (R1.10). Mandatory division meetings are now a part of the Gavilan College Faculty Association contract. Additionally, all departments are now meeting regularly and including instructional improvement as an agenda item at each meeting. Agendas and minutes are forwarded to the Executive Vice-President (EVPI) (R1.09).

The program review process has been revised to strengthen the integration of SLO assessment with improvement, planning, and allocation cycles. In Fall 2013, the Institutional Effectiveness Committee (IEC) changed the program review template to reinforce the link between SLO and other assessment data and the development of planning and budget request items (R1.19). Each instructional and non-instructional program is reviewed on 3-5 year cycle. At this review, programs complete a self-study that reflects the progress made since the last review, issues facing the program, and plans for the future. Program representatives present data, including SLO data, to support their proposals and future plans. The IEC reviews each submission and highlights issues or concerns and/or requests for additional information. These issues are then conveyed to the program in writing and discussed in person with the program representative and the supervising administrator. The process culminates in recommendations for the program to implement (R1.20). Program review recommendations, as well as SLO data, contribute to the rankings of program planning resource requests in the budget process.

The College has also implemented technology solutions to strengthen the link between assessment and the development of program plan objectives and corresponding budget requests. The Management Information System (MIS) department has developed a website with sorted lists of program plan budget requests and the Budget Committee ranking. Departments can now
The College also recently purchased and implemented Anagage®, which enables system data to be presented in a useful and user-friendly fashion. A dashboard allows users to view the course efficiency, enrollment, cost, and productivity. A detailed report on courses and disciplines over the past five academic years (R1.13). The data are presented in both tabular and chart form. Other tools present data on course enrollment, success, and retention. The Distance Education Coordinator has used this tool to identify instructors with low success or retention rates and has addressed those issues to improve student engagement.

Several Fall 2013 program plans illustrate the shift towards instructional improvement and the link between assessment data and planning and allocation. For example, the Math department was identified as needing improvement in its 2013 program plans. The Math department has submitted revised program plans that include changes in course offerings and a new course on statistics. The revised program plans are currently under review by the Curriculum Committee and will be forwarded to the Dean for final approval (R1.24).

The Curriculum Committee reviews the course outlines and curriculum committee meetings, and the curriculum committee then recommends changes to the Department Chair. The Department Chair then approves the changes and forwards them to the Dean. The Dean then approves the changes and forwards them to the governing board for final approval (R1.24).

Any courses that have not been updated as required would be suspended in the online class schedule and would need to be updated during Spring 2014 in order to be offered in Fall 2014 (R1.72).
Faculty have led the effort, through the curriculum committee, to provide more guidance on the development and assessment of SLOs. In Fall 2013, this led to a strengthening of the oversight and informational role played by the curriculum committee. The committee has adopted a rubric to serve as the basis for the committee's discussion, evaluation, and approval of the SLOs and PLOs included in proposed curriculum (R1.25). Further discussions are currently underway to review the quality of assessment prior to a course or program modification approval (R1.26).

The Academic Senate has also championed efforts to improve the quantity and meaningfulness of SLO assessment work, leading a dialogue about SLO assessment and student learning improvement in Fall 2013. The senate has fully voiced support for campus-wide instructional improvement and receives regular updates from the Office of Instruction (R1.27).

The Learning Council (LC) has led initiatives to improve student learning. At the LC, Focused Inquiry Groups (FIGS) were developed to address significant issues at the college. In Fall 2013, faculty from multiple disciplines developed a FIG on Learning Improvement. Part of the work of this Learning Improvement FIG has been modeling the use of data and information to improve student learning. The FIG has developed a series of data presentations and active workshops to train all stakeholder groups in the use of new data tools available to inform improvement discussions. The first workshop was held in Fall 2013 (R1.28). The group now serves as the college advisory committee for SLO policies and procedures and works with the SLO faculty liaison.

Reassigned time of 20% for two faculty members was approved in Spring 2013. These assignments are intended to improve the quality of student learning. The positions address faculty mentorship, professional development, and student learning outcomes. The SLO faculty liaison position began in mid-November 2013. The faculty liaison has met with the curriculum committee to initiate the work of aligning the curriculum revision process with SLO assessment (R1.30). The faculty liaison has provided training and assistance to faculty members working on SLO assessment.

Initial indications suggest the shift to instructional improvement and process modifications are contributing to a broadening and deepening of SLO assessment. The SLO assessment reporting website tracks each course and program's SLOs, assessment method, assessment results, and how the results are used (R1.33). The site has recorded a dramatic increase in the proportion of courses and programs regularly assessing outcomes since the Spring 2013 visit. To illustrate, the proportion of courses assessed rose from 68 percent to 87 percent, from Spring 2013 to Fall 2013, while the proportion of instruction programs assessed rose from 67 percent to 92 percent (R1.34). Multiple courses and programs have repeated the assessment cycle more than once. All non-instructional programs have been regularly assessing and reporting upon their assessments.

In late Spring 2013, the college was invited to be part of a pilot project from the Accrediting Commission for Community and Junior Colleges (ACCJC) to employ the Degree Qualifications Profile (DQP) in order to strengthen its student learning outcomes. The grant provided support to instructional programs to improve student learning outcomes and assessment in order to increase student success (R1.35). The Digital Media program, in particular, took advantage of
this support to review their program and improve and revise its SLOs to establish a more systematic and purposeful pathway for Digital Media students (R1.36).

The college has had over 56 courses approved by the Course Identification Numbering System (C-ID), which means that their course outlines and their SLOs have been compared and aligned with the C-ID descriptors. In addition, redesigning instructional programs has necessitated the identification of new program-level SLOs. Three Transfer Model Curriculum (TMC) degrees have been fully approved, which means that all courses in this program area contain model course descriptors and learning outcomes. Nine more TMC degrees have been submitted for review, with several additional TMC degrees in the planning stages.

Faculty leadership in instructional improvement has encouraged in-depth and meaningful analysis of students’ progress on learning outcomes. For example, English faculty met to discuss the assessment for a newly offered accelerated remedial English course. The common assessment found that students were not succeeding at the expected levels for several outcomes. As a result, the instructors agreed upon some important pedagogical changes: they created the exam and a grading rubric together, and will now provide students practice and strategies for answering all parts of their prompt (R1.37). The instructors noted the benefit of meeting in person to discuss assessment results and potential improvements. According to the lead instructor, one of the most important developments from the assessment was a commitment to conducting regular meetings, which are now taking place.

SLO-informed course modifications have also led to student learning outcomes performance improvements. For example, a History instructor noted that only 30 percent of his students achieved at least 70 percent on an outcomes assessment (R1.38). After participating in some professional development activities about reading apprenticeship and acceleration, the instructor implemented a “jigsaw” reading activity that led to dramatic increases in student performance on SLO assessments. Students also commented on how much more engaging the activity was in comparison to the previous method. The improvements and corresponding SLO assessment contributed to insights for the instructor: reading assignments need better structure and student-centered reading assignments are beneficial.

At the program-level, the Theater program SLO assessment was used to inform changes in that program. For some time, the Theater department had struggled with how to assess its overall program in a fruitful way. In Fall 2013, the lead instructor for the program developed a special theater production for students in the program as a new way to assess their progress on Theater program learning outcomes. The project allowed students more freedom to explore and develop their theatrical skills than had been possible in other assignments (R1.39). The production gave the instructor a meaningful and in-depth way of assessing students’ progress on student learning outcomes. The unique assessment approach opened up the instructor’s view of how assessment can be conducted in a meaningful and productive way. The instructor will repeat the assessment approach on a regular cycle.
Recommendation 1, Bullet point 2 – Standard II.A.2.a

- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. (II.A.2.a)

Standard II A.2.a

*The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

Specific actions taken to address recommendations on Standard II.A.2.a:

- Faculty led and facilitated the Professional Development instructional improvement activity conducted in order to have faculty practice reviewing SLO data and using it to drive instructional improvements.
- Provided 20% reassigned time for three instructional improvement faculty liaison positions including one for SLO/PLO activities.
- Developed and established SLO evaluation rubric as a part of the curriculum review process.
- Established of Learning Council Instructional Improvement FIG for purposes of guiding SLO policies and procedures.
- Added a peer evaluation component to faculty evaluation process, which increased faculty involvement in instructional improvement.

Discussion:

Course and program curriculum review is a faculty-driven process. New or revised course/program outlines, which include identified student learning outcomes, are developed by faculty in the discipline. The course/program outlines are reviewed at the department level and, if appropriate, are approved by the faculty member who serves as department chair. The outline is forwarded to the relevant instructional dean and then to the curriculum committee for review and approval. A technical review sub-committee reviews curriculum prior to the curriculum being placed on the agenda. The full curriculum committee reviews and approves proposed curriculum. This committee establishes and reviews the standards for all courses and instructional programs at Gavilan College.

All courses and instructional and non-instructional programs have identified SLOs and methods for assessing SLOs. For instructional programs, each new or modified course or program, including its SLOs, is reviewed and approved by the college’s curriculum committee (see detailed description above). Each program is updated on a regular cycle, which necessitates a review at least once every three years. This curriculum process has been improved by the development and implementation of a SLO identification rubric (R1.25). This rubric has provided a more detailed guide for evaluating the appropriateness of proposed course and program SLOs. The SLO liaison is leading an effort to implement additional procedures so that the curriculum committee can provide more information and review for the college’s SLO assessment efforts.

There is an inter-related system for coordinating the college’s SLO assessment and reporting work. During the development phase of the SLO system, an advisory committee was created to
establish policies and procedures and guide training efforts. The committee’s work culminated in the development of SLO guidelines that were approved by the academic senate, administration, and board of trustees (R1.40). As SLO work progressed and a system was set in place, the advisory committee did not continue to meet. In response to the accreditation report and a need for further improvements in the SLO system, a SLO assessment advisory committee was reestablished in Fall 2013 as a Focused Inquiry Group (FIG) of the Learning Council -- The Instructional Improvement Focused Inquiry Group. This group met once in Fall 2013 to establish a future agenda and will address SLO policy and procedure improvements in Spring 2014.

Faculty led discussions regarding SLO assessment and instructional improvement. The academic senate and learning council have become more involved in discussions on course, program, and institutional improvement. The college underwent a shift in how it emphasizes and discusses SLO assessment and course and program improvement. Since the Spring 2013 accreditation visit, faculty have taken on leadership to strengthen the policies and procedures concerning SLOs development, assessment, reporting, and linkages to planning and allocations. For example, the professional development day activity and the departmental follow-up work was planned and implemented by faculty representatives including the academic senate chair (R1.12).

There are faculty assigned to positions in mentoring and SLO assessment, with a mission to enhance instructional quality (R1.41). These positions strengthen the capacity of faculty to lead and perform instructional improvements overall. The mentorship program will provide guidance to new full and part-time faculty, while the professional development position will centralize and strengthen the training options for faculty. In Fall 2013, the faculty SLO liaison announced his new role focused on advancing the college’s SLO work. The liaison initiated work to improve the SLO system, and has provided individual support sessions for faculty. In Spring 2014, the liaison has offered training sessions and helped to revise the curriculum review process to improve the timing and quality of SLO assessment.

The faculty have also taken on a greater role in the evaluation of part-time faculty. The part-time faculty evaluation process includes classroom observations performed by trained faculty evaluators. It includes a pre- and post-meeting between the evaluator and the evaluee to determine goals for the observation as well as an overview of instructional strategies. Since starting this process, the feedback from faculty has been very positive and it has provided yet another avenue to share information about instructional improvement. For example, in the Aviation department, the faculty member reported that as a result of the evaluation, more field trips would be planned for students to provide a stronger experiential component for students. The instructor also modified labs to promote higher order learning. Previous labs required students only to accomplish a task. Now the student must investigate how to accomplish the task, and review the mistakes along the way.

The college conducts regular reviews of each instructional and non-instructional program through the work of the Institutional Effectiveness Committee (IEC). The committee, which is led by a veteran faculty person, has developed a collaborative, clear and rigorous process that is integral to the college’s planning and allocation system. Each instructional and non-instructional
Recommendation 1, Bullet point 3 – Standard II.A.2.b  
- Reliance on faculty expertise to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. (II.A.2.b)

**Standard II.A.2.b:**
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

**Specific actions taken to address Standard II.A.2.b:**
- Curriculum committee developed a rubric to evaluate SLOs at the course and program levels.
- Provided release time for a faculty member to serve as SLO coordinator.
- Faculty increased involvement in peer evaluation process.
- SLO work illustrated increased involvement and meaningfulness:
  - ART 12B instructor used SLO assessment results to inform instructional improvement.
  - Child Development department aligned course content, SLOs, and program outcomes were modified and aligned with the California Teacher Competencies.

**Discussion:**
Through the curriculum development process, course-level student learning outcomes are identified and aligned with the appropriate program-level and general education outcomes. This alignment is conducted as a part of each course outline submitted to the curriculum committee. On a regular cycle each course and instructional program is required to submit an update. Courses that are not updated within the update cycle are not offered in the class schedule. These updates require the responsible faculty member to review student learning outcomes (SLOs) and their alignment to program and General Education (GE) SLOs.

Since the Spring 2013 accreditation visit, the curriculum committee has increased its advisory role over SLO matters. With input from the academic senate, the curriculum committee has developed and implemented a rubric for the evaluation of the appropriateness of an SLO at the course- and program-level. The committee has also begun to discuss the role of the SLO liaison in the review of assessment quality. The faculty SLO liaison has proposed that an assessment review be a part of the curriculum review workflow. These discussions will continue to promote greater involvement by the curriculum committee in SLO assessment and improvement (R1.45). Alongside the developments in curriculum review, release time has been provided for a faculty member to serve as the SLO coordinator (R1.46).

Improvements in instruction have resulted from increased SLO assessment efforts. In Spring 2013, the ART 12B (Sculpture) instructor was able to use multiple methods such as direct observation, artwork critique, and an illustrated research paper to assess student performance on course-level student learning outcomes. The different methods produced varied assessment
results and prompted improvements such as the development of alternative projects and the provision of cover letter examples (R1.48).

The Child Development (CD) program provides another example of the work of faculty that improves the meaningfulness of SLO assessments. In Fall 2013, the CD program, as a part of the California Community College Child Development Curriculum Alignment Project (CAP), extensively reviewed and aligned SLOs from eight Child Development courses. Child Development faculty along with the Child Development advisory committee met repeatedly to share strengths and weaknesses of the current SLOs and course content as well as develop plans for improvement. Through this process, course content, SLOs, and program outcomes were modified and aligned with the California Teacher Competencies. Modifications were submitted through the college’s curriculum review process in Fall 2013. In Spring 2014, eight more Child Development courses will be reviewed and aligned.

Recommendation 1, Bullet point 4 – Standard I.B.5

- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies. (I.B.5 listed as I.B.4 in the Evaluation Report)

Standard I.B.5
The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Specific actions taken to address Standard I.B.5:
- Added CCCCQ Scorecard link on home page.
- Published updated Gainful Employment data in the course catalog and online.
- Established Learning Improvement Focused Inquiry Group.
- Implemented new data tool for faculty to discuss instructional improvement.

Discussion:
In their Evaluation report, the Evaluating Team found that Gavilan College met Standard I.B. (p 19, Evaluation Report); however it was quoted as bullet-point 4 of Recommendation 1 (although incorrectly cited as I.B.4).

The college uses regular assessment reports to communicate matters of quality assurance. These reports include the College Factbook, Student Profile, Gainful Employment, Student Success, Distance Education, Assessment Distribution, and Student Success Scorecard reports (R1.49). As the result of a series of significant grant-funded initiatives, the Office of Institutional Research (OIR) regularly produces evaluation reports on particular interventions (R1.50). These data are shared across campus and through email in the form of research updates and posted on the public OIR website. The Director is a regular visitor to different constituency group meetings, where he presents data and discusses the meaning of results (R1.51). The Director also presents regular reports to the Board of Trustees and the community overall on a regular basis (R1.52).
The Public Information Officer (PIO) has worked to get more information about the assessment results to the public. For example, the Chancellor’s Office Student Success Scorecard is now presented as a button on the college homepage (R1.53). Additionally, the gainful employment data for each identified program is posted online along with extensive collection of OIR reports. This information is also printed in the course catalog (R1.54).

