AGENDA

1. 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

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiator(s): Sherrean Carr/Eric Ramones/Dr. Kathleen Rose
Employee Organization: GCFA

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – Significant Exposure to Litigation pursuant to paragraph (2) or (3) of Subdivision (d) of Section 54956.9: (2) two potential cases. The first of these two potential cases is within subdivision (e)(2) of Section 54956.9 which requires the following disclosure in the agenda: a non-profit litigation corporation has threatened a lawsuit based upon its misunderstanding of what occurred at the July 8, 2014 closed session re: anticipated litigation. District Counsel will ask the Board for authority under Government Code section 54963 to make a disclosure of what occurred at the July 8 meeting, as a means of resolving the threatened suit. Any action taken by the Board in response to District Counsel’s request will be reported out following the closed session.
II. 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, August 12, 2014, Board Policy
   Subcommittee Meeting Minutes, August 12, 2014, Board Facilities Development and
   Utilization Committee Meeting Minutes, August 11, 2014, and Board Budget Committee
   Meeting Minutes, August 11, 2014
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Ratification of Agreements
   (e) Budget Adjustments
7. Comments from the Public - This is a time for the public to address the Board.
8. Recognitions (A maximum of 5 minutes will be allotted to each speaker.)
9. 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
10. Board Committee Reports
11. Information/Staff Reports
   (a) Recognition of the Employee of the Month
   (b) Community Education Fall 2014 Classes
   (c) Gavilan College Community Spirit Awards
   (d) Board of Trustees Self Evaluation
   (e) 2014-2015 Student Success and Support Program (SSSP) Plan
   (f) Student Equity Plan
   (g) Board Policy 2100 Board Elections

III. ACTION ITEMS
1. New Business
   ** (a) Public Hearing and Approval of the Final Budget FY 2014/15
   (b) Measure E Bond Program Budget Alignment
   (c) Citizens’ Oversight Committee Appointments
   (d) Unspent Apprenticeship Allocation Funds (Montoya Funds)
   (e) Expenditure Plan for FY 2014-2015 Proposition 30 Education Protection Act Funds
   (f) Approval to Obtain a Santa Clara County Airports Right of Entry Permit
   (g) Consider and Accept Bid for the Pond Life Overlook Project
   (h) Capital Project Change Order
   (i) Notice of Completion for Parking Lot C Extension Project

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is October 14, 2014, Gavilan College, Student
   Center, North/South Lounges
2. Adjournment

** Open and Close Public Hearing Prior to Approval of Adopted Budget
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.

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Please help keep Gavilan College a litter-free campus and preserve its park-like setting. Thank you.

http://www.gavilan.edu
CONSENT
Gavilan Joint Community College District
Governing Board Agenda

September 9, 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, August 12, 2014, Board Policy Subcommittee Meeting Minutes, August 12, 2014, Board Facilities Development and Utilization Committee Meeting Minutes, August 11, 2014, and Board Budget Committee Meeting Minutes, August 11, 2014

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

Proposal:
That the Board approve the Regular Meeting of the Board of Trustees Minutes, August 12, 2014, Board Policy Subcommittee Meeting Minutes, August 12, 2014, Board Facilities Development and Utilization Committee Meeting Minutes, August 11, 2014, and Board Budget Committee Meeting Minutes, August 11, 2014

Background:

Budgetary Implications:

Follow Up/Outcome:

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

Prepared By: Nancy Bailey and Angie Oropeza, Executive Assistants

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, August 12, 2014
Gavilan College Morgan Hill Site, Rooms 10 and 11
17060 Monterey Road
Morgan Hill, CA 95037
CLOSED SESSION – 6:00 p.m. OPEN SESSION – 7:00 p.m.

MINUTES

I. CALL TO ORDER 6:00 p.m.
Kent Child called the meeting to order at 6:10 p.m.

1. Roll Call
Trustees: 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 6:11 p.m.

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

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

Dr. Steven M. Kinsella, Superintendent/President
Kathleen Moberg, Vice President, Student Services
Frederick E. Harris, Vice President, Administrative Services
Diana Seelie, Professional Support Staff
Angie Oropesa, Recorder

Others in attendance: Frances Lozano, Shawn Mulcare, Denée Lewis, Diane Stone,
Eric Ramones, Elaine Long, Susan Cheu, Susan Sweeney, Sherrean Carr, Timothy Holliday,
Herb Spener, Jack Bachofner

3. Pledge of Allegiance
Laura Perry led the Pledge of Allegiance.

4. Report of any Action Taken in Closed Session
Kent Child reported that no action was taken in closed session

5. Approval of Agenda
MSC (L.Perry/T.Ruiz) 7 ayes, 0 nays to approve.

6. Consent Agenda
(a) Regular Meeting of the Board of Trustees Minutes, July 8, 2014
(b) Personnel Actions
(c) Warrants and Electronic Transfers Drawn on District Funds
(d) Ratification of Agreements
(e) Budget Adjustments
MSC (L.Perry/W.Glines) 7 ayes, 0 nays to approve.
7. Comments from the Public
Colette McLaughlin, faculty, commended her students for awards received from the state. She expressed concerns regarding support for her program, class scheduling, and newspaper articles about Gavilan. She suggested the college ask for a grand jury investigation to assure the public there are no inappropriate processes or procedures.
Javier Hurtado, STAR, reported that they have finished their first year after leaving Gavilan College, they are working on securing non-profit status, and they just completed their summer program. He thanked the Board for their support and invited them to a fund raiser; he distributed informational flyers.
Diane Stone, Kinesiology and Athletics, distributed athletic passes and sports schedules to Trustees and invited them to the welcome back BBQ on August 29. She thanked them for their support.

8. Recognitions
Judy Rodriguez, Hollister Site Manager, stated that the Jr. Rams Club was established to plant the seed of college in young minds and to start them thinking about their future and how Gavilan can make that possible. She introduced Sabrina Vohnsack, from Morgan Hill, who read her essay.
Ron Hannon, Kinesiology and Athletics, introduced and congratulated Nikki Dequin, Head Softball Coach, who was awarded the 2014 Coast Conference Coach of the Year and the 2014 Northern California Coach of the Year. Nikki Dequin recognized the team and thanked everyone.
Ron Hannon introduced and congratulated Paige Miguel of the women’s softball team as the Student Athlete of the Year. He thanked Famous Dave’s in Gilroy and Articulate Solutions for providing gift cards and certificates. Paige Miguel thanked everyone.

9. Officers' Reports
(a) Vice Presidents
Fred Harris reported that he was inducted into the Rotary Club, he congratulated Susan Cheu for being selected for a position at De Anza College; he thanked her for her work at Gavilan. He looks forward to the start of the semester and continuing to support the college.
Kathleen Moberg reported that she has begun to meet with her staff and getting a sense of the holistic way of doing student services and bringing forth the student services and success program mandates to make sure the college is well placed to continue providing services to students. She stated that Gavilan has been the most welcoming college she has worked with.

(b) College President
Dr. Steven Kinsella welcomed Kathleen Moberg. He congratulated Susan Cheu for her new position and tremendous career opportunity. He also stated that one of the rights we cherish is free speech. You can say what you want, make allegations, and get it in the newspaper. However, don’t just talk about it, prove it. We have done nothing wrong. For those of you who have suspicion or doubt, find out what the facts are. We will stand up to that and we will challenge you. If you want to send it to the grand jury, there is factual information that doesn’t support the allegations. Regarding the state budget, they are going through adjustments and buying down debt. Funds are coming in certain categories.

(c) Academic Senate
Kent Child reported that Bea Lawn sent a written report; it is in the Information section.