The Learning Council serves as a forum for discussing data to inform dialogue and interventions (R1.55). In Fall 2013, as in previous terms, the Director of Institutional Research facilitated discussions of assessment data that led to suggestions for improvement (R1.56). Many of the Learning Council Focused Inquiry Groups (FIGs) use data in the development and evaluation of interventions. For example, the FIG that studied the establishment of a college hour relied heavily on data to promote the need for a weekly time period in which no classes were scheduled (R1.57). In Fall 2013, a Learning Improvement FIG was established to help expand the use of SLO assessment and other data for improvement and planning. The committee has met to address this issue and ways to foster improvement of student learning (R1.58).

Data are also an important part of the college’s integrated planning system and are systematically incorporated into review and planning. Each instructional and non-instructional program conducts a program review on a regular basis. Program staff and faculty present a variety of data about their program, including success rates and the number of degrees granted, and SLO assessment data (R1.59). Program review participants provide data to support any contentions or proposals. For example, statements such as, our program is effective or we really need a new faculty person must be supported by data (R1.60). Each program review document and the included supporting data culminate in program plan objective proposals. The program review submissions are reviewed by the Institutional Effectiveness Committee (IEC), which develops specific recommendations and a resulting report. The IEC relies on supporting data in the development of its recommendations. The report, with recommendations and a summary of the submissions, is presented through the college’s shared governance committees and then on to the college’s governing board (R1.61).

The college conducted an activity in Fall 2013 that involved full time faculty, through which they reviewed and went through the process of using data to inform a cycle of continuous improvement. In groups, faculty members studied SLO and other data associated with a course and, based upon that data, suggested improvements for the course, program, and college. These discussion results were then passed on to departments to inform their program plan development and to the strategic planning committee for college planning (R1.62). Library faculty, for example, noted from multiple assessments the high demand for computer/laptop access and substantial increases in use of online database content. The department decided to continue to support the laptop program with a systematic replacement schedule and to look for ways to strengthen the database collection. In its program plan, the library department requested funding for both laptop replacement and additional funding for databases. It also made database funding a higher priority in its overall budgeting (R1.73).

This event also advanced the college’s effort to make data more accessible and useful. The college has added dashboard tools to enable easier access to the data warehouse system. These
tools are easy to use and respond to typical data questions, such as course or discipline FTES, success and retention rates (R1.63). As a part of the professional development day event, faculty gained experience with using the new tool to explore data and interpreting that data to develop improvements at the course, program, and institutional levels.

The college assesses the effectiveness of communicating information about institutional quality through an annual shared governance and planning survey. The survey asks staff and faculty about their knowledge of institutional performance and the use of data in program and college decision-making. While there is certainly a need for continued improvement, recent results indicate that a majority (54.1 percent) of college staff and faculty had “much” or “very much” data to inform planning and decision-making (R1.64).

**Recommendation 1, Bullet point 5 -- Standard II.A.3:**

*Engagement in the assessment of general education student learning outcomes.*  
*(II.A.3)*

**Standard II A.3:**
The institution requires all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

**Specific actions taken to address Standard II.A.3:**
- Conducted General Education (GE) SLO assessment with input from a broad range of instructional faculty.
- Held GE SLO summit to process the results and plan future re-assessments.

**Discussion:**
*Standard II.A.3 was not cited by the Evaluating Team, but it does appear as bullet-point 5 of Recommendation 1.*

The college has a history of ongoing assessment, review, and improvement with regards to General Education (GE) outcomes. In Spring 2010, the college assessed General Education (GE) outcome achievement with a self-report survey administered to a representative sample of students. It found a relationship between reported SLO achievement and number of units completed (R1.65). These findings were presented and discussed across campus, and suggested that a more intensive review of the overall GE program was needed (R1.66).

In Spring 2012, a cross-disciplinary task force established by the academic senate coordinated a GE program review. They completed a self-study of the GE program and course composition of the GE pattern. The Institutional Effectiveness Committee recommended that the GE program representatives publicize the review and further examine students’ progress on GE outcomes. In Fall 2013, the group submitted a review update addressing progress on the previous IEC recommendations. The program review update laid out a plan for conducting a general
education summit to further assess and discuss the GE program student learning outcomes (R1.67).

A more intensive assessment was conducted to engage a broad group of instructional faculty in the evaluation of GE SLOs. The process, led by the instructional deans in collaboration with the department chairs, targeted instructors who were teaching GE identified courses. (Through the curriculum process, faculty proposing courses or course modifications are prompted to align the course, if appropriate, with the college’s GE student learning outcomes.) In Fall 2013, a sample of instructors teaching courses aligned with particular GE outcomes was asked to provide an assessment of the progress of their students on the respective outcomes (R1.68). A total of 104 instructors (85 percent of the total sample) completed the assessment. The results were then summarized and discussed at a special summit of the college’s department chairs (R1.69).

At the GE SLO summit, participants were grouped by GE outcome area (A-F) to discuss the results of the course-level instructor assessments. The groups identified those courses, programs, and assessment process where the data suggested needed improvements. For example, some groups observed that in the social/political GE area students had lower levels of reported proficiency in analytical outcomes. Several participants suggested the need for more cross-disciplinary instruction on some of these associated skills since they are a key to post-transfer success. Another group presented the need to update the outcomes in their area (R1.69).

Much of the discussion at the Fall 2013 GE summit focused on potential changes to the assessment process to make it more useful to instructors. Summit participants came up with ideas such as asking instructors to report the proportions of students in their courses that are at different proficiency levels, and noting what assessment method they use to arrive at their ratings. Another suggestion is to notify instructors from areas with lower reported proficiency levels that they will be asked to report assessment results and to discuss the findings in a group at the end of the term. A report summarizing the process and the findings was sent to all faculty and the suggestions are being further refined prior to implementation (R1.70). This in-depth assessment will be repeated on a regular basis and will be a part of preparation for the cyclical program review of the GE program.

Standard II.C.2
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Specific actions taken to address Standard II.C.2:
- Library used assessment data to develop program plan for Fall 2013.
- New instructional dean supporting the library will provide greater guidance on institutional processes.
Discussion:
Note: Standard II.C was not included in the bullet points of the recommendation, but was cited in the introductory text of Recommendation 1.

The college conducted an activity in Fall 2013 that involved full time faculty, through which they reviewed and went through the process of using data to inform a cycle of continuous improvement. Departments used the results of the PDD exercise in creating their annual program plans. For example, Library faculty noted from multiple assessments the high demand for computer/laptop access and substantial increases in use of online database content. The department decided to continue to support the laptop program with a systematic replacement schedule and to look for ways to strengthen the database collection. In its program plan, the library department requested funding for both laptop replacement and additional funding for databases. It also made database funding a higher priority in its overall budgeting (R1.73).

The organizational structure of the college has changed to better address issues on student learning and success, including the library. Prior to summer 2013, the library, tutoring program, distance education, among other programs were supervised by the Dean of Liberal Arts and Sciences. A new administrative position, Dean of Student Success, is being evaluated to determine if the College can improve student success by providing supervision and leadership for programs providing direct support to student learning (R2.06). The interim administrator has helped to lead and coordinate efforts to improve in the accessibility, the planning process, and quality of services provided to students.
Appendix 1

Evidence - Recommendation 1:

R1.01 SLO Departmental Meeting minutes
R1.02 Professional Development Day prompts
R1.03 Professional Development Day photos
R1.04 Professional Development Day dialogue
R1.05 Gavilan College Integrated Planning process
R1.06 Program Plan sample - Biology
R1.07 Program Plan Ranking Rubric
R1.08 Email – dialogue in preparation of program plans
R1.09 Fine Arts meeting agenda
R1.10 Business Department minutes
R1.11 Revised Strategic Master Plan
R1.12 Fall 2013 Professional Development Day agenda
R1.13 Divisional Meeting minutes
R1.16 JPA Meeting minutes
R1.17 Drywall SLO reporting site
R1.18 Administrative Services Assessment
R1.19 IEC Program Plan forms
R1.20 IEC PowerPoint
R1.21 Program Plan – ranking list
R1.22 Program Plan – Mathematics
R1.23 Curriculum Committee website
R1.24 Curriculum Committee process
R1.25 Curriculum new rubric
R1.26 Curriculum Committee minutes
R1.27 Academic Senate minutes
R1.28 FIG – SLO Assessment agenda
R1.30 Curriculum Committee minutes re SLO assessment
R1.31 Argos® System Data
R1.32 Argos® Distance and Non-Distance Ed Data
R1.33 SLO Assessment Site
R1.34 SLO Course Report
R1.35 Grant Description
R1.36 Digital Media Program Modification
R1.37 ENG 260P
R1.38 HIST 12 SLO report
R1.39 Theatre SLO Report
R1.40 SLO Guidelines
R1.41 GCFA Faculty Contract Liaison positions
R1.42 Business Department Status Review Report
R1.43 GUID 558A SLO
R1.44 KIN 20B SLO
R1.45 Curriculum Committee SLO Assessment/Improvement

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Accreditation Follow-Up Report
Board of Trustees 3-11-2014
Continuation of Appendix 1

R1.46  Liaison positions
R1.48  ART 12B SLO
R1.49  Office of Institutional Research
R1.50  Gears Evaluation
R1.51  Basic Skills Meeting Minutes
R1.52  Board Agenda
R1.53  Public Information Office
R1.54  Social Media Posting
R1.55  Learning Council Mission Statement
R1.56  Learning Council Leaky Pipeline
R1.57  FIG College Hour Minutes
R1.58  FIG Minutes
R1.59  Program Review sample
R1.60  IEC Orientation PPT
R1.61  IEC Summary
R1.62  Professional Development Day Summary
R1.63  Data dashboard tools
R1.64  Shared Governance Survey
R1.65  GE SLO Report
R1.66  Academic Senate – GE Program Review
R1.67  IEC GE Program Review Update
R1.68  Assessment email
R1.69  Department Chair Minutes
R1.70  GE Assessment report
R1.71  SLO Assessment Data
R1.72  EVPI email
R1.73  Library Program Plan
Recommendation 2

In order to assure the quality of its distance education program and to fully meet Standards, the team recommends that the College conduct research and analysis to ensure that learning support services for distance education are of comparable quality to those intended for students who attend the physical campus. (II.A.1.b, II.A.2.d, II.A.6, II.B.1, II.B.3.a)

Standard II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Specific actions taken to address Standard II.A.1.b

- Academic Senate provided a forum for repeated discussion of the strengths and weaknesses of Distance Education (DE) instruction.
- Developed a DE Master Plan and Best Practices document.
- Developed a student authentication policy and effective contact policy.
- Released a new DE data tool (Argos®) used by faculty to inform instructional improvement.

Discussion:

Page 21 of the visiting teams’ Evaluation Report states: “the College utilizes delivery systems and modes of instruction to meet a variety of student needs and has processes in place to assure the quality of those programs. (II.A.1b)” and does not cite any deficiencies regarding this standard. Although it is not clear why this standard was cited in the recommendations, we provide here a discussion of the College procedures and policies related to this standard, and from the perspective of distance education delivery (R2.24).

As described in the 2013 Self-Study report:

“When non-traditional delivery systems and modes of instruction are proposed for a course, the course outline, created by department faculty and approved by departments and area deans, is sent to the Curriculum Committee for consideration. Faculty members provide a detailed listing of course objectives and content for both new course proposals and proposed modifications to existing courses. The Curriculum Committee considers all aspects of each proposal including the appropriateness of the delivery system and modes of instruction. A link to the California Community Colleges Distance Education Regulations and Guidelines exists on the Curriculum Committee web page to provide guidance to faculty constructing new or revised course outlines (2A.13). In addition, the Distance Education/Technology committee, comprised of faculty, administrators, and staff, regularly meets to develop and update guidelines and best practices for distance education. The Gavilan College Distance Learning Course Outline Addendum (2A.21) has been recently updated. Resources for distance education and online teaching are made available to faculty on the Teaching and Learning Resource Center website (2A.62).

Course outlines are updated on a schedule, each one every four to five years. The current status of each course is displayed on the curriculum website (2A.6). At the time of a course update, the department faculty evaluates the effectiveness of the delivery methods used in
their courses and makes modifications as necessary. Delivery methods for courses are indirectly evaluated during the instructor evaluation process (2A.9). A voluntary survey, "Evaluating Your Online Class" is provided to students taking online classes (2A.22). This survey addresses technical aspects of each class, specific aspects of the class, and the student's comparison of the online format with face-to-face classes. Students in learning communities also complete satisfaction surveys (2A.23).

Deans and department faculty have frequent dialogues about delivery systems and modes of instruction, particularly about the suitability of courses for distance learning. For departments favoring the use of distance education as a delivery method, discussions occur at the Curriculum Committee as part of the approval process. Similar discussions have occurred regarding self-paced computer-assisted instruction in basic mathematics (2A.25). Whereas these dialogues are department-driven, the dialogues related to learning communities have usually involved faculty from two or more departments before coming to the Curriculum Committee (2A.25). The Institutional Effectiveness Committee (IEC) also evaluates programs on a 3-5 year cycle, and reviews the integration of distance education into programs where relevant (R2.25).

Activities the College has undertaken since the team visit further have provided additional support for Standard II.A.1.b:

For the past three years, the Distance Education (DE) coordinator has worked with the DE Advisory Committee to develop policies and procedures. They have completed a DE Master Plan and Best Practices document (R2.02) as well as a student authentication policy and effective contact policy. These efforts have helped to standardize the quality of DE instruction.

New data tools are now being used to further examine distance education instructional quality. A recently developed Argos® data dashboard allows a user to select any course or discipline and compare the enrollment and success rates of DE vs. non-DE course sections (R2.05). This has prompted efforts for improvement. For example, the DE coordinator has used this tool to identify instructors or courses with lower success and retention rates. She then reached out to some of these instructors to offer guidance regarding best practices in online classroom management and effective student contact.

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**Standard II A.2.d**

*The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

**Specific actions taken to address Standard II.A.2.d**

- Distance Education Advisory committee began development of a handbook and internal standards for delivering distance education.
- Office of Institutional Research has begun providing term-based Distance Education data reports.

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**Accreditation Follow-Up Report**

**Board of Trustees 3-11-2014**
Discussion:
The visiting team did not discuss or cite Standard II.A.2.d in their Evaluation Report, or note any deficiencies regarding this standard, therefore it is not clear why it is cited in the recommendation. Below we discuss College policies and procedures relevant to Standard II.A.2.d, as well as recent activities that further support this standard (R2.24).

Instructors of Distance Education classes participate in the same activities regarding student learning styles activities as instructors of traditional classes.

As described in the 2013 Self-Study Report:

“The College utilizes a variety of delivery formats and teaching methods to meet the learning styles of its students. Discussions at both department and department chair meetings have provided an avenue for information sharing on student learning styles and various delivery formats. Staff development day workshops and a desire to share information across campus have also been a benefit. Research on the First Year Experience and Supplemental Instruction has provided a foundation for building success.

Students are becoming more aware of their personal learning style through learning style inventories administered by instructors, the DRC, in guidance classes, workshops and through the newly established Student Success Center. This knowledge provides them the opportunity to select the delivery format that best fits their learning style.

Technology is used to assist both instructors and students. Workshops as well as one on one training in the staff resource center is readily available to all instructors and staff who want to utilize various delivery modes and teaching methodologies and students have the opportunity to select courses offered in a variety of delivery formats.