(d) Professional Support Staff
Diana Seelle reported that she attended the CSEA conference last week, she welcomed Kathleen Moberg.

(e) Student Representative
No report
Board Member Comments
Trustees welcomed Kathleen Moberg and Fred Harris. They congratulated Susan Cheu and thanked her for her work at Gavilan.
Walt Glines is glad we are fully staffed, he acknowledged MIS for their work. The college received .85% COLA from the state. It is frustrating that the state is funding specific things. He asked everyone to remember that when they talk to elected state officials.

Board President
Kent Child stated that no one likes negative press if they are involved, and there is strong desire to correct erroneous assumptions. He has never seen an article that has been completely accurate. We have a responsibility to do everything as accurately as possible. Closed sessions are protected by the confidentiality of the Brown Act. It would be a violation if we spoke about it. He reported that for the first time, Trustee candidates have to file in both San Benito and Santa Clara Counties. While he was at the election office in Santa Clara, he met another Trustee candidate who told him that they still resent Gavilan for stealing Steve Kinsella from their district. He also reported that he recently viewed a film in Hollister in which local resident, Cesar Flores was an actor. He asked for a moment of silence for two former Gavilan employees who recently passed away: Babe Heinberg and Frank Fletcher.

Board Committee Reports
Mark Dover reported that the Budget Committee met on August 11. The college will receive .85% COLA. He acknowledged Susan Cheu's work at Gavilan.
Tom Breen reported the Facilities Committee met on August 11. The Aviation Program is closer to moving to the airport, the parking lot is almost done, the lighting has been replaced for efficiency, and the state is close to finding ways of protecting the wildlife so we can make improvements.
Kent Child reported that the Policy Committee met today. Relevant Board Policies and Administrative Procedures are being revised in response to revised accreditation requirements.

Information/Staff Reports
(a) Recognition of the Employees of the Month
Sherrean Carr recognized May employee of the month, Deborah Santos. She has improved the FAA time tracking and the ordering process. She is the conduit for student support which has better retention rates. She is a tireless asset to the Aviation Program.
Sherrean Carr recognized June employee of the month, Katie Day. She works on grants and meets all deadlines. She is a committed employee who handles challenges with grace, composure, and professionalism. She is the first to speak up when anyone needs assistance.

(b) Gavilan College Community Spirit Awards Calendar
Jan Chargin reported that we have been getting nominations for the award. All the information is online at http://www.gavilan.edu/pio/Community_Spirit_Awards.html for anyone who would like to submit a nomination.

(c) New Accreditation Standards and Board Governance/Policies
Dr. Steve Kinsella reported that the Commission has revised the standards after three years of review. It is mostly consolidation to eliminate redundancy. We will work to compare and revise our Board Policies and Administrative Procedures relative to the revisions of the standards.

(d) Academic Senate Report
Kent Child reported that due to her absence, Bea Lawn sent a written report
III. ACTION ITEM

1. New Business
   (a) Compensation Agreement and Government Use Dedication Agreement with the City of Morgan Hill
      Dr. Steve Kinsella reported that these are properties the Successor Agency to the Redevelopment agency are charged to liquidate, except for these, which the City of Morgan Hill wants to use. Revenue is negligible, and every tax agency has to agree in order for the City to use them.
      MSC (W.Glines/J.Brusco) 7 ayes, 0 nays to approve

   (b) Updated Instructional Services Agreement – Part B for Carpenters Training Committee
      MSC (L.Perry/W.Glines) 7 ayes, 0 nays to approve

   (c) BFGC-IBI Group Architecture and Planning Project Assignment Amendment (PAA) for 2014 for Prop 39 Energy Retrofit
      MSC (L.Perry/M.Dover)
      Fred Harris reported that parking lot lights that have been changed to LED for energy savings, brighter lighting, and reduced maintenance.
      Vote: 7 ayes, 0 nays to approve

   (d) Consider and Accept Bid for the Native Garden Project
      MSC (T.Breen/M.Dover) 7 ayes, 0 nays to approve

   (e) Board of Trustees Regular Meeting Schedule Revision
      MSC (L.Perry/J.Brusco) 7 ayes, 0 nays to approve

   (f) Revised Expenditure Plan for FY 2013-14 and FY 2012-13 Proposition 30 Education Protection Act Funds
      Susan Cheu reported that the state has up to three years to revise funding, until the time expires.
      MSC (W.Glines/M.Dover) 7 ayes, 0 nays to approve

   (g) Memorandum of Agreement (MOU) Between Gavilan College and Gilroy Unified School District (GUSD) for the Joint Use of South Valley Middle School (SVMS)
      MSC (T.Breen/W.Glines) 7 ayes, 0 nays to approve

   (h) Compensation for Unrepresented Employees
      MSC (W.Glines/M.Dover) 7 ayes, 0 nays to approve

   (i) Agreement with Classified School Employees Association verm/ MSC (J.Brusco/M.Dover) 7 ayes, 0 nays to approve

   (j) Revised AY 14-15 Academic Calendar
      MSC (T.Breen/M.Dover) 7 ayes, 0 nays to approve

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is September 9, 2014, Gavilan College, Student Center, North/South Lounges.

2. Adjournment
   The meeting was adjourned by consensus at 8:13 p.m.
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
BOARD POLICY SUBCOMMITTEE TO THE BOARD OF TRUSTEES
August 12, 2014
OPEN SESSION – 5:00 p.m.
Gavilan College Morgan Hill Site, Rooms 10 and 11
17060 Monterey Road, Morgan Hill, CA 95037
Board Subcommittee Members: Laura Perry, Kent Child, Tony Ruiz

MINUTES

I. OPEN SESSION 5:00 p.m.
   1. Call to Order
      Kent Child called the meeting to order at 5:01 p.m.

   2. Roll Call
      Subcommittee Trustees: Kent Child, Laura Perry, Tony Ruiz (arrived at 5:10 p.m.)
      Dr. Steven M. Kinsella, Superintendent/President
      Angie Oropeza, Recorder

   3. Approve Minutes, October 9, 2012
      MSC (L.Perry/K.Child) 2 ayes, 0 nays to approve (Tony Ruiz arrived at 5:10 p.m.)

   4. Comments from the Public
      None

II. DISCUSSION ITEM
   1. BoardDocs
      After discussion of the possibility of instituting an electronic/paperless Board meeting agenda, Trustees agreed to discuss the topic again after the November elections when new Trustees may join the Board. Concerns include public access for those who may not have a computer.

   2. Board Policies and Administrative Procedures Changes
      a. Review BP 2100 Board Elections
         It was agreed to discuss the proposed Board Policy changes after the November elections when new Trustees may join the Board. Kent Child stated that the San Juan/Aromas School District should be included.

      b. Board Policies and Administrative Procedures currently going through the shared governance process:
         AP 2712 – Conflict of Interest Code
         AP 3200 – Accreditation
         AP 3410 – Non-Discrimination
         AP 3430 – Prohibition of Harassment
         AP 3560 – Alcoholic Beverages
         BP 2315 – Closed Sessions
         BP 2330 – Quorum and Voting
         BP 3200 – Accreditation
         BP 3250 – Institutional Planning
         BP 3410 – Non-Discrimination
         BP 3430 – Prohibition of Harassment

      Dr. Steve Kinsella stated that the proposed changes are regular updates from the CCLC. The nature of the changes are references to code sections. The committee agreed to move them forward to the full Board for information and action.
3. Changes in accreditation standards require a thorough review of Board Policies related to the Leadership and Governance. The following policies, at a minimum will be reviewed for consistency with the new standards:
   - BP 2430 – Delegation of Authority to the President of the College
   - BP 2431 – CEO Selection
   - BP 2435 - Evaluation of the President of the College
   - BP 2740 – Board Education
   - BP 2745 – Board Self Evaluation

Dr. Steve Kinsella reported that the updated accreditation standards will be matched up to these Board Policies and brought back to the committee for review. A structured professional development program needs to be developed for Trustees.