As courses are developed and updated the information on the curriculum forms requires the originator to indicate how students are assessed (2A.14, 2A.55). In order for a course to be approved it must include multiple means of assessment. The departments generally determine the delivery modes. Some departments offer courses in a variety of delivery modes therefore providing the student with the opportunity to select what works best for them. Classes are offered in a variety of delivery modes, including distance education, technologically enhanced instruction, project based service learning, and learning communities. Supplemental instruction and academic excellence workshops support instruction in math, science, and English.

The Course Outline of Record (COR) indicates which teaching methodologies have been selected for a particular class (2A.69, 2A.70). A review of these indicates that lecture, discussion, demonstration, small groups, guided practice, PowerPoint presentations, video/DVD and computer generated programs are commonly used. When courses are developed and as they are reviewed for updating the appropriate teaching methods are selected (R2.25.).

In Spring and Fall 2013, the Distance Education Advisory Committee conducted a series of discussions on the status and direction of online education. These led to a broader understanding
about the issues facing distance education and the development of a handbook and required standard for delivering distance education (R2.03).

To inform discussions on the patterns and effectiveness of distance education (DE), the Office of Institutional Research has begun providing term-based DE data reports. These reports detail enrollment and success patterns in distance education offerings. The reports are provided to the DE Coordinator, are presented to the DE Advisory Committee, and have been shared as a part of the broader campus dialogue described above (R2.04).

Changes to the organizational structure of the College have been proposed as a possible improvement in addressing issues on student learning and success, including the area of distance education. Prior to summer 2013, the library, tutoring program, distance education, among other programs were supervised by the Dean of Liberal Arts and Sciences. A new administrative position, Dean of Student Success, is being considered in an effort to improve student success by providing supervision and leadership for programs providing direct support for student learning (R2.06). An interim administrator now oversees several support services and distance education. The interim administrator has helped to lead and coordinate efforts to improve in the accessibility and quality of services provided to distance students.

Standard II A.6
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

Specific actions taken to address Standard II.A.6
- Developed written process to ensure every DE student receives their course syllabus
- Developed a Distance Education Faculty Handbook

Discussion:
The visiting team did not discuss or cite Standard II.A.6 in their Evaluation Report, or note any deficiencies regarding this standard, therefore it is not clear why it is cited in the recommendation. Below we discuss College policies and procedures relevant to Standard II.A.6, as well as recent activities that further support this standard (R2.24).

Gavilan College assures that all students and prospective students, including distance learning students, receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

As described in the 2013 Self-Study report:
“Degree and certificate information, including Program Learning Outcomes, is listed in the Gavilan College Catalog for students and prospective students to review. To ensure that this information is accurate, many groups and individuals on campus provide input; including the catalog production team, the enrollment specialist, area deans, and department chairs.

The academic deans review the course syllabi to verify that all information is accurate and that they contain the Student Learning Outcomes for that course. All students enrolled in classes receive a copy of the syllabus for each course. Many instructors also post the syllabus online. Student Learning Outcomes are a part of the Course Outline of Record and are reviewed by the Curriculum Committee on a four to five year cycle.

Gavilan College has implemented a program called Degreeworks that helps students track degree completion on-line, through their own portal. Degreeworks clearly lists courses that have been completed and those still in progress. This allows students, at any time, to be able to assess the specific timeframe needed to achieve their educational goals. With the implementation of Degreeworks, needed coursework and majors are clearly identified to help students meet educational goals. The system takes existing curriculum and integrates it with the student’s specific pathway and states what is still needed to complete degree objectives. Degreeworks provides historical insight and reflects the most current information with all curriculum updates.

The compilation of degrees and certificates in the college catalog is reviewed by the catalog production committee, made up of a cross section of all areas on campus: admissions and records, management information systems, counseling, liberal arts, technical and public services, noncredit, community education, disability resources, curriculum, and enrollment management. A format is agreed upon and used consistently throughout the catalog.

Curriculum changes after the changes are approved by the Curriculum Committee, the Board of Trustees and the Chancellor’s Office prior to being included in the catalog. The curriculum website is updated with the most current versions of the course outlines, which include Student Learning Outcomes for each course (2A.69, 2A.70). As new and modified certificates and degrees are approved, those changes are included in the online catalog and Degreeworks. The printed catalog is updated every two years.

All courses are reviewed every four to five years. At the beginning of every semester a list of courses that are due to be updated is posted on the curriculum website. Course updates are faculty driven: faculty writes courses which are taken to the curriculum committee for approval. The courses must then be approved by the Gavilan College Board of Trustees. Lastly, the curriculum specialist submits the changes to the Chancellor’s Office Curriculum Inventory for approval. Course outlines are kept up-to-date by the curriculum specialist who maintains course information in the Banner database as well as the curriculum website (2A.13). The College ensures that all sections adhere to the course objectives through the oversight of departmental chairs and deans.” (R2.25)
Information about Distance Education courses is clear and accurate, with descriptions of SLOs specified in the syllabus and the course outline of record (R2.14, R2.15).

Distance Education instructors follow the same procedures as face-to-face instructors in reviewing and verifying syllabi: they follow written requirements for the course syllabus (R2.16, R2.17) and use the verification form to ensure that the syllabus is reviewed by the area dean prior to the start of the semester.

The Distance Education Committee has developed a process to verify that every student has received the course syllabus that includes SLOs. They have created a Distance Education Faculty Handbook (www.gavilan.edu/tlc/facultyhandbook2014.pdf) which contains, among other information, a protocol which will go into effect for fall 2014. The protocol (which starts on page 6 under “important policies”) will ensure that all students taking an online or hybrid course have received a copy of the course syllabus that includes SLOs. The protocol requires that the instructor open a portion of their online course to make the syllabus and course policies available up to 5 days prior to the beginning of the semester. The protocol then describes how to make the syllabus viewing a check-in activity for the course, with the instructor pulling a report to make sure all students have completed this check in activity. (R2.18, R2.19, R2.20, R2.21, R2.22, R2.23).

NOTE: Standards II.B.1 and II.B.3.a are addressed together in the following section.

Standard II.B.1
The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Standard II B.3.a
The institution assures equitable access to all of its students by providing appropriate comprehensive and reliable services to students regardless of service location or delivery method.

Specific actions taken to address Standards II.B.1 and II.B.3.a:
- Conducted service review examining support services and their availability to distance students.
- Conducted evaluation survey and focus groups with DE students regarding effectiveness and suggested improvements for support services.
- Results of the studies were directly provided to support programs.
- Support programs developed responses to the information collected.
- New procedures for online services embed service evaluation in the service itself.
- Office of Institutional Research has begun providing term-based Distance Education data reports.
- Released a new DE data tool (Argos®) used by faculty to inform instructional improvement.

Discussion:
Distance education (DE) enrollment has grown steadily at Gavilan College over the past six years (R2.01). The number of instructors using some form of distance technology in their instruction has correspondingly increased. This growth prompted additional assessment of the support services available to DE students.

The College conducted a study to better understand the availability and effectiveness of distance support services. This study, conducted by the Office of Institutional Research, was an addition to the regularly conducted DE evaluative data collection. The study included a service review and online focus groups, which supplemented the online student survey that is administered each term. For the service review, a list of Gavilan College support services and their respective service components was developed. Representatives for each program then verified the accessibility of the service components for students not able to come to a physical campus. The Institutional researcher independently verified the information wherever possible. This review identified several service components that did not seem to have distance options. For example, general tutoring was not available online or over the phone for students who were not able or interested in coming to any of Gavilan College site locations.

The service review findings prompted an immediate discussion of how to implement these service components in a way which would serve DE and non-DE students equitably (R2.07). Each area in which a missing service was identified developed a plan for improvement or provision of said service. For example, general tutoring, as mentioned above, was not available to DE students. A small task force of faculty and the DE Coordinator developed a plan for offering off-site online synchronous tutoring. It was decided that CCC Confer®, a web-conferencing technology used by other community colleges, would be an effective tool for offering online tutoring. The college quickly procured needed equipment to facilitate a pilot online tutoring service. The department developed forms and a tutor training process in preparation for the launch of the service (R2.08). Tutor training was conducted for six tutors in Fall 2013 and the first sessions were offered in Spring 2014.

In addition to the service review, the DE student services study also produced findings on the effectiveness of the currently offered distance services and prompted ideas about how to improve services for Gavilan College DE students. Each term, all distance education students are surveyed to assess the quality of their DE educational experience. In Spring 2013, another series of items was added to assess students’ experience with support services. An interactive online focus group was conducted with students from a small sample of distance education courses. The combined methods, in general, found that students who participated rated the corresponding support service highly. There were, however, some individual areas identified by students that needed further improvement (R2.01).

The service review and evaluative data were summarized in a study report and presented to the college’s Deans’ and Student Services’ Councils (R2.10). Specific service areas, identified in the study as needing improvement, were contacted directly to convey the results of the study.
several cases, the findings of the study informed the program-planning process and led to specific changes for improvement. For example, the Financial Aid department added a program plan objective targeting improved services to non-in-person students. The activities to achieve this objective included increasing the checking of the financial aid email and hiring a new financial aid tech position whose job focused on off-site and non-in-person service. Now they list multiple FA phone numbers on the DE website, so that students can communicate with someone who’s at their desk (R2.11).

Annually, the accessibility and quality of distance support services is systematically evaluated through the Distance Education report and the student survey. As was done in Fall 2013, findings are passed directly to support programs and their supervisors to promote continuous improvement. In addition, each distance education support service now directly integrates evaluative methods into the service. For example, each student who participates in an online tutoring session is asked to complete a brief survey on the quality of the service (R2.12).

The DE program, like all instruction and non-instructional programs, undergoes periodic program review. To additionally increase support service program accountability, the Institutional Effectiveness Committee will now include DE accessibility and quality prompts on the review template for all support programs (R2.13). This change ensures that support programs will be required to continually review and improve DE support services.

Over the Summer and Fall 2013, the administrative and student services departments also further strengthened their processes for assessment and improvement. Both groups reviewed their current program level SLOs and assessment methods. An initial meeting for both areas, facilitated by the Institutional Researcher, was followed by individual meetings with program representatives (R1.18). Directors and staff met with the Institutional Researcher to update the assessment methodology. These groups committed to use their findings and other relevant data to have a broad and documented discussion about the development of their respective program plans.

To inform discussions on the patterns and effectiveness of distance education (DE), the Office of Institutional Research has begun providing term-based DE data reports. These reports detail enrollment and success patterns in distance education offerings. The reports are provided to the DE Coordinator, are presented to the DE Advisory Committee, and have been shared as a part of a broader campus dialogue (R2.04).

New data tools are now being used to further examine distance education instructional quality. A recently developed Argos® data dashboard allows a user to select any course or discipline and compare the enrollment and success rates of DE vs. non-DE course sections (R2.05). The DE coordinator has used this tool to identify instructors or courses with lower success and retention rates and offered guidance regarding best practices in online classroom management and effective student contact.

Together, these efforts have provided important information on the accessibility and quality of support services available to Gavilan DE students. Findings from these efforts have prompted improvements to strengthen current services. Lastly, mechanisms are in place so that this
evaluative data will be regularly collected and reviewed as a part of the college's integrated improvement cycle.
Appendix 2

Evidence - Recommendation 2:

R2.01 Distance Ed Report
R2.02 Distance Ed Master Plan
R2.03 Academic Senate minutes
R2.04 Distance Ed report
R2.05 Argos® Screenshot
R2.06 Dean of Student Services Job Description
R2.07 Distance Ed – Dean’s Council Agenda
R2.08 Tutoring -- Forms/Training
R2.09 Distance Ed Assessment
R2.10 Evaluative Data
R2.11 Financial Aid Program Plan
R2.12 Online Tutoring Survey
R2.13 Proposed Revised IEC Forms
R2.14 ANTH 3 Fall 13 Course Outline
R2.15 ANTH 3 Fall 12 Course Outline
R2.16 LAS Procedures 2013
R2.17 Course Syllabus Verification
R2.18 DE Handbook 02-07-14
R2.19 Samples of Online Course Syllabus
R2.20 DE Agenda 02-06-14
R2.21 Syllabus Check Inactivity Report
R2.22 CSIS-DM 85 Course Outline
R2.23 ENG 1A Course Outline
R2.24 Visiting Team’s Evaluation Report
R2.25 Standard II A – 2013 Self Study Report
Appendix 3

Evidence Cited in Standard II A 2013 Self Study Report

2A.6  Integrated Planning Process
2A.9  IEC Mission Statement
2A.13 Curriculum Committee Webpage
2A.14 Curriculum Form C
2A.21 Student Climate and Connection Survey
2A.22 Environmental Scan Report
2A.23 Assessment Levels Fall 2010
2A.25 Intermediate Algebra Assessment Report
2A.55 Curriculum Form – Second Reading
2A.62 TLC Website
2A.69 Course Outline of Record ANTH 5
2A.70 Course Outline of Record CGD 9
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. Office of the President
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No. 1.(c)
New Business Agenda Item No.


☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal:
That the Board of Trustees approve the Strategic Plan 2014 – 15 Through 2018 – 19.

Background:
This is the second reading of the strategic plan. It has gone through extensive review and revision by campus groups and the Board of Trustees.

It is recommended for approval this month for accreditation purposes. Revisions can continue to be made as campus groups continue to review and comment.

Budgetary Implications:

Follow Up/Outcome:
The strategic plan will be implemented.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: ________________________________
Dr. Steven M. Kinsella, Superintendent/President

Agenda Approval: ________________________________
Dr. Steven M. Kinsella, Superintendent/ President
STRATEGY #1
Optimize enrollment, course offerings, and services to reflect community needs and growth.

Goal #1 Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to educationally under-represented student populations.

Goal #2 Strengthen career programs through a cohesive organizational approach such as creating an Occupational Career Program Institute.

Goal #3 Increase course and program offerings, as funding allows with a particular emphasis on Transfer Model Curriculum (AA/AS-Ts).

Goal #4 Support programs that bridge pre-collegiate credit/non-credit courses and other learning support options intended to prepare students for entry into basic skills, transfer, and career technical programs.

Goal #5 Evaluate alternate delivery of courses and services such as online, hybrid, and High Step.

Goal #6 Use data to plan a complete general education transfer pattern of courses and appropriate basic skills and career technical courses at the Hollister and Morgan Hill facilities, and the Gavilan campus in the evenings and weekends.

Goal #7 Work with local school districts to establish an adult education consortium in accordance with AB 86.

STRATEGY #2
Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

Goal #1 Increase the student success, completion, and transfer rates.

Goal #2 Complete student learning outcome assessment for continuous improvement of all courses and programs.

Goal #3 Support professional development for faculty in order to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses.

Goal #4 Support professional development for staff to improve services that support student success.

Goal #5 Provide appropriate technology and support for teaching, student success, and administrative services.
Goal #6  Implement plans that enhance student engagement by strengthening collaborative partnerships with our communities.

Goal #7  Create communication methodology to increase the awareness of student well-being services such as mental health.

**STRATEGY #3**
*Improve and expand existing facilities to enhance the learning environment.*

Goal #1  Expand facilities in the north and southeast portions of the district that will allow the expansion towards educational center size (20,000 square feet).

Goal #2  Improve existing classroom facility space to optimize instructional success.

Goal #3  Integrate cost effective green practices for facilities, landscaping, and college systems into all campus improvements. Landscaping changes should include conversion of grass lawns to more sustainable and less water-consuming California native landscaping.

Goal #4  Establish permanent facility for South Bay Public Safety Consortium.

**STRATEGY #4**
*Recruit and develop staff to foster success for our diverse students in their attainment of educational goals.*

Goal #1  Determine optimal staffing levels for all departments to meet student needs and create a staffing plan.

Goal #2  As budget permits, continue to implement the five-year full-time faculty hiring plan to ensure that 60% to 62% of credit courses are taught by full-time faculty. In completion of this goal the following carry-over practices and commitments will be honored:

   a. Retirements will be replaced by hiring a full-time faculty member for the position and academic department vacated by the retirement as appropriate.
   b. Develop second five-year hiring plan.
   c. Create a culture that promotes a commitment to Gavilan’s history to a personalized model that best serves students.