4. New Accreditation Standards and Board Governance
   Dr. Steve Kinsella reported that the new Accreditation Standard 4 relates specifically to the college president, operations, and the governing board. It has been consolidated to reduce redundancies and to provide more direction about standard requirements.

III. CLOSING ITEMS
   1. Adjournment
      The meeting was adjourned by consensus at 5:30 p.m.
Call Meeting to Order - Trustee Tom Breen called the meeting to order at 5:50 p.m. All members were present.

Approve minutes - Minutes from the May 13, 2014 meeting were approved. MSC (Glines/Dover)

Comments from the public - No comments.

Golf course property, alternative uses and upcoming lease bidding process – President Kinsella reported that one (1) response was received from 'The First Tee Silicon Valley' as a result of the Golf Course Ground Lease and Development RFP. President Kinsella reviewed the response which requested financial support from the District for two (2) years in addition to utilities for the life of the lease. He reminded the Trustees that the intention of the RFP was to eliminate upkeep costs currently paid by the District. President Kinsella recommended that the bid be rejected as nonresponsive and, in the short term, extend the current management contract with Don De Lorenzo. In addition, he suggested obtaining an “alternate/best use” analysis for the 25 acres which would cost between $50,000 - 75,000.

The Trustees discussed the public code requirements for short- and long-term real estate leases. They chose to continue to use the property as a golf course and requested that the current manager be contacted for a 1 year extension to the contract which ends December 2014. The Trustees were still interested in working with the Wadsworth Foundation to improve the course and also using the space for instructional purposes. They chose not to pursue an “alternative/best-use” analysis at this time.

San Martin Airport update – Vice President Fred Harris reported that district staff/consultants and county officials have made progress with this project. They have concluded an agreement for access and will finalize a lease agreement later this calendar year. He said that it is a viable site for the college to invest in for the aviation maintenance program. Issues involving water and CEQA are being addressed. Everyone is aware of the deadline in utilizing the Measure E funding for this project.

Coyote Valley update – Mr. Harris reported that an application to use the Habitat Conservation Plan (HCP) for mitigation requirements is being reviewed by the Santa Clara Valley HCP Agency. A decision should be reached by December.

Mr. Harris also reported that the Coyote Valley Educational Center Needs Assessment report was completed and submitted to the State Chancellor’s Office on July 30. This is a key document as the Board of Governors considers approving a Coyote Valley Educational Center. The Center must maintain a 1,000 Full Time Equivalent Student count for future state funding. Mr. Harris was hopeful that Gavilan’s Educational Center in Coyote Valley will be operating by the end of 2015.

The initial phase 1 will consist of site development and modular buildings with a budget of $17 million. A total of $12 million will be funded by Measure E and $5 million will be provided by the South Bay Regional Public Safety Training Consortium (SBRPSTC). SBRPSTC will utilize the classrooms during the day and Gavilan will hold evening classes.

San Benito property update – Mr. Harris reviewed that the state regulatory agency is now open to allowing a conservation bank approach to address the mitigation issues for the site, which should allow for permitting by year end.

PE Building renovation outlook with state funds – Both President Kinsella and Mr. Harris spoke about the lack of support for a November state school bond from both the Governor’s Office and Legislature. A state bond is unlikely in 2014.
The Measure E budget allocates $7.5 million as a 50% match for a state funded PE Modernization project. The PE Modernization project submitted to the state was for $14 million. The project cost was determined by IBI Architecture Group and updated in 2012. With the 2016 deadline approaching for expending the Measure E funds, President Kinsella felt it was important to discuss the funding allocation and the renovation project. He requested direction from the Trustees. He noted that Measure E matches for state funding of the library, theater, and student center projects have all been eliminated and the District is now requesting 100% from the state to complete the projects. The Trustees agreed that renovations must be made to the PE building as it was important to the life of the athletics program. Trustee Dover wondered how much could be renovated by using the ME budget of $7.5 million. Trustee Breen requested that a critical need list be developed for renovating the PE building.

9. **Prop 39 update** – Mr. Harris and Mr. Jeff Gopp, Facilities Director, provided an update on the Prop 39 projects. Year 1 projects should be completed by the end of August and include a cost saving VFD pool pump and replacement of all 112 parking lot lights with LEDs. Year 2 provides $152,000 in funding which will include exchanging all the walkway lights with LEDs in addition to new lighting in the theater and science complexes.

10. **Measure E and general construction updates:** Mr. Harris and Mr. Gopp reported on current projects.
    - **Parking Lot C expansion** – The lot will be striped this week and the extension will be open before school starts.
    - **GECA expansion** – Phase I nearly complete and students have started classes.
    - **Water tank and well** – On schedule.

11. **Landscaping during drought** – Mr. Harris reported that efforts are being made to reduce water usage on campus. In order to preserve the trees and a few grassy areas, a drought landscape and turf management plan is needed. Mr. Gopp has cut back landscape watering by 50%. Trustee Glines said the District needs to comply with county and state requirements.

12. **Adjournment** – Meeting adjourned at 7:00 p.m.
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Board Budget Committee Minutes
August 11, 2014

Committee Members: Jonathan Brusco, Kent Child, and Mark Dover
Committee Resources: Steve Kinsella, Fred Harris and Susan Cheu
Other Attendees: Tom Brean, Walt Glines, and Nancy Bailey

1) Call Meeting to Order – Trustee Child called the meeting to order at 5:05 p.m.

2) Approve Minutes – The minutes from May 12, 2014 were approved. MSC (Brusco/Dover)

3) Comments from the Public – No Comments

4) FY 2013-14 Gavilan Actuals – Chief Financial Officer Susan Cheu indicated that the FY13-14 General Fund will be closed by August 22nd with an estimated deficit of ($400,000) – ($200,000). The Health Benefit Retiree Trust fund reimbursement will not be utilized for the deficit. President Kinsella reported that the current calculations for the Trust reflect that the District is over on the anticipated obligations.

President Kinsella noted that the State wants districts to bring down their fund balances. He said the District will reduce the fund balance by the amount of the FY2013-14 deficit. If the State insists on further reductions to the fund balance, he will suggest moving funds into the Health Benefit Retiree Trust fund. President Kinsella said he would prefer to review cost savings within a new budget year rather than bring down the fund balance.

5) FY 2014-15 State Budget – President Kinsella reviewed additional state revenue for FY14-15 saying the District will receive both COLA and growth. He indicated that restoration money from FY11-12 is in the funding model but is not included in the budget.

Student Success Services Program (SSSP) funding of $539,554 will be used as identified by SSSP guidelines. A 1:2 match is required. The SSSP funds create a workload issue and therefore cannot be viewed as “new money”. Due to the match, the District can only accept funds that the general fund can match. President Kinsella said conversations will need to take place to strategize how best to utilize the funds and identify the match.

Projected allocations for scheduled maintenance funding in FY14-15 is a high amount for Gavilan of $707,760. No matches required by the State for FY14-15.

6) FY 2014-15 Gavilan Final Budget - Ms. Cheu reviewed the changes made to the tentative budget for the FY14-15 final budget. The most significant change was the additional revenue of $277,000 for apportionment. Salaries were increased by 2%. However, the budget for part-time faculty salaries was reduced by $160,000. Both employee benefits and retiree benefit costs were lower in the final budget. In general, contracted services were reduced by $300,000. Ms. Cheu said the final budget has a projected surplus of $38,000.

President Kinsella added that anticipated mandated cost reimbursement was not included in the budget as the amount is unknown. He stated that the FY14-15 budget is lean and although growth may be forthcoming, that won’t be known for 9 months.

When asked about Gavilan’s enrollment in light of Cabrillo’s reported reduction in enrollment, President Kinsella said our headcount is down 3-4%. He felt Gavilan has programs in place with an untapped need in noncredit. It is a pipeline to our credit programs.

7) Status of FY 2013-14 Audit – Ms. Cheu reported that the auditors visit in July resulted in only 1 recommendation. ASB will now be required to issue receipts during fundraising events. The auditors visit in October will focus on financial statements and compliance such as the 50% law.

When asked about the recent State Teachers’ Retirement System (STRS) audit, Ms. Cheu provided some history. A STRS audit took place in 2013 with no final report and no findings announced. An audit team this year focused on how supplemental pay was reported such as overload and stipends. President
Kinsella said it is possible that the audit focus was due to STRS current funding problem. The District has followed the direction provided by STRS in reporting salaries and challenged the STRS audit findings. It will be a discussion between the employee and STRS in resolving any retirement funding issues. It is anticipated that STRS will be changing their income reporting definitions.

Trustee Child felt it was important that all employees be provided with the changes in STRS calculations so that they can make educated decisions on supplemental income and how it may affect their retirement earnings. Ms. Cheu said that it is the next step after STRS has completed their findings.

8) **Other** – Trustee Brusco asked about any changes in benefit rates. Ms. Cheu said PERS health plans increased between 4% - 11%. However, a few of the benefits had a reduction.

Trustee Child congratulated Susan Cheu on her career change as she has taken the position of Vice President of Finance and College Operations at De Anza College. He expressed his sincerest appreciation for her work at Gavilan and added that her skills helped the institution function. President Kinsella said that Susan has done a good job for Gavilan.

9) **Adjournment** - Meeting adjourned at 5:45 p.m.
Consent Agenda Item No. 6.(b) Human Resources

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 August 12, 2014 thru September 9, 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 2014-2015.

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
A. Classified and Unclassified Personnel Actions – September 9, 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

Alyssa Gonzales
Instructional Program Specialist
Career Technical Education
August 27, 2014

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

NONE

III. PROFESSIONAL EXPERTS

Alma Quintana
Adult Education Director
Contract and Community Education
August 18, 2014 to May 22, 2015

Armando Padilla
Assistant Soccer Coach
Kinesiology and Athletics
August 15, 2014 to November 30, 2014

Christopher Boyles
Assistant Football Coach
Kinesiology and Athletics
August 15, 2014 to November 30, 2014

Christopher Spence
Assistant Volleyball Coach
Kinesiology and Athletics
August 15, 2014 to November 30, 2014

Deanna Souza
Math Boot Camp Assistant
Liberal Arts and Sciences
August 18, 2014 to August 21, 2014

Dennis Beasley
Drama Advisor
Liberal Arts and Sciences
July 15, 2014 to December 5, 2014

Evan Gerhardt
Assistant Volleyball Coach
Kinesiology and Athletics
August 15, 2014 to November 30, 2014
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Montante</td>
<td>Assistant Football Coach</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Johnny Johnson</td>
<td>Assistant Football Coach</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Jose Flores</td>
<td>Assistant Soccer Coach</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Kevin Booth</td>
<td>Assistant Football Coach</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Kevin Woodson</td>
<td>Football Field Painting</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Michael Dovenberg</td>
<td>Assistant Football Coach</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Rowen Tupuvaio</td>
<td>Assistant Football Coach and Equipment Manager</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Teresa Hodges</td>
<td>Assistant Volleyball Coach</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Tomas Andrade</td>
<td>Soccer Field Painting</td>
<td>Kinesiology and Athletics</td>
<td>August 15, 2014</td>
<td>November 30, 2014</td>
</tr>
<tr>
<td>Vincent Bautista</td>
<td>Assistant Men’s Basketball Coach</td>
<td>Kinesiology and Athletics</td>
<td>October 1, 2014</td>
<td>February 28, 2015</td>
</tr>
</tbody>
</table>
IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Cathy Scattini  Counseling Secretary
Student Services
August 14, 2014 to September 5, 2014

Dana Scribner  Theater Technician
Liberal Arts and Sciences
August 18, 2014 to November 10, 2014

Maria Magana  Child Development Center Assistant Teacher
Career Technical Education
August 25, 2014 to June 30, 2015

V. REQUESTS FOR LEAVE

NONE

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

NONE

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

Conception Phillips  KIN 62A – Beginning Yoga

Janet Krulee  BIO 13 – Marine Biology
ENG 2F – Children’s Literature
PSYC 5 – Self Assessment

Marina Lares  SOC 1A – Introduction to Sociology

Rosalinda Barbosa  MATH 5 – Statistics

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

X. ADDITIONAL DUTY/STIPEND

NONE

A. Classified and Unclassified Personnel Actions
XI. VOLUNTEERS

Heather Stewart                 Volunteer Worker
                              Kinesiology and Athletics
                              March 5, 2014 to October 1, 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 – September 9, 2014

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

I. APPOINTMENTS

NONE

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Rey Morales
Intern Mentor
Liberal Arts and Sciences
June 1, 2014 to August 15, 2014

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

Angela Castillo
Sociology Instructor
Liberal Arts and Sciences
August 22, 2014 to December 14, 2014

Arpita Kumar
Video Production Instructor
Liberal Arts and Sciences
August 5, 2014 to August 21, 2014

Brian Fontes
Wastewater Management Instructor
Career Technical Education
August 25, 2014 to June 30, 2015

Chloe Meynier
Art Instructor
Liberal Arts and Sciences
August 25, 2014 to December 13, 2014

Janet Cunningham
Medical Terminology Instructor
Career Technical Education
August 25, 2014 to June 30, 2015

Richard Hermerding
General Accounting Instructor
Career Technical Education
August 25, 2014 to June 30, 2015

Robert Campbell
Digital Media Instructor
Career Technical Education
July 1, 2014 to June 30, 2015
IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Michael Dovenberg  
Kinesiology Instructor  
Kinesiology and Athletics  

V. REASSIGNMENTS

NONE

VI. RESIGNATIONS AND RETIREMENTS

NONE

VII. REQUEST FOR LEAVE

John Lawton-Haehl  
Sabbatical Leave – 80%  
Theater Instructor  
Liberal Arts and Sciences  
August 22, 2014 to December 13, 2014

John Lawton-Haehl  
Sabbatical Leave – 20%  
Theater Instructor  
Liberal Arts and Sciences  
January 23, 2015 to May 22, 2015

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/Confidential Personnel Actions – September 9, 2014

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

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS

Judy Breza
Interim Director of Business Services
Administrative Services
August 25, 2014

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

Angelica Oropeza
Executive Assistant to President
Office of the President
Date of Hire: June 14, 1979
Resignation Effective: December 5, 2014

Susan Cheu
Director of Business Services
Administrative Services
Date of Hire: September 13, 2006
Resignation Effective: August 29, 2014

RECOMMENDATION: The Administration recommends approval of the above Management/Confidential Personnel Actions.
D. Administration Personnel Actions – September 9, 2014

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

I. APPOINTMENTS
   NONE

II. ADDITIONAL DUTY/STIPENDS
   Kathleen Moberg          Vice President of Student Services
   Intermittent Assignment
   June 1, 2014 to August 1, 2014

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

September 9, 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:
That the Board of Trustees ratify warrants and electronic transfers drawn on district funds for the period of August 1-28, 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>8/1/14 – 8/28/14</td>
<td>18008753-18009975</td>
<td>$4,016,329.18</td>
</tr>
</tbody>
</table>

Electronic Transfers:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</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 FY2014-2015.