Goal #3  Maintain competitive salary and benefit packages to ensure the attraction and retention of the best qualified employees.

Goal #4  Create a Staff Development Plan for all employees.

Goal #5  Promote a safe and healthy work environment.

Goal #6  Create institutional standards for customer service, for providing services to students and staff, with regular assessment. Research and share “best practices” across campus.

Goal #7  Develop a model Equal Opportunity Employment Plan to encourage equitable access to employment opportunities.
**STRATEGY #5**
*Update the Educational Master Plan to include development of multi-college expansion by coordinating all instructional programs, student and administrative support services, organizational structure and staff, and site development through linkage with Strategy 3.*

Goal #1  Develop a faculty, staff, and community driven plan for the expansion of educational programs and related educational specifications (i.e. specific facility needs) for campus expansion.

Goal #2  Create a class schedule to accommodate the needs of San Benito County students in newly obtained facilities with the objectives of reaching 500 FTEs and of maintaining adequate enrollments at main Gavilan campus.

Goal #3  Develop a proposed administrative structure and staffing plan to best support the expansion of facilities in San Benito County and Morgan Hill, through linkage to Strategy #4.

Goal #4  Develop a process to coordinate courses, programs, and services among all campuses as the college expands.

**STRATEGY #6**
*Develop a rolling five-year fiscal stability plan.*

Goal #1  Publicize opportunities and impacts of grant-funded programs in addition to the fiscal impact at the end of the grant cycle.

Goal #2  Increase the college's budget ranking and allocation process' transparency and its linkages to articulated needs and the integrated planning system.

**STRATEGY #7**
*Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement and excellence.*

Goal #1  Improve communication processes to increase awareness about planning activities, resource allocations, and significant factors affecting the college.

Goal #2  Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a college hour, staff development opportunities.

Goal #3  Increase the number of opportunities for cross-disciplinary discussions with special attention to the inclusion of students, classified staff, and part-time faculty.

Goal #4  Strengthen and augment means for students to communicate among themselves and to the broader campus community on issues of common concern.

Goal #5  Broaden contacts and communication with local high schools, businesses, and agencies so such contact, collaboration, and feedback is widespread and frequent in all sectors of campus.
Gavilan Joint Community College District
Governing Board Agenda
March 11, 2014

Consent Agenda Item No.  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  

SUBJECT: CCCT Board Election - 2014

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:
That the Board of Trustees consider the nominations for membership on the CCCT Board.

Background:
The election of members of the CCCT Board will take place between March 10 and April 25. There are seven vacancies on the Board.

Each member community college district Board of the League shall have one vote for each of the eight vacancies on the CCCT Board. Only one vote may be cast for any nominee or write-in candidate. The seven candidates who receive the most votes will serve three-year terms. The eighth top vote-getter will complete the term that was vacated by a CCCT member that did not seek re-election in her district last November. That term expires in 2015 and the candidate elected to complete that term will be eligible to run for re-election as an incumbent in 2015. In the event of a tie vote for the last position to be filled the CCCT Board will vote to break the tie.

The fourteen trustees who have been nominated for election to the Board are listed on the attached sheet in the Secretary of State’s random drawing order. A biographic sketch form and statement of candidacy of each of the candidates is also included.

Budgetary Implications:
None

Follow Up/Outcome:
Official ballots must be signed and returned to the League office, postmarked no later than April 25.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: Dr. Steven M. Kinsella, Superintendent/President

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
DATE: February 27, 2014

TO: California Community College Trustees
    California Community College District Chancellors/Superintendents

FROM: Judy Centlivre, Executive Assistant

SUBJECT: CCCT BOARD ELECTION — 2014

Pursuant to the CCCT Board Governing Policies, the election of members of the CCCT board of the League will take place between March 10 and April 25. This year there are seven (7) three-year vacancies on the board and one (1) one-year vacancy.

Each member community college district board of the League shall have one vote for each of the eight vacancies on the CCCT board. Only one vote may be cast for any nominee or write-in candidate. The seven candidates who receive the most votes will serve three-year terms. The eighth top vote-getter will complete the term that was vacated by a CCCT member that did not seek re-election in her district last November. That term expires in 2015 and the candidate elected to complete that term will be eligible to run for re-election as an incumbent in 2015. In the event of a tie vote for the last position to be filled, the CCCT board will vote to break the tie.

The fourteen trustees who have been nominated for election to the board are listed on the enclosed sheet in the Secretary of State’s random drawing order of February 3, 2014. An official ballot for the election is also enclosed in this mailing to each community college district governing board office, as well as copies of the statement of candidacy and biographic sketch form of each of the candidates.

Please remember that: 1) ballots must be signed by the board secretary and board president or vice-president; and 2) ballot return envelopes must have no identifying information or signatures. Although it is not required, you may want to send your ballots via certified mail as we will not have the ability to confirm receipt. Official ballots must be signed and returned to the League office, with a USPS postmarked no later than April 25. Faxed ballots will not be accepted. The ballots will be opened and counted by three tellers appointed by the CCCT board president and the results announced at the CCCT Annual Conference, May 1-2 in Newport Beach.

If you have any questions on the CCCT board election, please call the League office at (916) 444-8641.

Attachments:
    List of Candidates
    CHANCELLORS/SUPERINTENDENTS (GOVERNING BOARD OFFICES) ONLY:
        Official Ballot and Return Envelope
        Candidates' Biographic Sketches and Statements
CCCT 2014 BOARD
OFFICIAL BALLOT

Vote for no more than eight (8) by checking the boxes next to the names.

NOMINATED CANDIDATES
List order based on Secretary of State's February 3, 2014 random drawing.

☐ Richard Watters, Ohlone CCD
☐ *Paul Gomez, Chaffey CCD
☐ Adrienne Grey, West Valley-Mission CCD
☐ Jeffrey Lease, San Jose-Evergreen CCD
☐ Brent Hastey, Yuba CCD
☐ Pam Haynes, Los Rios CCD
☐ Nathan Miller, Riverside CCD
☐ *Jim Moreno, Coast CCD
☐ Donna Ziel, Cabrillo CCD
☐ Lorrie A. Denson, Victor Valley CCD
☐ Stephen P. Blum, Ventura CCD
☐ *Laura Casas, Foothill-DeAnza CCD
☐ *Stephan Castellanos, San Joaquin Delta CCD
☐ *Nancy C. Chadwick, Palomar CCD

* Incumbent

WRITE-IN CANDIDATES
Type each qualified trustee’s name and district on the lines provided below.

SAMPLE

Board Secretary and Board President or Board Vice President must sign below:
This ballot reflects the action of the board of trustees cast in accordance with local board policy.

Secretary of the Board

President or Vice President of the Board
2014 CCCT BOARD ELECTION
CANDIDATES LISTED IN SECRETARY OF STATE'S RANDOM DRAWING ORDER OF FEBRUARY 3, 2014

1. Richard Watters, Ohlone CCD
2. *Paul Gomez, Chaffey CCD
3. Adrienne Grey, West Valley-Mission CCD
4. Jeffrey Lease, San Jose-Evergreen CCD
5. Brent Hastey, Yuba CCD
6. Pam Haynes, Los Rios CCD
7. Nathan Miller, Riverside CCD
8. *Jim Moreno, Coast CCD
9. Donna Ziel, Cabrillo CCD
10. Lorrie A. Denson, Victor Valley CCD
11. Stephen P. Blum, Ventura CCD
12. *Laura Casas, Foothill-DeAnza CCD
13. *Stephan Castellanos, San Joaquin Delta CCD
14. *Nancy Chadwick, Palomar CCD

* Incumbent
SUBJECT: Curriculum

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board review and approve the recommendations of the curriculum committee as reflected in the attached curriculum summary.

Background:
The curriculum summary lists courses and programs approved by the curriculum committee.

Budgetary Implications:
None.

Follow Up/Outcome:
Curriculum modifications are incorporated into the college schedule and catalog.

Recommended By: Dr. Kathleen Rose, Executive Vice President and Chief Instructional Officer

Prepared By:  
Dr. Kathleen Rose, Executive Vice President and Chief Instructional Officer

Agenda Approval:  
Dr. Steven M. Kinsella, Superintendent/President
CONSENT AGENDA

Kinesiology Courses
Add the following Advisory to all Kinesiology "Families of Courses" (A, B, C versions)
"Courses should be taken in sequential order."
Justification for change: The Kinesiology department has converted all of their courses to
Families of Courses due to the new repeatability rules. An unintended consequence is students
have been taking the courses out of order. They need to be advised they should take the courses
in sequence in order to qualify for transfer credit.

ANTH 22 Field Work and Service .5-1 Unit, 0 Lee, 1.5-3 Lab
Add Discipline ANTH 22, Field Work and Service
Reason: This discipline had never been added when the Field Work and Service shell courses
were originally created.

NEW COURSE PROPOSAL - SECOND READING

ART 7B Intermediate Ceramics 3 Units, 2 Lee, 4 Lab
This course is intended for students who have completed Art 7A, Beginning Ceramics. The curriculum
presents more advanced skills and broader application of knowledge initiated in 7A. New skills and
activities required in 7B include slip mixing and testing, more advanced wheel and sculptural work,
facility with various surface treatment techniques, alternative firing, and loading and unloading kilns with
minimal supervision. Students will be required to display work at a venue on Gavilan’s campus.
Additionally, students will be required to choose a studio maintenance task and perform it throughout the
entire semester. Use of internet, classroom, and ceramics office library resources are required. Portfolio
development and self-assessment will be included.

ART 7C Advanced Ceramics 3 Units, 2 Lee, 4 Lab
This course is a continuation of the ceramics offerings, 7A and 7B. The curriculum demands a high level
of skills and artistic thinking to develop a contemporary, personal statement in the ceramic medium.
Students will draw from a wide variety of choices for firing and finishing their works, including raku and
maiolica. They will utilize mixed media and advanced technology to develop their works. They will
formulate, mix, and test glazes and will be expected to tutor and mentor each other in studio maintenance
tasks and practices. They will also exhibit their work on campus, develop an artistic statement and bio,
and submit work for display on the Gavilan College website. Digital portfolios will be created, and in
depth critiques will be utilized for self-evaluation. Use of internet, classroom, and ceramics office library
resources are required.

ART 12C Advanced Sculpture 3 Units, 2 Lee, 4 Lab
An advanced sculpture studio course. This course focuses on the preparation of sculpture that is exhibit
ready and the introduction of digital techniques in sculpture. The course includes work with wood and
metal fabrication, metal casting, flexible molds, polishing, patinas, display stands and bases.

MCTV THEA 18 Single Camera Production 3 Units, 2 Lee, 3 Lab
This course provides an introduction to the theory, terminology, and operation of single camera video
production, including story creation, image composition, camera operation, portable lighting and audio
operation and basic editing. This course focuses on the aesthetics and fundamentals of video story
production including script writing, producing, directing on location, postproduction, and distribution.
THEA 26 Script Analysis 3 Units, 3 Lec, 0 Lab
Principles, Theories and techniques of playscript analysis for theatrical production.

THEA 27 Fundamentals of Lighting 3 Units, 3 Lec, 0 Lab
This course involves the study and execution of stage lighting with emphasis on equipment, control, color and their relationship to design.

MODIFICATION TO EXISTING COURSES - FORM C
*Courses marked with an asterisk were on the list to be updated.

Discussion: Inactivate courses or place on hold?

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHN 1A/CHN 1B</td>
<td>Elementary Mandarin</td>
</tr>
<tr>
<td>ESL 548</td>
<td>Integrated Listening/Speaking III</td>
</tr>
<tr>
<td>ESL 557</td>
<td>Vocational English as a Second Language I</td>
</tr>
<tr>
<td>ESL 573</td>
<td>Transition to College: Writing</td>
</tr>
<tr>
<td>HORT 20</td>
<td>Principles of Horticulture</td>
</tr>
<tr>
<td>ITAL 8A/ITAL 8B</td>
<td>Conversational Italian</td>
</tr>
<tr>
<td>JLE 170</td>
<td>Juvenile Counselor</td>
</tr>
<tr>
<td>JOUR 18C/JOUR 18D</td>
<td>Working for the Newspaper</td>
</tr>
<tr>
<td>THEA/MICTV 17B</td>
<td>Television and Video Workshop</td>
</tr>
<tr>
<td>THEA 21</td>
<td>Mexican Dance and Folklore</td>
</tr>
<tr>
<td>CSIS 20, CSIS 47, DM111, BUS 102, MGMT 102, MKTG 100</td>
<td></td>
</tr>
</tbody>
</table>

AJ 18 Community Relations and the Justice System 3 Units, 3 Lec, 0 Lab

Change title:
FROM: Community Policing
TO: Community Relations and the Justice System

Change description:
This course examines the complex, dynamic relationship between communities and the institutions of the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. It also examines new strategies, skills, tools and cultural knowledge necessary for personnel engaged in all aspects of the criminal justice system. ADVISORY: Eligible for English 250 and English 260; AJ 10.

Reason for modification: Based on C-IDs recent review and recommendations for this course, we have changed the title, revised the course description and SLOs to model C-IDs template, and modified the content to closely match their descriptor template.

AH 3 The Person in the Life Cycle 3 Units, 3 Lec, 0 Lab

Add Prerequisite: English 250 and English 260.
ENGL 250 Outline, ENGL 260 Outline
Supporting data,
San Jose State Prerequisite, CHAD 067. Development of Human Potential

AH 11 Nutrition 3 Units, 3 Lec, 0 Lab

Add Prerequisite: English 250 and English 260.
ENGL 250 Outline, ENGL 260 Outline
Supporting data
San Jose State Prerequisite, NUFFS 008. Nutrition for the Health Professions
**COS 200** Beginning Cosmetology
On the list of courses to be reviewed and updated.
Update textbook and student learning outcomes.

**COS 201** Intermediate Cosmetology
On the list of courses to be reviewed and updated.
Add Prerequisite: Successful completion of COS 200 with Grade C or better.
Update textbook and student learning outcomes.
Under content, move the unit on Hair Sculpting COS 202.

**COS 202** Advanced Cosmetology
On the list of courses to be reviewed and updated.
Update textbook and student learning outcomes.
Under content, move the unit on Artificial Nails to COS 201.

**COS 203** Practicum
On the list of courses to be reviewed and updated.
Update textbook and student learning outcomes.

**COS 205** State Board Review
On the list of courses to be reviewed and updated.
Update textbook and student learning outcomes.

**COS 207** Contemporary Styling
(This is a six week course.)
On the list of courses to be reviewed and updated.
Update textbook and student learning outcomes.

**CSIS 10** Introduction to Programming using BASIC
Change Title, units and hours:
From: BASIC Programming
To: Introduction to Programming using BASIC
Change description:
This course is an introduction to programming using BASIC. No previous programming experience is assumed. This class is for those new to programming and recommended for non-programmers who want to take other programming courses, with the expectation that learning one computer language will generalize to other languages. This course has the option of a letter grade or pass/no pass.
General update. Align with (draft) C-ID descriptor ITIS 130.
Update content, textbook and student learning outcomes.

**CSIS 42** Python Programming
Change hours:
From: 4 Units, 3 Lec, 3 Lab
To: 4 Units, 4 Lec, 0 Lab
Change description:
Introduction to computing using Python. Study and create programs that perform various tasks, including text and file manipulation, internet scripting, data structures, testing, and practical problem solving with examples. Covers object-oriented programming language and the Python Standard Library. Its purpose is to expose students to the fundamental concepts of programming.
This course has the option of a letter grade or pass/no pass.
Change repeatability to not repeatable.
Update content, student learning outcomes, textbook.
CSIS 45 C++ Programming I 4 Units, 3 Lec, 3 Lab
Updating for articulation purposes. Align with C-ID descriptor for COMP 122 - Programming Concepts and Methodology I.
Change Advisory: CSIS 10 OR CSIS 42
Update content, student learning outcomes, textbook.