Follow Up/Outcome:
No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Judy Breza, Interim Director of Business Services

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

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

September 9, 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 2014-2015.

Follow Up/Outcome:
No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Judy Broza, Interim Director of Business Services

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>
</thead>
<tbody>
<tr>
<td>CONT9875</td>
<td>$14,000.00</td>
<td>Gilroy Unified School District</td>
<td>CDC Food Service Agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 8/25/14 - 6/12/15</td>
</tr>
<tr>
<td>CONT9876</td>
<td>$50,000.00</td>
<td>Syllogize Inc</td>
<td>Consulting &amp; Programming Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MIS Reporting to Chancellor's Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 7/1/14 - 6/30/15</td>
</tr>
<tr>
<td>ME001089</td>
<td>$8,200.00</td>
<td>C2G/Civil Consultants Group Inc</td>
<td>Provide Topographic/Boundry Surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>San Martin Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 8/2014 - Completion</td>
</tr>
<tr>
<td>ME001093</td>
<td>$12,000.00</td>
<td>Cornerstone Earth Group</td>
<td>Provide Geotechnical Services and Geologic Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>San Martin Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 9/2/14 - Completion</td>
</tr>
</tbody>
</table>
Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

Consent Agenda Item No. 6.(e) 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:
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: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Judy Broza, Interim Director of Business Services

Agenda Approval: Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Monthly BudgetAdjustmentsCvrSheet
**Fund 27**

### INCOME - Increase/(Decrease)

<table>
<thead>
<tr>
<th>Organization #</th>
<th>Code</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTEA - Aviation</td>
<td>748127</td>
<td>8110</td>
<td>(1,406.00)</td>
</tr>
<tr>
<td>VTEA - Child Development</td>
<td>746227</td>
<td>8110</td>
<td>(3,168.00)</td>
</tr>
<tr>
<td>VTEA - Administration</td>
<td>746727</td>
<td>8110</td>
<td>4,574.00</td>
</tr>
</tbody>
</table>

**Total Fund 27:** 0.00

### EXPENSE - Increase/(Decrease)

<table>
<thead>
<tr>
<th>Organization #</th>
<th>Code</th>
<th>Program #</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTEA - Aviation</td>
<td>748127</td>
<td>4510</td>
<td>(1,406.00)</td>
</tr>
<tr>
<td>VTEA - Child Development</td>
<td>746227</td>
<td>4310</td>
<td>(3,168.00)</td>
</tr>
<tr>
<td>VTEA - Administration</td>
<td>746727</td>
<td>4310</td>
<td>1,406.00</td>
</tr>
</tbody>
</table>

**Total Fund 27:** 0.00

---

*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*  
*Final (Adopted) Budget Net Change in Fund Balance*  
*Budget adjustments from current year’s previous months to increase (decrease)*  
*net change to fund balance*  
*Current increase in budgeted revenue increases Fund Balance*  
*Current increase in budgeted expenditures decreases Fund Balance*  
*Revised Net Change in Ending Fund Balance*  
*Estimated Ending Fund Balance 6/30/14 for Restricted General Fund 27*
II. 8. Recognitions
Gavilan Computer Graphic & Design (CGD) Earns Four State Fair Honors. Emily Faz was also Presented with State Recognition for Top Achievements in Industrial Technology from State Assembly Member Luis Alejo. CGD Instructor Colette Marie McLaughlin was awarded a 1st Place Rosette in recognition of her students' accomplishments.
Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

Consent Agenda Item No.
Information/Staff Reports No. 11. (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, July 2014 – Sylvia Hurtado
Sylvia was faced with a difficult situation during the shifting of staff from the Child Development Center and was placed in a totally different assignment. She took the change with a positive attitude and quickly learned her new responsibilities. She has excellent customer service skills and treats everyone with kindness and respect. Recently her position was approved for full time, 12 months per year and we are delighted because we very much appreciate her service and friendly attitude.

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
Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

Consent Agenda Item No. 11. (b) Community Education
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Community Education Fall 2014 Classes

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal:
That the Board of Trustees review and comment as appropriate on the Community Education classes.

Background:
Attached is the Fall 2014 Community Education schedule. Classes will be offered September 2014 through January 2015

Budgetary Implications: Projected Revenue is $85,000

Follow Up/Outcome: The courses will be held if they meet the minimum number of students.

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

Prepared By: 
Terry Newman, Director, Contract and Community Education

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

September 9, 2014  
Office of the President  

Consent Agenda Item No.  
Information/Staff Reports No.  11.(c)  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  

SUBJECT: Gavilan College Community Spirit Awards  

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

Proposal:  
That the Board of Trustees grant the Gavilan College Community Spirit Awards for Gilroy, Morgan Hill, and San Benito County.  

Background:  
Each year, Gavilan College recognizes individuals, organizations, and businesses that provide service and contribute in a positive way to the community. Three sets of awards are given: one for Morgan Hill, one for Gilroy, and one for San Benito County. Anyone may submit a nomination for a worthy candidate.  

Recommendations will be presented at the board meeting.  

Budgetary Implications:  
The cost of sponsoring the award receptions is approximately $900 (plaques and food).  

Follow Up/Outcome:  

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

Prepared By: Jan Bernstein Chargin, Public Information Officer  

Agenda Approval:  

Dr. Steven M. Kinsella, Superintendent/President
Consent Agenda Item No. 11.(d)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Board of Trustees Self Evaluation

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal:
That the Board of Trustees review the process and schedule meetings as appropriate for their self evaluation.

Background:

Budgetary Implications:

Follow Up/Outcome:

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 2745 Board Self-Evaluation

Reference:
Accreditation Standard IV.B.1. e & g

The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board has established the following processes:

A committee of the Board shall be appointed in December to determine the instrument or process to be used in board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.

The Board of Trustees is committed to a policy of self-evaluation in order to improve the effectiveness of the Board in carrying out its responsibilities to the citizens of the District. The trustees will meet annually for the purpose of discussing their performance as a Board and suggest changes if needed. The meeting shall be held no later than November. The Student Trustee shall be included in the process.

The process for evaluation shall be recommended to and approved by the Board.

If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the President of the Board.

A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

Amended by the Board of Trustees: November 13, 2012
Approved by the Board of Trustees: June 12, 2001
Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

Consent Agenda Item No. 11(e)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Department: Student Services


Resolution: BE IT RESOLVED,

X Information Only

Action Item

Proposal:

That the Board of Trustees review and comment as appropriate on the draft 2014-2015 Student Success and Support Program (SSSP) Plan.

Background:
In March 2014, the College formed the SSSP Task Force to develop the 2014-15 SSSP Plan, which is due to Chancellor’s Office on October 17, 2014. The SSSP Plan documents delivery of core services as part of state’s new funding model for matriculation. Over summer 2014, the SSSP Task Force reviewed the mandates, and received and compiled data and responses for the plan. Recognition is provided to committee members, and particularly the counseling department, which provided the majority of report content, as well as MIS and Institutional Research for data elements.

Budgetary Implications:
None.

Follow Up/Outcome:
The SSSP Plan is posted on the intranet for staff review and feedback. The SSSP Task Force will present plan to campus via shared governance process to: Student Services Council, Academic Senate, and President’s Council. Final plan will be presented to Board of Trustees in October 2014.