CSIS 46 C++ Programming II 4 Units, 3 Lec, 3 Lab
Updating for articulation purposes. Align with C-ID descriptor for COMP 132 - Programming Concepts and Methodology II.
Add Prerequisite: CSIS 45 OR CSIS 5 or the equivalent
Update content, student learning outcomes, textbook.

CSIS 151 Introduction to XML Authoring 3 Units, 2 Lec, 3 Lab
Update textbook and student learning outcomes.

CSIS AJ 184 Computer Forensics 3 Units, 3 Lec, 0 Lab
Change Hours:
From: 3 Units, 2 Lec, 3 Lab
To: 3 Units, 3 Lec, 0 Lab
Update textbook; Update to eliminate "arranged" lab hours.

*ENGL 21 World Mythology 3 Units, 3 Lec, 0 Lab
Change title:
FROM: Mythology
TO: World Mythology
Add cultural diversity and Distance Education.
Update textbook, student learning outcomes and content.

ES 1 Introduction to Environmental Science 4 Units, 3 Lec, 3 Lab
Change Discipline ID: (Effective: Spring 2015)
From: ES 1
To: ENVS 1
Change description:
An introduction to the scientific principles and problem solving techniques used to evaluate the effects of human activities on different ecosystems. Topics will include the sustainability and stewardship of various ecosystems, environmental hazards such as air and water pollution, waste disposal, pesticides and herbicides, the impact of commercial and industrial activities, as well as population and urbanization. Basic chemistry, physics, and geology will be used throughout the course to explain and expand on these topics. The concepts will be reinforced with an integrated service learning laboratory program.
Add cultural diversity.
Update textbook, student learning outcomes and content.
Reason for modification: General revision for approval to the IGETC and CSU-GE Breadth patterns.

*ESL 510B Basic ESL II 9 Units, 9 Lec, 2 Other
Change description:
This course is an intensive, integrated-skill program for students who have limited English skills. Through listening, speaking, reading and writing activities, students learn to communicate about every day topics using basic English structures.
Update textbook and student learning outcomes.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units, Type, Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ESL 527</td>
<td>Integrated Reading-Writing I</td>
<td>6, 6, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>Update content, textbook and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*ESL 528</td>
<td>Integrated Listening/Speaking I</td>
<td>6, 6, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>Change Title: Integrated Speaking/Listening I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From: Integrated Speaking/Listening I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To: Integrated Listening/Speaking I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Update content, textbook and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*ESL 537</td>
<td>Integrated Reading/Writing II</td>
<td>6, 6, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>Update content, textbook and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*ESL 538</td>
<td>Integrated Listening/Speaking II</td>
<td>6, 6, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>Update content, textbook and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*ESL 554</td>
<td>Advanced ESL Grammar I</td>
<td>5, 5, 1 Other</td>
</tr>
<tr>
<td></td>
<td>Update content, textbook and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*ESL 564</td>
<td>Advanced ESL Grammar II</td>
<td>5, 5, 1 Other</td>
</tr>
<tr>
<td></td>
<td>Update content, textbook and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*GUID 1/PSYC 5</td>
<td>Self-Assessment and Career Development</td>
<td>3, 3, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>General update: update textbook and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>HIST 1</td>
<td>US History Through Reconstruction</td>
<td>3, 3, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>Update content per C-ID request. Also update student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>HIST 4A</td>
<td>Global History Before 1500</td>
<td>3, 3, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>Update content per C-ID request. Also update student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*JLE 157</td>
<td>Firearms Update</td>
<td>.5 - 1, .27-.66, .62-1.55 Lab</td>
</tr>
<tr>
<td></td>
<td>Change hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FROM: .5 - 1 Units, 6 - 14 Lec, 10-26 Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TO: .5 - 1 Units, .27-66 Lec, .62-1.55 Lab</td>
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<tr>
<td></td>
<td>Change description:</td>
<td></td>
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<tr>
<td></td>
<td>The 16 - 40 hour variable course will provide students with instruction on tactical firearms and lethal force required by P.O.S.T. The course consists of hands-on practical skills training. Emphasis is on safety, knowledge of weapons and manipulative skills training.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change grading to pass/no pass.</td>
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<tr>
<td></td>
<td>Update content and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>MATH 5</td>
<td>Introduction to Statistics</td>
<td>3, 3, 1 Lab</td>
</tr>
<tr>
<td></td>
<td>Add Prerequisite: Math 242</td>
<td></td>
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<tr>
<td></td>
<td>Math 242-Algebra II for Statistics is a new course that was designed to be a prerequisite for Statistics. This will be an alternative to the existing prerequisites for Math 5.</td>
<td></td>
</tr>
<tr>
<td>*MUS 6</td>
<td>World Music</td>
<td>3, 3, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>Update textbook, cultural diversity and student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*PHIL 9</td>
<td>Philosophy of Religion</td>
<td>3, 3, 0 Lab</td>
</tr>
<tr>
<td></td>
<td>Change title:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FROM: Philosophy of Religions</td>
<td></td>
</tr>
</tbody>
</table>
TO: Philosophy of Religion

Change course description:
In this course we will systematically explore religious claims. The issues to be investigated include: Does God exist? What is God's nature? Can the existence of God be reconciled with human suffering? Can faith and reason be reconciled? Can conflicting religions simultaneously be true? Other topics include: the afterlife, religious experience, miracles, freedom and divine foreknowledge, and the relationship of religion and science.

Update textbook and student learning outcomes.

*SOC 1A    Introduction to Sociology    3 Units, 3 Lec, 0 Lab

Change description:
Analysis of the structure and dynamics of human society focusing on basic concepts, theories and methods; the development of culture; the socialization process; group behavior; social inequality, deviance; sexism, racism, and ageism; major social structures and social institutions; human ecology, and global dynamics. Emphasizes contemporary American society. (C-ID: SOCI 110)

ADVISORY: Eligible for English 250 and English 260.

Update textbook, student learning outcomes and content.

DISTANCE EDUCATION - FORM D

*ENGL 2J    World Mythology    3 Units, 3 Lec, 0 Lab

Students who are seeking an English degree will have the option of taking this class online.

MODIFICATION TO EXISTING CREDIT PROGRAM

Computer Programming, AS degree or Cert. of Achievement
Change program learning outcomes to incorporate Degree Qualifications Profile.

Digital Media: Digital Art and Imaging option
PLO change to incorporate Degree Qualifications Profiling, eliminate course cross listing with Art, and requirements.
Gavilan Joint Community College District
Governing Board Agenda
March 11, 2014

Consent Agenda Item No. 1
Information/Staff Reports No. 2
Discussion Item No. 3
Old Business Agenda Item No. 4
New Business Agenda Item No. 5

SUBJECT: CSEA/District Contract Proposal ("Sunshine")

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees accept the jointly developed initial "sunshine" proposal for negotiations between the District and the California School Employees Association (CSEA) Chapter 270.

Background:
Attached is a copy of the initial proposal for negotiations between the District and CSEA for FY 2014-2015.

California Government Code Section 3547 requires that prior to commencing negotiations, all initial proposals be presented at a public meeting. The District and CSEA are prepared to commence negotiations with the first step in the process being agreement on a jointly developed initial "sunshine" proposal.

Budgetary Implications:
N/A

Follow Up/Outcome:
Upon approval, District and CSEA negotiations will commence.

Recommended By: Eric Ramones, Human Resources Director

Prepared By:

Agenda Approval:
Dr. Steven M. Kinsella, Superintendent/President
GAVILAN COMMUNITY COLLEGE DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER# 270

PUBLIC PRESENTATION OF INITIAL PROPOSALS
March 11, 2014

Whereas the Gavilan Community College District ("District") and the California School Employees Association, Chapter #270 ("CSEA") have committed to utilizing interest-based bargaining principles in the conduct of their labor negotiations, the parties have developed the following statements as their initial proposals for upcoming labor negotiations:

1. Both parties, by mutual agreement are interested in discussing Article 23 Term of Agreement.

2. Both parties, by mutual agreement are interested in discussing Article 8 Compensation and Benefits.

3. Both parties, by mutual agreement are interested in discussing a classification study. It may include discussion of Article 17 Position Classification.

4. Both parties, by mutual agreement are interested in discussing employee health benefit cost savings options.

5. CSEA is interested in discussing Article 9 Staff Development and Professional Growth.

6. The District is interested in discussing Article 14 Holidays.

Respectfully submitted,

[Signature]
2/19/14
Eric Ramones, Director of Human Resources
Gavilan Joint Community College District

[Signature]
2/19/14
Diana Seelie, President
CSEA Chapter #270

[Signature]
2/19/2014
Theresa Malsack, Labor Relations Representative
CSEA
SUBJECT: Consider and Approve the Addendum to the Mitigated Negative Declaration adopted by the Board on November 13, 2012, for the Gilroy Campus Modernization Project

Resolution: BE IT RESOLVED,

☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees consider and approve an Addendum to the Mitigated Negative Declaration adopted by the Board on November 13, 2012, for the Gilroy Campus Modernization Project.

Background:
On November 13, 2012, the Board of Trustees adopted the Initial Study (IS) and Mitigated Negative Declaration (MND) for the Gilroy Campus Modernization Project. The Project was approved by the Board on November 13, 2012 and a Notice of Determination was filed on November 20, 2012.

When a change occurs to a proposed project or its surrounding circumstances following certification of an environmental impact report ("EIR") or negative declaration, CEQA review may be required in certain instances. An addendum is appropriate in this case because the confirmation of location of a required second well within the already narrowly defined area at most requires only a minor, technical change to the IS/MND, and does not result in any additional significant impacts. No subsequent EIR or negative declaration is required to be prepared.

Attached is the “Addendum to the Previous Adopted Initial Study and Mitigated Negative Declaration for the Gilroy Campus Modernization Project.”

Budgetary Implications:
None.

Follow Up/Outcome:
None. Addendum will be posted on the college website with the approved MND.

Recommended By: Terry Newman, Senior Director of Administrative Services

Prepared By: Terry Newman, Senior Director of Administrative Services

Agenda Approval: [Signature] for Steven M. Kinsella

Dr. Steven M. Kinsella, Superintendent/President
ADDENDUM TO THE PREVIOUSLY ADOPTED
INITIAL STUDY AND MITIGATED NEGATIVE DECLARATION
FOR THE GILROY CAMPUS MODERNIZATION PROJECT
(State Clearinghouse Number 2012092051)

A. INTRODUCTION
On November 13, 2012, the Board of Trustees ("Board") of the Gavilan Joint Community College District ("College") adopted the Initial Study and Mitigated Negative Declaration ("IS/MND") for the Gilroy Campus Modernization Project, described as the implementation of several facilities and infrastructure upgrades at the College's Gilroy campus ("Project"), including but not limited to water storage, tank distribution, and well improvements. The Project was approved by the Board on November 13, 2012 and a Notice of Determination was filed on November 20, 2012.

The IS/MND identified two alternative locations for the well improvements, denoted as Option A and Option B, within a narrowly defined area (estimated to be less than 1500 feet apart). The potential impacts of developing a well under either Option A or Option B were already analyzed in the IS/MND. Since the MND was approved, the College has conducted testing and determined that Option A is the preferable option for its new well and related improvements. When a change occurs to a proposed project or its surrounding circumstances following certification of an environmental impact report ("EIR") or negative declaration, further CEQA review may be required in certain instances. (See, Pub. Resources Code § 21166.) As detailed below, an addendum is appropriate in this case because the confirmation of location of the well within the already narrowly defined area at most requires only a minor, technical change to the IS/MND, and does not result in any additional significant impacts or increases in the severity of previously-identified impacts, nor does it alter the analyses regarding any mitigation measures adopted or not adopted by the Board. (See, Cal. Code Regs., tit. 14, § 15162(a).)

B. APPLICABLE LAW
According to section 15162(a) of the CEQA Guidelines (Cal. Code Regs., tit. 14, §§ 15000, et seq.), when a negative declaration has been adopted for a project, no subsequent EIR shall be prepared for that project unless the lead agency determines, on the basis of substantial evidence in the light of the whole record, one or more of the following:

1. Substantial changes are proposed in the project which will require major revisions of the previous EIR or negative declaration due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;

2. Substantial changes occur with respect to the circumstances under which the project is undertaken which will require major revisions of the previous EIR or negative declaration due to the involvement...
of new significant environmental effects or a substantial increase
in the severity of previously identified significant effects; or

(3) **New information of substantial importance**, which was not known
and could not have been known with the exercise of reasonable
diligence at the time the previous EIR was certified as complete or
the negative declaration was adopted, shows any of the following:

(A) The project will have **one or more significant effects not
discussed in the previous EIR or negative declaration**;

(B) Significant effects previously examined will be
**substantially more severe** than shown in the previous EIR;

(C) **Mitigation measures or alternatives previously found not to
be feasible would in fact be feasible** and would
substantially reduce one or more significant effects of the
project, but the project proponents decline to adopt the
mitigation measure or alternative; or

(D) **Mitigation measures or alternatives which are considerably
different from those analyzed in the previous EIR would
substantially reduce one or more significant effects on the
environment, but the project proponents decline to adopt
the mitigation measure or alternative.**

(Emphasis added.)

Section 15162(b) states that if changes to a project or its circumstances occur or new
information becomes available after adoption of a negative declaration, the lead agency
shall prepare a subsequent EIR if required under subdivision (a). Otherwise, the lead
agency shall determine whether to prepare a subsequent negative declaration, an
addendum, or no further documentation. Per Section 15164(b), an addendum to an
adopted negative declaration may be prepared if only minor technical changes or
additions are necessary or none of the conditions describe in CEQA Guidelines section
15162 calling for the preparation of a subsequent EIR or negative declaration have
occurred.

C. PREVIOUSLY ADOPTED IS/MND AND SUBSEQUENT
CONFIRMATION OF NEW WELL LOCATION
On behalf of the College, David J. Powers & Associates, Inc., prepared and circulated the
Draft IS/MND for the Project on September 25, 2012. The MND concluded that the
Project could have a potentially significant effect on the environment, however, there
would not be a significant effect because mitigation measures described in the IS/MND
would reduce the impacts to a less than significant level. (MND, pg. 14.) Following the
30-day public comment period, the Board approved the IS/MND and the Project on November 13, 2012.

The Project consists of several facilities and infrastructure upgrades at the College’s Gilroy campus, including the following:

- Water Storage, Tank Distribution and Well Improvements
- Gilroy Early College Academy (GECA) Consolidation
- Parking Lot C Expansion
- Outdoor Classrooms
- Demolition of Former Police Academy Portables
- Demolition of Building C1500

With regard to the Water Storage Tank, Distribution, and Well Improvements, the College currently operates a 1,000,000 gallon water tank and existing water well. The existing water well is located on real property that is not owned by the College, known as 4395 Monterey Road, Gilroy, California, APN 808-23-004 (“Monterey Road Property”), pursuant to easement rights held by the College. The IS/MND explained that the College proposed to build a replacement water system for the existing 1,000,000 gallon water tank with two new 669,000 gallon reservoir tanks at the same location in the foothills above the campus. (Initial Study (“IS”), pg. 4.) Water supply to the tanks will be provided by implementing improvements to the existing well and installing an additional well directly to the east to provide supplemental water supply (“Option A”). (Id.) According to the IS/MND, the College initially considered installing two new wells adjacent to Mesa Road in the agricultural fields east of the project site, while decommissioning the existing well (“Option B”). (Id.) However, the College had been unsuccessful in contacting the owners of the property on Mesa Road (“Mesa Road Property”) after repeated efforts, and therefore concluded that Option B may not be feasible. (Id.) The College also believes that Option A results in the least amount of burden on neighboring property owners, since it would install a new well on the same property as the existing well.