Recommended By: Kathleen Moberg, Vice President Student Services
Prepared By: Veronica Martinez
Veronica Martinez: Chair, Student Success and Support Program Task Force

Agenda Approval: Steven M. Kinsella
Dr. Steven M. Kinsella, Superintendent/President
Student Success and Support Program Plan
(Credit Students)

2014-15

District: Gavilan Joint Community College
College: Gavilan College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION
The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the
college to plan and document how SSSP services will be provided to credit students\(^1\). The goal of the
Student Success and Support Program is to increase student access and success by providing students
with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling,
advising, and other education planning services, and the support services necessary to assist them in
achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students
  who enroll to earn degrees, career technical certificates, transfer preparation, or career
  advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education
  planning services to all first-time students\(^2\).
- Provide students with any assistance needed to define their course of study and develop a
  comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in
  basic skills courses, students who have not identified an education goal and course of study, or
  students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including relevant sections of the
Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the
narratives, the box will expand to accommodate the information provided. Please be sure to save the
document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to
cccsssp@cccoco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line.
It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan,
by the due date.

The program plan is to be submitted on an annual basis\(^3\). When writing the program plan, assume
that the reader knows nothing about your Student Success and Support Program and will have only
your document to understand the manner in which the program will be implemented, and resources
it will take (especially in terms of staffing).

---

\(^1\)Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP
Plan will be developed in 2013-14.

\(^2\)A first-time student is defined as a student who enrolls at the college for the first time, excluding students who
transferred from another institution of higher education, and concurrently enrolled high school students.

\(^3\)The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services,
changes related to priority enrollment, mandatory core services, and the significant increase in funding in 2013-14 and
additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510(b)). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

**The program plan should not be limited to state-funded activities.** Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

**General Instructions**
The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

1. Program Plan Signature Page
2. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match
3. Policies & Professional Development
   - Exemption Policy
   - Appeal Policies
   - Prerequisite Procedures
   - Professional Development
   - Coordination with Student Equity and Other Planning Efforts
   - Coordination in Multi-College Districts
4. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Gavilan College

District Name: Gavilan Joint Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations.

Signature of College SSSP Coordinator: ____________________________________________
Name: Kathleen K. Moberg ____________________________________________ Date: __________

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ____________________________________________
Name: Kathleen K. Moberg ____________________________________________ Date: __________

Signature of the Chief Instructional Officer: ____________________________________________
Name: Kathleen Rose, Ed.D. ____________________________________________ Date: __________

Signature of College Academic Senate President: ____________________________________________
Name: Bea Lawn ____________________________________________ Date: __________

Signature of College President: ____________________________________________
Name: Steven M. Kinsella, D.B.A. ____________________________________________ Date: __________

Signature of District Chancellor: ____________________________________________
Name: ____________________________________________ Date: __________

Contact information for persons preparing the plan:

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Name: Veronica Martinez
Email: ymartinez@gavilan.edu
Title: Chair, Student Success Task Force
Phone: (408) 848-4752
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

Target Audience:
The General Counseling Department targets all incoming students who have never attended any college during the first term of attendance. Approximately, 1300 students are served per term, see table below:

<table>
<thead>
<tr>
<th>Number of New Students, Never Attended College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Spring 14</td>
</tr>
<tr>
<td>Starting Fall 2013</td>
</tr>
</tbody>
</table>

Categorical, grant-funded, and cohort specific programs target all incoming students who have never attended college and meet program specific guidelines during the first term of attendance. For example:

a) Athletics – serves approximately 150-200 annually
b) Basic Skills
c) CalWORKs – serves approximately 50-100 annually
d) Career Technical Education (CTE)
e) Disability Resource Center - ranges between 250 to 300 students annually
f) Extended Opportunity Programs and Services (EOPS)- serves 200 students annually
g) MESA
h) Puente
i) TRIO

Many students participate in more than one program, collaboration among the program coordinators and counseling faculty minimizes the duplication of services.
Orientation consists of 2 parts:

Part 1: Two-hour, Kick-Start session completed prior to enrollment focuses on providing students with essential information to facilitate enrollment. This session includes but is not limited to: assessment scores interpretation, placements, use of student portal for selection of general education patterns, course selections and registration, purchasing of parking permit, payment of fees, completing financial aid fee waiver applications, FASFA, and accessing financial aid forms from student portal, pre-requisites/advisories, academic calendar and deadlines, etc. See attachment D for curriculum.

Part 2: Eight-hour, First Year College Student Seminar, Guidance 210 (.5 unit). Students also have the option to complete Guidance 6 (2 units), Kinesiology 1 (1 unit), or Guidance 560 (1 unit). Guidance 210 is completed within the first nine weeks of the first term of enrollment. The course covers topics such as: Academic expectations, academic standing, student services, academic support services, financial aid expectations and responsibilities, maintaining registration priority, declaring major, educational planning, study skills, etc. See Exhibit E for Guidance 210 curriculum.

Delivery Methods:
Both components (Kick-Start and Guidance 210) are delivered both in-person and online, at all three sites with morning, day, evening, and weekend options. The Kick-Start sessions are also delivered at local high schools throughout the academic year. In addition, individual sections of both Kick-Start and Guidance 210 are offered to accommodate designated populations such as student-athletes, EOPS students, Veterans, CTE, Basic Skills, etc.

An alternative option to the First Year Student Seminar is completion of Guidance 6, ‘Life Skills for Higher Education,’ a 2 unit CSU/JUC transferable course that also satisfies general education for the CSU Breadth and the Gavilan College AA/AS, and Kinesiology 1, ‘Orientation for Student-Athlete Success.’ Both Guidance 6 and Kinesiology 1 are offered during the summer.

Students select the delivery option for both orientation components. The pilot delivery methods was designed to serve 300 students and implemented spring 2014 resulting in the following data:

<table>
<thead>
<tr>
<th>Component</th>
<th>In-Person - Delivery</th>
<th>On-line Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sessions offered</td>
<td>Number of Students enrolled/completed</td>
</tr>
<tr>
<td>Part 1 – Kick Start</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Part 2 – Guidance 210</td>
<td>10</td>
<td>99/91</td>
</tr>
<tr>
<td>Part 2 – Guidance 6</td>
<td>1</td>
<td>14/11</td>
</tr>
</tbody>
</table>
Categorical, grant-funded, and cohort specific programs provide specialized orientation either at the pre-enrollment stage or at the beginning of each semester – these sessions cover the standard content that is offered by the college for all students and augments by adding content that is considered “above and beyond” the standard. For example,

**DRC** – Pilot fall 2014, students will enroll in Guidance 560 which will include a specialized DRC orientation plus services and accommodations and is coupled with what is offered in Guidance 210.

**Early Alert/Basic Skills** – Pilot starting fall 2014, pre-enrollment group advising sessions for students interested in enrolling in the acceleration courses will be offered a campus tour, in addition to content covered in Kick-Start sessions.

**EOPS** - EOPS program overview is offered at the beginning of each semester prior to receiving an EOPS book voucher and covers Kick-Start content and Guidance 210.

**CalWORKs** - A four hour meeting prior to the start of the first semester that adds county policies and a Q&A session to the Kick Start content.

**TRIO** – Summer Bridge (planned Summer 2014) will offer Guidance 6.

**Notification:**
Students are notified of Part 1 and Part 2 requirements during outreach presentations, via class schedule, new student checklist (online and in print), and new student letters. Further, students are informed by Peer Mentors, staff, and counseling faculty. Two letters from the General Counseling Department are mailed to students reminding students of the orientation requirements. General Counseling is working with the MIS department to create an online-checklist on the student portal that communicates clearly to the students: what requirements have been met; which are pending; and the impact missing items have on their enrollment priority status.

**Partnerships:**
Gavilan counselors collaborate with service area high schools to offer the Kick-Start sessions to graduating seniors at the high schools prior to registration. High school counselors are also regularly apprised of updates and changes to orientation and other pre-enrollment processes and services. Gavilan Counselors also collaborate with local high school personnel to offer Kick-Start sessions to special populations as needed (for example, students enrolled in Special Education programs are directed to Guidance 560 for specialized accommodations). For the Fall 2014 term, the following collaborations occurred:

General Counseling – Fall 2014 Guidance 6 scheduled at Gilroy High School; seniors including Cal-SOAP students are being targeted for enrollment. The California Student Opportunity and Access Program (Cal-SOAP) serves first-generation, at-risk students.
Outreach coordinates Gavilan traveling days for Cal-SOAP students at all local high schools and alternative schools. Student Rambassadors present college information along with Financial Aid, EOPS, MESA, STEM, Puente and DRC.

EOPS collaborates with Santa Clara County Department of Social Services and San Benito County Foster Youth Services to provide information and services for incoming foster youth.

Basic Skills/Early Alert - A partnership has been created with Gilroy High School for recruiting incoming freshman into the acceleration program for Fall 2014.

CalWORKs- County workers participate in Kick-Start session for program students.

The Counseling Department will continue to collaborate further with high school counselors to identify additional cohort groups in order offer additional customized Kick-Start sessions. For example, nursing, student-athletes, STEM, majors, etc.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

L. Tenney – Full-time General Counseling Faculty. Twenty-percent re-assignment for the coordination, staffing, evaluation, and scheduling of the Kick-Start sessions for both on and off campus.

Counseling Faculty - Full-Time and Part-Time, including counselors from categorical, grant-funded, and cohort specific programs deliver both the Kick-Start sessions and teach Guidance 210, and/or Guidance 6. This is encouraged to ensure constancy in the Kick-Start and Guidance 210 format, content, and delivery. All counseling faculty can teach, and provide on-going personal, academic, career, vocational, and transfer counseling services. The counseling faculty is comprised of:

<table>
<thead>
<tr>
<th></th>
<th>General Counseling</th>
<th>Special Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanca Arteaga</td>
<td>Full-Time 80%</td>
<td>Tammie Attway</td>
</tr>
<tr>
<td>Debbie Christianson</td>
<td>Part-Time 65%</td>
<td>Katie Bennett</td>
</tr>
<tr>
<td>Sergio Diaz</td>
<td>Part-Time 50%</td>
<td>Brooke Boecking</td>
</tr>
<tr>
<td>Evan Gilstrap</td>
<td>Part-Time 65%</td>
<td>Gabriel Bravo</td>
</tr>
<tr>
<td>Jane Godfrey</td>
<td>Part-Time 65%</td>
<td>Devon Carlson</td>
</tr>
<tr>
<td>Charles Majuri</td>
<td>Part-Time 65%</td>
<td>Darlene Del Carmen</td>
</tr>
<tr>
<td>Celia Marquez</td>
<td>Full-Time 60%</td>
<td>Felicia Fierro</td>
</tr>
<tr>
<td>Rosa Rivera-Sharbeneau</td>
<td>Full-Time 20%</td>
<td>Mari Garcia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EOP&amp;S – Full-Time 100%</td>
</tr>
</tbody>
</table>

Early Alert/Basic Skills – Part-Time 67%
Workability III – Part-Time 67%
MESA/STEM – Part-Time 67%
CTE – Part-Time 67%
Athletics – Part-Time 67%
DRC – Part-Time 67%
A Student Success Center Specialist manages student enrollment for the in-person Kick-Start sessions, as well the compilation of support materials (schedules, catalogs, Student Handbook, and misc. handouts) for student information folders. Records attendance for the in-person Kick-Start sessions.

Welcome Center Peer Mentors - Student workers who direct students to Kick-Start sessions, First Year College Student Seminar and assist counseling faculty with Kick-Start sessions.

Student Rambassadors – Student workers who assist the Student Success Center Specialist create student information folders for the in-person Kick-Start Sessions.

Admissions & Records staff record student credit for completion of Part Two of the Orientation (Guidance 210, Guidance 6, Kinesiology 1, and Guidance 560 attendance) in Banner system.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Students currently access online Kick-Start sessions via the college’s website; content has been developed using Adobe Contribute software. Content for the Kick-Start has also been prepared to be delivered in iLearn using Moodle online platform; the conversion to Moodle is currently awaiting activation by the Distance Learning and MIS departments. Online sections of Guidance 210 will be taught via iLearn starting fall, 2014.

The Kick-Start sessions and First Year College Student Seminars include instruction in use of Gavilan technology including Self-Service Banner – student Gavilan portal, DegreeWorks, the Gavilan College mobile application, and use of websites such as Assist.org, Eureka, Kognito, and other online educational planning and career development tools.

SARS software is being used to collect data for the completion of Kick-Start. MIS is exploring how to export data from SARS into Banner for data reporting purposes.

Because of the heavy emphasis on the use of technology, continued funding and dedicated computer lab space is required to support orientation components (Part 1 and II). In addition, continued funding for Eureka, College Source, and Kognito software programs and technical support to maintain DegreeWorks data and functionality is required. Technical support is
required to automate the completion of orientation components – currently a manual system is being utilized. In addition, a user-friendly way to communicate to students what they are required to do during their first year of attendance is needed (MyGav – Student Checklist that lets students know in a timely manner if they have completed or need to complete Kick-Start, Guidance 210, Abbreviated Ed Plan, Comprehensive EdPlan, Declared Major, etc.). A prototype of this type of checklist is being explored by MIS with implementation for spring 2015.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in Title 5 Section 55221 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure):
(1) Academic expectations and progress and probation standards pursuant to section 55031;
(2) Maintaining registration priority pursuant to section 58108;
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
(6) Academic calendar and important timelines.
(7) Registration and college fees.
(8) Available education planning services.

The orientation program (Part 1 and Part 2) was developed over a three year period via a task-force comprised of counselors (general and categorical), directors, deans, and administrators. The recommendation to implement a two-part process was launched in fall 2013 and spring 2014. New students who never attended college and completed the Kick-Start sessions from October-January 2013 were directed to complete Guidance 210 or Guidance 6 during the first nine weeks of the spring 2014 term. The data for the pilot for Spring 2014 is as follows:

<table>
<thead>
<tr>
<th>Orientation Options</th>
<th>Total Enrollment</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session: Kick-Start</td>
<td>N/A</td>
<td>175</td>
</tr>
<tr>
<td>Course: Guidance 210</td>
<td>99</td>
<td>91</td>
</tr>
<tr>
<td>Course: Guidance 6</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

Orientation Consists of 2-parts:

Part 1: Two-hour, Kick-Start session completed prior to enrollment. This session focuses on providing students with essential information to facilitate enrollment, this includes but is not limited to assessment scores interpretation, placements, use of student portal for selection of general education patterns, course selections and registration, purchasing of parking permit, payment of fees, completing financial aid fee waiver applications, FASFA, and accessing financial aid forms from student portal, pre-requisites/advisories, academic calendar and deadlines, etc. See Exhibit D.

Part 2: Eight-hour, First Year College Student Seminar, Guidance 210 (.5 unit). Students also have the option to complete Guidance 6 (2 units), Kinesiology 1 (1 unit), or Guidance 560 (1 unit). Guidance 210 is completed within the first nine weeks of the first term of enrollment. The course covers topics such as: Academic expectations, academic standing, student services, academic support services, financial aid expectations and responsibilities, maintaining
registration priority, declaring major, educational planning, study skills, etc. See Exhibit E, curriculum for details.