According to the IS/MND, in both Option A and Option B, the two wells would only be run simultaneously after a time of high water demand on campus, such as a fire event. In normal operation the wells would alternate in service. (Id.) Either option would be capable of delivering adequate water supply to re-fill the water tanks within the National Fire Protection Association requirement of eight hours. Since the IS/MND was adopted and the Project approved, the College has obtained a License Agreement with the owners of the Monterey Road Property, and has conducted preliminary testing of such Property. Based on the testing results, the College’s design team concluded that a new well in the area described as Option A could reliably yield from 360 gpm to 540 gpm. The data substantiated a high probability of achieving a production rate that equals or exceeds the existing well and corresponds with the assumptions made as part of the Project. Based on this data, the College has confirmed that Option A is the preferable option. The College is in the process of attempting to acquire easement rights encumbering the Monterey Road Property in order to install a new well and related improvements under Option A.
The impacts of the well improvements were analyzed in the IS/MND, and did not depend on whether Option A or Option B was chosen. The following is a summary of the impacts and mitigation measures described and included in the IS/MND. As discussed below, selection of Option A for the location of the new well will not result in any additional potentially significant impacts, nor will it increase the severity of those already identified.

- **Aesthetic Impacts:** The IS/MND concluded that the Project as a whole, inclusive of the new well, would have less than significant aesthetic and visual impacts. Specifically, the Project proposes several facilities and infrastructure upgrades that will result in minor changes to the aesthetic character of the campus. (IS, pg. 22.) The well improvements are not part of the on-campus upgrades and thus are not part of the facilities and infrastructure that may result in minor changes to the aesthetic character of the campus. With regard to the water well improvements, the IS/MND concluded that the installation of underground water distribution lines and wells proposed by the Project would not result in aesthetic changes to the project site and surrounding area because the distribution lines would be underground and the wells would be at ground-level. (Id.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

- **Agricultural:** The IS/MND concluded that the Project as a whole, inclusive of the new well, would not have any impact on agricultural land, agricultural activities, or forest resources, and the well improvements specifically would not result in the conversion of farmland to non-agricultural use. (IS, pg. 26.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

- **Air Quality:** The IS/MND concluded that the Project as a whole, inclusive of the new well, would have less than significant impacts on air quality. With regard to regional and local impacts, the only identified impact related to the well improvements is that the improved water distribution system may result in a slight increase in electricity use related to the increased pumping of water. Indirect air emissions from these potential increase in electricity use would be negligible. (IS, pg. 31.) Also, construction activities such as earthmoving, construction vehicle traffic, and wind blowing over exposed earth, would temporarily affect local air quality. (Id.) It was concluded that the Project would not result in significant air quality impacts, and that implementation of Avoidance Measure AQ-1.1 would further reduce air quality impacts with the construction of the Project. (IS, pg. 32.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.
• **Biological Resources:** The IS/MND concluded that the Project as a whole, inclusive of the new well, could result in significant impacts to various special-status animal and plant species. (IS, pgs. 42-49.) It was also found that the outdoor classroom and Parking Lot C expansion could result in significant impacts to riparian habitat and protected wetlands. (IS, pgs. 49-51.) As a result of these potentially significant impacts, the College adopted mitigation measures MM BIO-1.1 through MM BIO-9.2. (IS, pgs. 52-62; MND, pgs. 2-11.) The resulting conclusion was that with implementation of these mitigation measures, the Project would not result in significant impacts to biological resources. (IS, pg. 62.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

• **Cultural Resources:** The IS/MND concluded that the Project as a whole, inclusive of the new well, could result in potentially significant impacts on the environment. (IS, pg. 66.) Namely, construction activities associated with the proposed project could result in impacts to buried and paleontological resources, should they be discovered on the site. (IS, pgs. 64-65.) Implementation of mitigation measures MM CUL-1 and MM CUL-2 would result in a less than significant cultural resources impact. (IS, pg. 66; MND, pg. 11.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

• **Geology:** The IS/MND concluded that the Project as a whole, inclusive of the new well, would not result in any potentially significant impacts on the environment in terms of geology. (IS, pg. 71.) With regard to the water wells specifically, the tanks would be connected to the wells by a water distribution system consisting of pipelines traversing the entire site, portions of which would be located in the sloped areas of the hillside adjacent to the water tanks, which are subject to creep and possible surficial instability related to heavy rainfall, and other portions of which would be located within the Santa Clara Fault Rupture Zone associated with the Carmadero fault trace. (IS, pg. 70.) In addition, it was concluded that the wells and portions of the pipelines would be located within a liquefaction hazard zone. (Id.) The IS/MND concluded that implementation of the recommendations in the site-specific geotechnical investigation prepared for the proposed water distribution system improvements (Appendix C to the IS/MND), along with standard engineering practices, would ensure that no significant geology and soils impacts would occur from implementation of the Project, including impacts related to unstable soil, expansive soil, soil erosion, and the loss of topsoil. (Id.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

• **Greenhouse Gas (GHG) Emission:** The IS/MND found that the Project as a whole, including the well improvements, would not generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment,
nor would it conflict with any existing GHG Laws, plans, policies, or regulations adopted by the California legislature, the CARB, or BAAQMD. Therefore, GHG impacts would be less than significant. (IS, pg. 74.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

- **Hazards and Hazardous Materials:** With regard to the Project as a whole, inclusive of the new well, the IS/MND identified two potentially significant impacts related to hazards and hazardous materials. First, hazardous materials contamination in the agricultural fields east of campus and in the vicinity of the maintenance yard could pose a risk to construction workers and future users of the outdoor classroom. (IS, pg. 79.) Second, lead-based paint could present a risk to workers during demolition on the site. (ld.) With implementation of mitigation measures MM HAZ-1.1 to MM HAZ-2.3, the IS/MND concluded that these impacts would be less than significant. (IS, pgs. 80-81; MND, pg. 12.) Neither of these impacts are affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property.

The water wells would be located in the agricultural fields east of campus, and would supply water to the campus. (IS, pg. 79.) The IS/MND found that it is common to find arsenic, lead, and DDT residue in the soil in Santa Clara County from historic farming operations. (ld.) These contaminants could leach into groundwater beneath the soils. (ld.) Groundwater in the Project area also contains elevated levels of nitrates. (ld.) As a result, the Project includes drilling test wells in the vicinity of the proposed wells to confirm that the untreated well water meets federal Safe Drinking Water Act and California Department of Public Health primary and secondary drinking water standards (Title 22). (ld.) This testing remains to be completed.

None of the conclusions related to hazards and hazardous materials impacts are affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusions are not altered by the College’s confirmation of Option A for its new well.

- **Hydrology and Water Quality:** With regard to the Project as a whole, inclusive of the new well, the IS/MND identified one potentially significant impact related to hydrology and water quality: construction activities could temporarily contaminate stormwater runoff from the site. (IS, pg. 87.) With implementation of mitigation measure MM HYD-1, the IS/MND concluded that these impacts would be less than significant. (IS, pg. 89; MND, pg. 13.) This impact is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property.

With regard to the water wells, either Option A or Option B would involve wells located in areas where the known geomorphology should support water production as high as 500 gpm or greater per well head. (IS, pg. 87.) The Project proposed that a test well would be drilled in the vicinity of the proposed wells to provide a current, accurate assessment of geomorphology. (ld.) The testing would ensure that
sufficient groundwater is available to provide the desired pumping rates on an ongoing basis, without lowering the groundwater table or contributing to drawdown of other nearby wells. (Id.) The IS/MND also concluded that the Project would not increase the student capacity of the overall campus, and would not increase water demand on the site; the new wells are primarily proposed to ensure sufficient fire flow and storage tank recharge rates. (Id.) The wells would be used alternately, only to be combined during times of high water demand on-campus, such as fire events. (Id.) For these reasons, the Project would not substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table. (Id.)

Also, the groundwater basin in the Project area contains elevated levels of nitrates, and the Project would include drilling test wells in the vicinity of the proposed wells to confirm that the untreated well water meets federal Safe Drinking Water Act and California Department of Public Health primary and secondary drinking water standards (Title 22). (Id.) This testing remains to be completed.

The College has since completed preliminary testing of the Option A well site, which substantiated a high probability of achieving a production rate that equals or exceeds the existing well and corresponds with the assumptions made as part of the Project. The testing data and confirmation of Option A for the new well do not affect any of the conclusions in the IS/MND.

- **Land Use**: The IS/MND concluded that the Project is consistent with the General Plan and Zoning Ordinance, and that the Project would not physically divide an established community, conflict with applicable plans or policies, or result in any other significant land use impacts. (IS, pg. 91.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

- **Mineral Resources**: The IS/MND concluded that the Project would not result in any significant impacts from the loss of availability of a known mineral resource. (IS, pg. 92.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

- **Noise**: Regarding the Project as a whole, inclusive of the new well, the IS/MND identified noise impacts related to demolition of existing structures construction of the Project, however, it concluded that those impacts would be less than significant. (IS, pgs. 94-96.) Nevertheless, the Project still implemented Avoidance Measure AM NOISE-1.1 to further reduce noise impacts on neighboring properties. (IS, pgs. 95-96.) The IS/MND concluded that the Project would not result in significant noise impacts, and that conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.
- **Population and Housing**: The IS/MND concluded that the Project as a whole, inclusive of the new well, would have a less than significant impact on population and housing. (IS, pg. 97.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

- **Public Services**: The IS/MND concluded that the Project as a whole, inclusive of the new well, would not result in adverse physical impacts associated with a need for new public safety or recreational or educational facilities in order to maintain acceptable levels of service. (IS, pg. 99.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

- **Recreation**: The IS/MND concluded that the Project as a whole, inclusive of the new well, would not result in any significant adverse impact to recreation facilities within the City of Gilroy and surrounding area of unincorporated Santa Clara County. (IS, pg. 100.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well. The College recognizes that the IS erroneously referenced the City of Mountain View in its discussion of impacts related to recreation on page 100, and hereby corrects that error through this Addendum.

- **Transportation**: The IS/MND concluded that the Project as a whole, inclusive of the new well, would have less than significant transportation impacts. (IS, pg. 103.) This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.

- **Utilities and Service Systems**: The IS/MND concluded that the Project as a whole, inclusive of the new well, would not result in significant impacts to utilities and service systems. (IS, pg. 109.) With regard to the well improvements specifically, the IS/MND states that in either Option A or Option B, two wells would only run simultaneously after a fire event; in normal operation the wells would alternate in service. (IS, pg. 106.) Both options would be capable of delivering adequate water supply to re-fill the water tanks within the National Fire Protection Association requirement of eight hours. (*id.*) The physical improvements proposed by the Project would not increase the student capacity of the overall campus, and would not increase water demand on the site. (*id.*) With implementation of the proposed improvements, adequate water supply would be available to serve the site. (*id.*) There were no significant impacts relating to utilities and service systems identified in the IS/MND. This conclusion is not affected by the location of the new well(s) on the Mesa Road Property or the Monterey Road Property, thus, the conclusion is not altered by the College’s confirmation of Option A for its new well.
D. CONCLUSION
The College’s confirmation that it will move forward with Option A as the location of its new water well and pipelines does not alter any of the analyses or conclusions contained in the IS/MND, in particular because the impact of a new well under either Option A or Option B was already analyzed in the IS/MND. This confirmation does not constitute substantial changes to the Project or the circumstances under which the Project is undertaken. (15164(a)(1)&(2).) It does not require major revisions to the previously-adopted MND. (Id.) As discussed above, this confirmation of location does not involve any new significant environmental effects or a substantial increase in the severity of previously identified effects. (Id.) In fact, there is no change in the severity of previously identified effects. Also, while the testing data confirming the desired location of the new well could technically constitute “new information” for purposes of the CEQA Guidelines, such information does not show: (1) that the Project would have one or more significant effects not discussed in the previously-adopted MND, (2) that the significant effects previously examined will be substantially more severe than shown in the previously-adopted MND, (3) that mitigation measures or alternatives previously found not to be feasible would in fact be feasible, or (4) that mitigation measures or alternatives which are considerably different from those analyzed in the MND would substantially reduce one or more significant effects on the environment, but the Project proponents decline to adopt the mitigation measure or alternative. (CEQA Guidelines, § 15164(a)(3).)

In short, there is no change in the analysis regarding significant impacts and mitigation measures or alternatives presented in the IS/MND. None of the circumstances set forth in CEQA Guidelines section 15162 calling for the preparation of a subsequent EIR or MND have occurred, and at most, the confirmation of location would require only a minor technical change to the previously-adopted IS/MND. Therefore, an addendum to the MND is appropriate, and no subsequent EIR or negative declaration is required to be prepared. In fact, there is truly no technical change because the impacts of either Option A or Option B were already analyzed in the IS/MND. Nevertheless, this Addendum has been prepared to maximize transparency and to allow for public comment through consideration and adoption at a publicly noticed meeting.
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. administrative services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No. 2. (d)
New Business Agenda Item No.

SUBJECT: Consider and Approve Resolution #968 Determining that the Public Interest and Necessity require Acquisition of Real Property for Public Purposes and Authorizing Proceedings in Eminent Domain for the Gilroy Modernization Project (APN 808-23-004)

☑ Resolution: BE IT RESOLVED, that Resolution #968 be approved.
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees consider and approve Resolution #968 determining that the public interest and necessity require acquisition of real property for public purposes and authorizing proceedings in eminent domain for the Gilroy Modernization Project. (APN 808-23-004)

Background:
Attached is a Staff Report of Findings on Public Interest and Necessity for Parcel Number 808-23-004. Also attached is Resolution #968, "Determining that the Public Interest and Necessity require Acquisition of Easements for Public Purposes and Authorizing Proceedings under Education Code Section 70902(b)(13) and Title 7 of Part 3 of the Code of Civil Procedure, including, but not limited to Sections 1240.120, 1240.125, AND 1245.220, for a Portion of the Property described as 4395 Monterey Road, Gilroy, California, Assessor's Parcel Number 808-23-004, for the Gilroy Campus Modernization Project."

Certain easements are needed to serve the water tank replacement project which is necessary to protect the safety of the college's students, staff and faculty. The college desires to add a second water well to provide redundancy and effectively double the College's well production rate (well improvements). The well improvements are intended to respond to concerns raised by the Fire Marshall regarding fire supply recovery after a fire event on campus. This demand is beyond the capacity of the existing well.

This resolution is a necessary step to acquire certain real property in order to add a second water well. The ideal way to acquire property is through negotiation and not through the litigation process, however to ensure that the college is able to acquire the easements on a timely basis, including to meet the construction scheduled required to avoid jeopardizing state funding for the Project, this Resolution of Necessity is needed at this time.

Budgetary Implications:
The water replacement system project is being funded by the State of California.
Follow Up/Outcome:
With board approval of the resolution, the district will direct legal counsel to proceed. The President and designees will be authorized to execute instruments as may be necessary.