Categorical, grant-funded, and cohort specific programs augment the standard Part 1 and 2 content with program specific eligibility requirements, expectations, and services.

See exhibits F - H: Kick-Start and Guidance 210, Guidance 6, Kinesiology 1, and Guidance 560 curriculum.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

A dedicated space is needed that houses a computer lab is required to provide Part 1 and 2 of the orientation component (Kick-Start Sessions and Guidance 210) to ensure a wide range of offerings to accommodate various times, schedules, locations, and student cohorts.

Automated data collection system is required for accurate reporting of services.

Students require the ability to Declare a Major or Change Majors via their student portal; this ability will improve the accuracy of information obtained on MyDegree Works degree audit system.

On-going collaboration with categorical, grant-funded, and cohort specific programs is necessary to ensure the Part 1 and Part 2 content is consistent and delivered to targeted audiences eliminating the duplication of service. It would be highly desirable to pre-identify during pre-enrollment all students who will be eligible to participate in categorical or grant-funded programs so that they can attend Kick-Start Sessions and enroll in Guidance 210 sections that are directed specifically for program participants.

Adjunct counseling faculty turn-over, load limitations, varying schedules and availability impact the ability to provide a consistent schedule of both Part 1 and Part 2 of the Orientation and negatively affects the counseling faculty training program designed to ensure consistency of delivery of the orientation information.

Consistent faculty compensation and load allocation for the delivery of Kick-Start sessions and teaching Guidance 1 and 6 would eliminate staffing issues.

On-going collaboration and planning with Outreach/Recruitment Services are required to ensure campus tours, college materials and information are accessible when Part 1 and Part 2 orientation components are offered.

Other factors that facilitate matriculation entry include availability of summer counseling services and increasing summer ESL assessment opportunities at off-site location of Hollister.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.
II. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

The college has two distinct yet connected assessment and placement systems: 1) ESL placement, which is assessed through the use of the Gavilan English as a Second Language Assessment (GESL) and the Combined English Language Skills Assessment (CELSA) and 2). Reading, Writing, and Math placement which is assessed through the use of Accuplacer®.

ESL (CELSA/GESL) Students:
Students for whom English is their second language are identified as potential ESL placement via Accuplacer, which is administered on average to 140 students per year. Referrals for placement are made by counselors and instructors. All students who are new to the ESL Program are assessed.

Methods of delivery:
St
scores are made available on student Gavilan portal.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

ESL:
ESL faculty and staff provide assessment. Full time and adjunct faculty (2 or 3 per session) give the oral interview, score the writing sample, evaluate scores and discuss placement with the student, explain the program, and fill out and sign the registration card. ESL Program Specialists (2 classified staff) meet students, walk them to the testing area, explain the assessment process, proctor the writing component and the multiple choice exam, and provide general information about the college and student services. Counseling faculty review placement results and course options with students. Director of Institutional Research conducts validation studies and reports which are submitted to CCCCQ for approval.

Reading, Writing, and Math:
Assessment Specialist (1 FTE) coordinates services of the Assessment Office, develops test schedule, and interfaces with staff and faculty regarding assessment services. Two periodic substitute proctors assist during evening, weekend and peak time assessments as needed. Director of Institutional Research conducts validation studies and reports. Counseling faculty review placement results, other assessment information, and course options with students throughout the year.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

a. If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.

ESL:
CELSA - English Language Skills Assessment Forms 1 and 2 - In person, group. (Association of Classroom Teacher Testors)

GESL - Gavilan College ESL Assessment (alternate forms 1 and 2), which includes oral interview and written assessment- In person, and group (Gavilan College original assessment, approved through California Community College Chancellor's Office.

Reading, Writing, and Math
ACCUPLACER- an online assessment tool offered in a proctored computer lab in groups as well as in person individually if accommodations are needed requiring Companion formats (Zoom Text, Kurzweil, Braille, or Large Print).

Test includes background questions which are weighted for multiple measures. Accuplacer automatically applies this additional data to the student's raw score at the
conclusion of the test.

b. If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

Reading, Writing, and Math
Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.

c. Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

ESL:
Measures are used for placement on ESL program levels based on established and validated cut scores. Testers give all three multiple measures equal weight. Testers calibrate the measures according to protocols established in norming sessions to assure inter-rater reliability.

Reading, Writing, and Math
Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

ESL:
Gavilan College, with counselor and ESL faculty evaluation, will accept ESL placement results from other colleges that are within a 2-year recency and combined with course history.

Reading, Writing, and Math
As noted in the Gavilan College Assessment Policy, “If you have attended another college, you may submit test scores that have a 2 year recency from that college for a Gavilan counselor to review. These test scores are considered with other multiple measures for final course placement.” Counselors use Accuplacer test results as part of their multiple measures. Other considerations include previous coursework as noted on transcripts, standardized test scores (e.g. ELM, EPT, EAP, SAT/ACT, AP exams), and prior academic competency and basic knowledge.

5. Describe college or district policies and practices on:
a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
b. **Re-take** - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

c. **Recency** - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

**ESL:**
Pre-test practice is provided, which includes sample questions. Students receive immediate feedback. Re-taking ESL placement test is not permitted within the same semester. There is not a wait period specified by publisher guidelines. Regarding recency, placement scores are valid for two consecutive semesters from the date of the assessment. Scores are provided directly to students yet a centralized housing system would facilitate the access and retrieval of scores by counselors and college staff.

**Reading, Writing, and Math**
Pre-test practice is made available on the Assessment web page with links to Khan Academy and the Accuplacer website where students can find a 14 page study guide. Any feedback is provided through these sources. Currently there is a non-credit course that offers modules that allow a student to review skills to improve their Accuplacer scores. The course option will be available as a pilot spring 2015. The focus of the pilot would be to target specific student populations (high school seniors, and re-entry students) and students who never attended college.

Students may re-take placement test once after 15 days, but within 90 days following placement test. The waiting period is consistent with publisher guidelines. After the 90 day waiting period expires, a student must meet specific conditions to obtain a recommendation from a counselor to appeal the assessment retake policy for another assessment attempt.

Recency: Accuplacer and EAP, ELM, SAT/ACT and high school and college transcripts scores are valid for 2 years.

6. **Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?**

**ESL:**
N/A

**Reading, Writing, and Math**
Assessment tests are accepted from other colleges. Gavilan College accepts EAP test results for both English and Math. EAP scores are noted on a high school student's STAR report and the student must provide the information. An automatic download of EAP scores can ensure students are immediately exempted from additional assessment. SAT/ACT scores and high school transcripts must also be provided by students; automatic delivery of these scores to the college would facilitate the exemption of additional assessment.
For the 2013-2014 academic year, the following number of students had scheduled counseling appointments or obtained walk-in services:

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Appointment</th>
<th>Walk-In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>335</td>
<td></td>
</tr>
<tr>
<td>CTE</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>DRC</td>
<td>632</td>
<td></td>
</tr>
<tr>
<td>Early Alert/Basic Skills</td>
<td>187</td>
<td></td>
</tr>
<tr>
<td>EOPS &amp; CalWORKs</td>
<td>563</td>
<td>357</td>
</tr>
<tr>
<td>General Counseling</td>
<td>3679</td>
<td>3046</td>
</tr>
<tr>
<td>MESA/STEM/TRIO</td>
<td>283</td>
<td></td>
</tr>
</tbody>
</table>

Counseling Services:
Counseling services offered include: career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention. Counselor’s complete abbreviated and comprehensive plans, teach guidance courses, deliver kick-start sessions, provide follow-up services, referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded counseling services