Recommended By: Terry Newman, Senior Director of Administrative Services

Prepared By: Terry Newman, Senior Director of Administrative Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT  
Staff Report of Findings on Public Interest and Necessity  
4395 Monterey Road, APN 808-23-004

March 11, 2014

TITLE AND SUBJECT
Conduct a Public Hearing and Adopt Resolution #968 Determining that the Public Interest and Necessity Require Acquisition of Easements for Public Purposes and Authorizing Proceedings Under Education Code Section 70902(b)(13) and Title 7 of Part 3 of the Code of Civil Procedure, Including, but not Limited to, Sections 1240.120, 1240.125, and 1245.220, for a Portion of the Property Described as 4395 Monterey Road, Gilroy, California, Assessor’s Parcel Number 808-23-004, for the Gilroy Campus Modernization Project

DESCRIPTION/DISCUSSION
The Board has been provided with a copy of Resolution #968 ("Resolution"), which would authorize the acquisition of easements for public purposes by exercising the College’s powers under Education Code section 70902(b)(13) and Title 7 of Part 3 of the Code of Civil Procedure, including, but not limited to, Sections 1240.120, 1240.125, and 1245.220. The Resolution requires approval by at least two-thirds majority of the Board. The real property that is subject to the Resolution consists of a portion of a parcel of property, owned by Bert D. Millen and Gloria P. Millen, Trustees under Revocable Trust Agreement, Dated August 22, 1980; Linda Anne Pelliccione, Diana Marie Pelliccione, Lisa Anne Fellows, and Deborah Marie Sigala as Trustees of the Testamentary Trust Created by Judgment of Final Distribution filed March 9, 1990 in the Estate of Paul F. Pelliccione, also known as Paul Pelliccione, deceased, Case No. 121211, Superior Court of California, County of Santa Clara, and Recorded March 23, 1990 in Book L298, Page 52, Santa Clara County Official Records; Mark P. Millen, and Michael D. Millen (collectively, "Owners"), and located on the east side of Santa Teresa Boulevard. The entire parcel bears Assessor’s Parcel Number 808-23-004 ("Property") and the property sought to be acquired consists of easement interests that are legally described in Exhibit "A" and depicted in Exhibit "B" to the Resolution (the "Easements").

The Easements are needed to serve the water tank replacement project as part of the College’s Gilroy Campus Modernization Project ("Project"), which is necessary to protect the safety of the College’s students and faculty. Specifically, the College desires to add more water tank storage to reduce the refill rate of its tanks, as well as to add a second water well to provide redundancy and effectively double the College’s well production rate ("well improvements"). The well improvements are intended to respond to concerns raised by the Fire Marshal regarding fire supply recovery after a fire event on campus. Currently, the National Fire Protection Agency requires fire supply to be fully recovered in 8 hours, which would require the College’s current well and pump to be modified to produce 1,300 gallons per minute (GPM). This demand is beyond the capacity of the existing well. In addition to fire refill rates, the College also needs a back-up source of water in case the current well fails.

As set forth in Resolution #968, the Board will make the following findings:

{SR133110.DOC}
1. The public interest and necessity require the Project.
2. The Project is planned or located in the manner that would be the most compatible with the greatest public good and the least private injury.
3. The real property sought to be acquired is necessary for the Project.
4. The College has offered to purchase the Easements in compliance with the statutory requirements.
5. The College has the statutory authority to acquire the Easements be eminent domain.
6. The College has complied with California Environmental Quality Act (CEQA) requirements.

The following information is provided as a basis for the Board to make the required findings:

1. **The public interest and necessity require the Project.**
   Currently, water is supplied to the College’s Gilroy campus by the existing well located on the Property. During the tank replacement design phase of the Project, the Fire Marshal raised concerns about fire supply recovery after a fire event on the campus. Currently, the National Fire Protection Agency requires fire supply to be fully recovered in 8 hours, which would require the existing well and pump to be modified to produce 1,300 GPM. This demand is beyond the capacity of the existing well, thus, it is insufficient to meet Fire Protection Agency standards and could endanger the College’s students and faculty. In addition to fire refill rates, the College requires a back-up source of water in case the existing well fails due to the fact that both the well and pump are over 50 years in age. If the existing well were to fail, it would take months before a new well could be drilled and production restored, thus, the College’s water supply would be jeopardized.

   Given these concerns, the Project includes adding more tank storage to reduce the water refill rate as well as adding a second well to provide redundancy and effectively double the College’s well production rate. The well improvements are necessary to protect the safety of the College’s students and faculty, particularly in the event of a fire on campus.

2. **The Project is planned or located in the manner that would be most compatible with the greatest public good and the least private injury.**
   The well improvements aspect of the Project is intended to install pipelines and a new well directly to the east of the College’s existing well on the Property. Locating the new well in such location will result in the least burden on private interests since it would extend easement rights that are already held by the College. The Easements would be located along the northern boundary of the Property to foster the least amount of burden on the Property, and the pipelines are intended to be installed underneath a dirt road on the Property. Also, as discussed below, the College commissioned preliminary testing of the proposed location of the new well. The data resulting from the testing substantiated that the proposed location is the recommended site for the new well, and is thus compatible with the greatest public good.

3. **The real property sought to be acquired is necessary for the Project.**
   On behalf of the College, C2G/Civil Consultants Group, Inc., conducted preliminary testing of the proposed site for the new well. Through this preliminary analysis, the consultants determined that the best location for a new well is further away from campus and closer to
Highway 101, which would require extending the College’s existing easement further to the east and acquiring additional easement rights for a new well. On January 30 and 31, 2014, the consultants constructed a test well boring, sample collection and E-log. The test well boring was drilled in the agricultural field on the Property approximately 800 feet easterly of the College’s existing well, within the Easements sought to be acquired by the College. Based on the data obtained, the consultants recommended that the College pursue a new well in the vicinity of the test well. The data substantiated a high probability of achieving a production rate that equals or exceeds the existing well and corresponds with the assumptions made during the tank replacement project. Thus, the College requires the Easements to construct its new well and related improvements on the Property.

4. **The College has offered to purchase the property in compliance with the statutory requirements.**
   The College used the services of appraiser Charles R. Marqueling of Valbridge Property Advisors to determine the fair market value of the Easements, which Mr. Marqueling concluded is $2,700 as of February 10, 2014. On February 24, 2014, the District made an offer to the Owners of the Property to purchase the Easements for more than their fair market value, $5,000, and offered an additional amount up to $5,000 for the owners to obtain an independent appraisal. The College’s offer to purchase the Easements fully complied with the requirements of California Government Code § 7267.2. If the Resolution of Necessity is adopted, the College is prepared to continue negotiations to acquire the Easements. The ideal way to acquire property is through negotiation and not through the litigation process, however, to ensure that the College is able to acquire the Easements on a timely basis, including to meet the construction schedule required to avoid jeopardizing state funding for the Project, this Resolution of Necessity is needed at this time.

5. **The College has the statutory authority to acquire the real property by eminent domain.**
   California Education Code § 70902(b)(13), Code of Civil Procedure §§ 1240.120, 1240.125, and 1245.220, and Section 19 of Article I of the California Constitution empower the College to acquire the Easements by eminent domain.

6. **The College has complied with California Environmental Quality Act (CEQA) requirements.**
   On behalf of the College, David J. Powers & Associates, Inc., prepared and circulated a Draft Initial Study and Mitigated Negative Declaration (“IS/MND”) for the Project on September 25, 2012. Following the 30-day public comment period, the Board adopted the IS/MND and approved the Project on November 13, 2012. A Notice of Determination was filed on November 20, 2012. (State Clearinghouse Number 2012092051.) The IS/MND identified two alternative locations for the well improvements, denoted as Option A and Option B, within a narrowly defined area (estimated at less than 1500 feet apart). The potential impacts of developing a well under either Option A or Option B were analyzed in the IS/MND. Since the MND was approved, the College has conducted testing and determined that Option A is the preferable option for its new well and related improvements as part of the Project. Option A involves constructing a new well on the Property and requires acquisition of the Easements.

   The College’s confirmation that it intends to move forward with Option A as the location of its
new water well and pipelines did not alter any of the analyses or conclusions contained in the IS/MND, in particular because the impact of a new well under either Option A or Option B was already analyzed in the IS/MND. Such confirmation does not constitute substantial changes to the Project or the circumstances under which the Project is undertaken. It does not require major revisions to the previously-adopted MND, and does not involve any new significant environmental effects or a substantial increase in the severity of previously identified effects. In fact, there is no change in the severity of previously identified effects. Also, while the testing data confirming the desired location of the new well could technically constitute “new information” for purposes of the CEQA Guidelines, such information does not show: (1) that the Project would have one or more significant effects not discussed in the previously-adopted MND, (2) that the significant effects previously examined will be substantially more severe than shown in the previously-adopted MND, (3) that mitigation measures or alternatives previously found not to be feasible would in fact be feasible, or (4) that mitigation measures or alternatives which are considerably different from those analyzed in the MND would substantially reduce one or more significant effects on the environment, but the Project proponents decline to adopt the mitigation measure or alternative.

Since there was no change in the analysis regarding significant impacts and mitigation measures or alternatives presented in the IS/MND, none of the circumstances set forth in CEQA Guidelines section 15162 calling for the preparation of a subsequent EIR or MND have occurred, and at most, the confirmation of location would require only a minor technical change to the previously-adopted IS/MND, the College prepared and approved an addendum to the MND. Although there was truly no technical change because the impacts of either Option A or Option B were already analyzed in the IS/MND, the Addendum was prepared to maximize transparency and to allow for public comment through consideration and adoption at a publicly noticed meeting.

**Recommendation**

It is recommended that the Board adopt Resolution #968 Determining that the Public Interest and Necessity Require Acquisition of Easements for Public Purposes and Authorizing Proceedings Under Education Code Section 70902(b)(13) and Title 7 of Part 3 of the Code of Civil Procedure, Including, but not Limited to, Sections 1240.120, 1240.125, and 1245.220, for a Portion of the Property Described as 4395 Monterey Road, Gilroy, California, Assessor’s Parcel Number 808-23-004, for the Gilroy Campus Modernization Project.
RESOLUTION #968

BEFORE THE BOARD OF TRUSTEES OF THE
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
SANTA CLARA COUNTY, CALIFORNIA

In the Matter of the
Gilroy Campus
Modernization Project

) A RESOLUTION DETERMINING THAT THE
) PUBLIC INTEREST AND NECESSITY REQUIRE
) ACQUISITION OF EASEMENTS FOR PUBLIC
) PURPOSES AND AUTHORIZING PROCEEDINGS
) UNDER EDUCATION CODE SECTION 70902(b)(13)
) AND TITLE 7 OF PART 3 OF THE CODE OF CIVIL
) PROCEDURE, INCLUDING, BUT NOT LIMITED TO,
) SECTIONS 1240.120, 1240.125, AND 1245.220, FOR A
) PORTION OF THE PROPERTY DESCRIBED AS 4395
) MONTEREY ROAD, GILROY, CALIFORNIA,
) ASSESSOR’S PARCEL NUMBER 808-23-004, FOR THE
) GILROY CAMPUS MODERNIZATION PROJECT

WHEREAS, the Board of Trustees (the “Board”) of the Gavilan Joint Community College District (the “College”) determines that it is necessary to acquire certain real property, which is needed by the College for use in connection with the Gilroy Campus Modernization Project. Said real property is generally located on the west side of Santa Teresa Boulevard, between Mesa Road and Castro Valley Road, in the unincorporated area of Santa Clara County, south of the City of Gilroy. The property subject to this Resolution consists of a portion of a parcel of property, owned by Bert D. Millen and Gloria P. Millen, Trustees under Revocable Trust Agreement, Dated August 22, 1980; Linda Anne Pelliccione, Diana Marie Pelliccione, Lisa Anne Fellows, and Deborah Marie Sigala as Trustees of the Testamentary Trust Created by Judgment of Final Distribution filed March 9, 1990 in the Estate of Paul F. Pelliccione, also known as Paul Pelliccione, deceased, Case No. 121211, Superior Court of California, County of Santa Clara, and Recorded March 23, 1990 in Book L298, Page 52, Santa Clara County Official Records; Mark P. Millen, and Michael D. Millen (collectively, “Owners”), and located on the east side of Santa Teresa Boulevard. The entire parcel bears Assessor’s Parcel Number 808-23-004 (“Property”) and the property sought to be acquired consists of easement interests that are legally described in Exhibit “A” hereto and depicted in Exhibit “B” (the “Easements”); and

WHEREAS, the project for which this Resolution (“the Resolution of Necessity”) is being considered is a water tank replacement project by the College as part of its Gilroy Campus Modernization Project, which is necessary to protect the safety of the College’s students and faculty. Specifically, the College desires to add more water tank storage to reduce the refill rate of its tanks, as well as to add a second water well to provide redundancy and effectively double the College’s well production rate (the “Project”). The Project is intended to respond to concerns raised by the Fire Marshal regarding fire supply recovery after a fire event on campus. Currently, the National Fire Protection Agency requires fire supply to be fully recovered in 8 hours, which would require the College’s current well and pump to be modified to produce 1,300 GPM. This demand is beyond the capacity of the existing well. In addition to fire re-fill rates, the College also needs a back-up source of water in case the current well fails; and

WHEREAS, the Board approved the Project and a related Mitigated Negative Declaration (MND) for the Project pursuant to the provisions of the California Environmental Quality Act
WHEREAS, a Notice of Hearing on the intent of the Board to adopt this Resolution of Necessity was mailed to all owners of record of the Property in accordance with California Code of Civil Procedure section 1245.235(a) and (b). Said Notice of Hearing advised said persons of their right to be heard on the matters referred to therein on the date and at the time and place stated therein; and

WHEREAS, the hearing set out on the Notice of Hearing was held on March 11, 2014, at the time and place stated in the Notice, and all interested parties were given an opportunity to be heard. The hearing was then closed and the matter considered by the Board for decision, all as required by law; and

WHEREAS, the Board has fully considered the agenda report and all references therein, any evidence and comments presented during the Board’s consideration of this matter, and other reports pertaining to the Project presented to the Board at its March 11, 2014, Board meeting, all of which are incorporated herein by this reference, pertaining to the decision to approve the Project; and

WHEREAS, the Board received and considered all relevant factors, information, and evidence bearing on the findings herein.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE GAVILAN JOINT COMMUNITY COLLEGE DISTRICT, BY A VOTE OF NOT LESS THAN 2/3 OF ITS MEMBERS, DECLARES, FINDS AND RESOLVES AS FOLLOWS:

1. The foregoing recitals are true and correct and, by this reference, incorporated herein as if set forth in full. The agenda report pertaining to this Resolution of Necessity and all attachments to this Resolution are also incorporated by reference.

2. The College is authorized to acquire the Easements for the Project pursuant to Education Code Section 70902(b)(13) and Title 7 of Part 3 of the Code of Civil Procedure, including, but not limited to, Sections 1240.120, 1240.125, and 1245.220, and Section 19 of Article I of the California Constitution.

3. Based on all evidence presented in this matter, the Board of Trustees specifically finds and determines that:

   a. The public interest and necessity require the proposed Project. The acquisition of the Easements is necessary to add a second water well to provide redundancy and double the College’s well production rate, to respond to concerns raised by the Fire Marshal regarding fire supply recovery after a fire event on the College’s campus, and to provide a back-up source of water in case the current well fails.
   
   b. The proposed Project is planned or located in the manner that will be most compatible with the greatest public good and the least private injury.

   c. The Easements are necessary for the proposed Project.

   d. The College has made pre-condemnation offers to acquire the Easements for the Project to the owners of record of the Property in accordance with California Government Code section 7267.2.
e. The College has complied with all conditions and statutory requirements necessary to exercise the powers granted the College by Education Code Section 70902(b)(13) and Title 7 of Part 3 of the Code of Civil Procedure ("the right to take") to acquire the Easements described herein.


4. The Property, and the Easements sought to be acquired, are located within the territorial boundaries of the College.

5. The College plans that the date of use of the Easements for the Project will be within seven years from the date the complaint for eminent domain proceedings is filed, pursuant to Code of Civil Procedure section 1240.220(a).

6. The College’s legal counsel is authorized and directed to institute and conduct to conclusion, in the name of the College, proceedings in accordance with the provisions of the Constitution of the State of California and pursuant to Education Code Section 70902(b)(13) and Title 7 of Part 3 of the Code of Civil Procedure to acquire the Easements, in the name of the College, and such other interests as may be necessary for construction and operation of the Project.

7. Legal counsel, and the College through its President or his designee, are authorized to deposit the probable amount of compensation with the Treasury of the State of California, to seek an order for a prejudgment possession consistent with the needs of the College, and to perform all other acts as convenient or necessary to acquire the Easements for the Project.

8. The President, and his designees, is also authorized to execute such agreements, certificates, deeds, and other instruments as may be necessary or convenient to facilitate acquisition of the Easements through voluntary Purchase Agreement in lieu of eminent domain, and to expend such funds as may be needed for said purposes.

* * * * * * * * * * * *

This Resolution was adopted at a duly-called meeting of the Gavilan Joint Community College District held on March 11, 2014.

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Board of Trustees

Attest:

Clerk, Board of Trustees

{5R13047.DOC}
EXHIBIT A
LEGAL DESCRIPTION OF EASEMENTS

PARCEL 1

A permanent subsurface water pipeline easement and right-of-way ("Pipeline Easement") in favor of Grantee for the construction, reconstruction, alteration, replacement, expansion, enhancement and upgrade of underground water pipelines, laterals, and connections associated with the Water Well for the injection, removal, or distribution of water, and related appurtenances thereto (collectively, "Pipeline Improvements"), under the following described real property ("Pipeline Easement Area"):

SITUATE IN THE COUNTY OF SANTA CLARA, STATE OF CALIFORNIA

BEING PART OF THE LANDS DESCRIBED IN THAT CERTAIN GRANT DEED TO MICHAEL D. MILLEN DATED DECEMBER 3, 2009 AND RECORDED DECEMBER 18, 2009 AS DOCUMENT NO. 2054985 IN OFFICIAL RECORDS, SANTA CLARA COUNTY RECORDS AND ALSO BEING PART OF PARCEL 'A' AS SAID PARCEL IS SHOWN ON THAT RECORD OF SURVEY RECORDED JULY 21, 1945 IN BOOK 6 OF MAPS AT PAGE 55, SANTA CLARA COUNTY RECORDS;

BEING AN EASEMENT FOR THE PURPOSES SET FORTH HEREIN, 10.00 FEET IN WIDTH THE NORTHERN BOUNDARY OF WHICH IS DESCRIBED AS FOLLOWS, TO WIT:

BEGINNING AT THE NORTHEASTERN CORNER OF THAT WELL EASEMENT RECORDED IN BOOK 487 OR OFFICIAL RECORDS AT PAGE 425, SANTA CLARA COUNTY RECORDS, ON THE NORTHERN BOUNDARY OF PARCEL 'A' AS SAID PARCEL AND EASEMENT ARE SHOWN ON THAT RECORD OF SURVEY RECORDED JULY 21, 1945 IN BOOK 6 OF MAPS AT PAGE 55, SANTA CLARA COUNTY RECORDS FROM WHICH A FOUND 4" DIAMETER STEEL PIPE STANDING 4 FEET TALL AT THE SOUTHWESTERN CORNER OF THE LANDS OF "BOZZO BROTHERS" AS SHOWN ON THAT RECORD OF SURVEY RECORDED APRIL 23, 1956 IN BOOK 69 OF MAPS AT PAGE 24, SANTA CLARA COUNTY RECORDS BEARS SOUTH 69° 32' 30" WEST 161.70 FEET DISTANT AND A FOUND 1" IRON PIPE AT THE NORTHEASTERN CORNER OF PARCEL 'A' AS SAID PARCEL IS SHOWN ON THAT RECORD OF SURVEY RECORDED MARCH 30, 1966 IN BOOK 207 OF MAPS AT PAGE 23, SANTA CLARA COUNTY RECORDS BEARS SOUTH 69° 32' 30" WEST 799.70 FEET DISTANT;

THENCE FROM SAID POINT OF BEGINNING ALONG THE NORTHERN BOUNDARY OF SAID LANDS OF MILLEN, NORTH 69° 32' 30" EAST 784.30 FEET TO A POINT TO BE HEREAFTER CALLED "POINT AA".

Together with the right to access the Pipeline Easement Area and to operate, maintain, inspect, and repair the Pipeline Improvements on an on-going basis, in accordance with the terms and restrictions set forth herein. Grantee's use of the Pipeline Easement Area shall be non-exclusive, except that any activity on or use of the Pipeline Easement Area inconsistent with the purposes of the Pipeline Easement is prohibited. Grantee shall have the right to remove any unauthorized obstructions or structures placed or erected on the Water Pipeline Easement Area. Grantee shall, at its sole cost and expense, maintain and keep the Pipeline Improvements in good order and condition, but shall have no obligation to
maintain the surface of the Pipeline Easement Area, except to the extent disturbed by Grantee’s activities authorized hereunder.

PARCEL 2

A permanent water well easement and right-of-way ("Water Well Easement") in favor of the Gavilan Joint Community College District, a community college district in the State of California, its officers, contractors, employees, and agents (collectively, "Grantee"), for the construction, reconstruction, alteration, replacement, expansion, enhancement and upgrade an operational water well (the "Water Well"), including associated pumps, motors, engines, power wire poles, power wires, and the usual parts thereof and appurtenant thereto, and the laying of pipelines, laterals, and connections for the injection, removal, extraction, or distribution of water, and related appurtenances thereto, and related facilities including but not limited to conduit for signal wire and electrical wire to serve the control panel and Water Well (collectively, "Water Well Improvements"), upon, across, above, and under the following described real property ("Water Well Easement Area"):

SITUATE IN THE COUNTY OF SANTA CLARA, STATE OF CALIFORNIA

BEING PART OF THE LANDS DESCRIBED IN THAT CERTAIN GRANT DEED TO MICHAEL D. MILLEN DATED DECEMBER 3, 2009 AND RECORDED DECEMBER 18, 2009 AS DOCUMENT NO. 20545985 IN OFFICIAL RECORDS, SANTA CLARA COUNTY RECORDS AND ALSO BEING PART OF PARCEL 'A' AS SAID PARCEL IS SHOWN ON THAT RECORD OF SURVEY RECORDED JULY 21, 1945 IN BOOK 6 OF MAPS AT PAGE 55, SANTA CLARA COUNTY RECORDS;

BEGINNING AT "POINT AA" ON THE SOUTHERN BOUNDARY OF SAID LANDS OF "BOZZO BROTHERS" AS SHOWN ON THAT RECORD OF SURVEY RECORDED APRIL 23, 1956 IN BOOK 69 OF MAPS AT PAGE 24, SANTA CLARA COUNTY RECORDS AS ABOVE DESCRIBED;

THENCE LEAVING SAID SOUTHERN BOUNDARY AT RIGHT ANGLES THERETO, SOUTH 20° 27' 30" EAST 40.00 FEET; THENCE NORTH 69° 32' 30" EAST 70.00 FEET; THENCE NORTH 20° 27' 30" WEST 40.00 FEET; THENCE SOUTH 69° 32' 30" WEST 70.00 FEET TO THE POINT OF BEGINNING.

Together with the right to access the Water Well Easement Area and operate, maintain, inspect, and repair the Water Well Improvements on an on-going basis, and to remove any unauthorized obstructions or structures placed or erected on the Water Well Easement Area, including but not limited to trees, shrubbery, or other plantings; fences, walls, roads, utilities, buildings, facilities, irrigation, or drainage systems; or other underground pipes, wells, or related appurtenances. Grantee shall have the right to fence off the Water Well Easement Area, and shall, at its sole cost and expense, maintain and keep the Water Well Easement Area and the Water Well Improvements in good order and condition.
EXHIBIT B

DEPICTION OF EASEMENTS

[ATTACHED]
LANDS OF "BOZZO BROTHERS"

FOUND 1" IRON PIPE
S 89'32"30" W 636.00

POINT "AA"
END EXISTING WELL EASEMENT
487 or 425

6 - W - 55
PARCEL 'A'

PARCEL 1
N 89'32"30" E 784.30

PARCEL 2
PROPOSED WELL EASEMENT

PARCEL 1: POINT BEGINNING TO "POINT AA" = 7843 sq ft (0.18 ac)
PARCEL 2: PROPOSED WELL SITE = 2800 sq ft (0.06 ac)

MICHAEL D. MILLEN
DOCUMENT NO. 20545985
Gavilan Joint Community College District
Governing Board Agenda

March 11, 2014

Consent Agenda Item No. Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 2. (e)

SUBJECT: Consider and Approve Resolution #969 to Accept Bid for Replacement of Water Supply System Project

Resolution:  BE IT RESOLVED, that Resolution #969 be approved.

Information Only

Action Item

Proposal:
That the Board of Trustees consider and approve Resolution #969 to accept the bid from Anderson Pacific Engineering Construction, Inc. for the Replacement of Water Supply Project.

Background:
The current domestic, fire, and potable water distribution system was constructed in 1966. In 2010, the State of California authorized funds to begin the preliminary planning to replace the water tank, distribution lines, and the well. After a lengthy environmental process, the bid for construction of the Water Supply Replacement Project closed on February 27, 2014. A total of four contractors participated in the bidding process. The apparent lowest responsible bidder has been identified as Anderson Pacific Engineering Construction, Inc. in the amount of $4,375,000.

Attached is a letter providing a bid analysis from Gilbane, the construction managers, dated March 3, 2014. The letter includes a bid tabulation form.

Budgetary Implications:
The efficient use of State Capital Outlay funds and Measure E funds.

Follow Up/Outcome:
Upon Board approval, issue a Notice-to-Proceed.

Recommended By: Terry Newman, Senior Director of Administrative Services

Prepared By: [Signature] Terry Newman, Senior Director of Administrative Services

Agenda Approval: [Signature] for Steven M. Kinsella
Dr. Steven M. Kinsella, Superintendent/President

C:/Board /Bid Water supply
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
RESOLUTION #969

ACCEPTANCE OF BID FOR REPLACEMENT OF WATER SUPPLY SYSTEM PROJECT

WHEREAS, the Gavilan Joint Community College District has supported and pursued the replacement of the water tank, distribution lines, and well; and

WHEREAS, the District and the Chancellor's Office of the California Community Colleges have supported and approved the creation of Preliminary Plans and Drawings; and

WHEREAS, the District and the Chancellor's Office have supported and approved the completion of Working Drawings; and

WHEREAS, the District and the Chancellor's Office have approved the advertising for bid proposals for the Replacement of the Water Supply System; and

WHEREAS, the official bid opening took place at the District Office on February 27, 2014, at 2:00 p.m.; and

WHEREAS, the low bid was submitted by Anderson Pacific Engineering Construction, Inc.

NOW, THEREFORE, BE IT RESOLVED that the Gavilan College Board of Trustees hereby accepts the construction bid proposal of Anderson Pacific Engineering Construction, Inc. for $4,375,000.00 for the Replacement of the Water Supply System, contingent upon the acceptance, authorization to let the contract, and release of funds from the Chancellor's Office and the Department of Finance.

PASSED AND ADOPTED by the Governing Board of the Gavilan Joint Community College District this 11th day of March, 2014.

__________________________
Dr. Steven M. Kinsella
Secretary to the Board of Trustees

AYES:_______
NOES:_______
ABSENT:_______
March 3, 2014

Ms. Terry Newman  
Senior Director, Administrative Services  
Gavilan Joint Community College District  
5055 Santa Teresa Boulevard  
Gilroy, CA 95020

Re: Bid Analysis  
Water Storage Tank, Distribution, & Well Improvements  
Gavilan Community College

Dear Terry:

We are pleased to provide our analysis of the bid results for the above referenced project.

Gilbane reviewed the apparent low bidder, Anderson Pacific Engineering Construction Company’s bid and determined that they submitted a responsive bid and appear to be a responsible bidder. Anderson Pacific Engineering Construction confirmed their base bid amount of $4,375,000 and stated they would honor it.

Please refer to our analysis and findings below for more detail.

Bid Analysis
The following items were considered in our bid analysis:

1. Comparative Pricing
2. Bond Review
3. Company History
4. Bid Form Review
5. Reference Check
6. Contractor License Check

1. Comparative Pricing (See attached Bid Tabulation Form)
   A. Budget $5,328,000
   B. Low Responsive Bid $4,375,000
   C. Average Bid $4,719,416
   D. High Bid $5,340,000
   E. Number of Contractors Contacted 25
   F. Number of Plan Holders 19
   G. Number of Potential Bidders (Mandatory Pre-Bid Walk) 10
   H. Number of Bidders 4
2. Bond Review
   A. Contractor’s Bid Bond
      Anderson Pacific Engineering Construction has provided a Bid Bond in the required amount of 10% of their bid amount. The surety is Liberty Mutual. Their address is 175 Berkeley Street, Boston, Massachusetts, 021126. The contact number is (415) 486-7576.

   B. Contractor’s License Bond
      All California contractors are required to file a bond with the State in the amount of $12,500. The bond number is 5415451 and the effective date is 1/01/07 with Safeco Insurance Company of America. Their address is 175 Berkeley Street, Boston, Massachusetts, 02116.

3. Company History & Experience
   Anderson Pacific Engineering Construction has indicated they have been in the general contracting business under this name for 47 years.

4. Bid Form Review
   A. Contractor’s Proposal Form No Exception Taken
   B. Bid Pricing No Exception Taken
   C. Addenda Acknowledgement No Exception Taken
   D. Contractor’s License Information No Exception Taken
   E. Subcontractor’s List No Exception Taken
   F. Non-Collusion Affidavit No Exception Taken
   G. Bid Security No Exception Taken

5. Reference Check
   A. Stanford University – The owner’s representative stated Anderson Pacific Engineering Construction Company has performed a couple of projects successfully for them. These projects varied in sizes. He mentioned that they were cooperative and team oriented and had minimal problems with budget or schedule issues. He said if he could he would hire Anderson Pacific Engineering Construction Company for all his projects. He said he recommends Anderson Pacific Engineering Construction Company for the Water Storage Tank, Distribution, & Well Improvements.

   B. Infrastructure Engineering – Keith Marshal from Infrastructure Engineering highly recommends Anderson Pacific Engineering Construction. He stated that Anderson Pacific Engineering Construction Company worked with him on an 8 million gallon water reservoir for the city of Mountain View. He stated there were no budget problems with the project and the project ran smoothly. He also mentioned that Anderson
Pacific Engineering Construction was proactive on Request for Information (RFI). Anderson Pacific Engineering Construction never submitted frivolous RFIs and any change orders submitted complemented the project.

6. Contractor License Check

A. License Number: 245215
B. License Status: Current and Active
C. License Issued to: Anderson Pacific Engineering Construction, Inc.
D. Expiration Date: 7/31/14
E. County of Incorporation: Santa Clara
F. Claims Against License: No citations or cases on record
G. Type of License(s):
   A – General Engineering
   B – General Building
   C10 - Electrical
   HAZ – Hazardous Substance Removal

If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

Edgar S. Esquivel

Edgar S. Esquivel
Project Manager

Enclosures: Bid Tabulation Form

cc: Dean Aron Tatsuno, IBI Group
    Casey Michaelis, Gilbane
### Preliminary Results:

**Bid Recording Sheet**

<table>
<thead>
<tr>
<th>ITEM: Gavilan Community College</th>
<th>Project: Gavilan Community College</th>
<th>Bid Due Date/Time:</th>
<th>2/27/14 @ 2:00 pm</th>
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**Water Storage Tank, Distribution, & Well Improvements**

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<tr>
<th>Bid Amount</th>
<th>Anderson Pacific</th>
<th>Monterey Peninsula Engineering</th>
<th>Don Chapin</th>
<th>Ranger Pipelines</th>
</tr>
</thead>
</table>

| Bid Proposal | Yes | Yes | Yes | Yes |
| Bid Security | Yes | Yes | Yes | Yes |
| Subcontractors List | Yes | Yes | Yes | Yes |
| Statement of Qualifications | Yes | Yes | Yes | Yes |
| Non Collusion Affidavit | Yes | Yes | Yes | Yes |
| Contractor License | Yes | Yes | Yes | Yes |
| Addendum Acknowledgement | Yes | Yes | Yes | Yes |

| Bid Total | $4,375,000.00 | $4,495,000.00 | $4,667,667.00 | $5,340,000.00 |

### Notes: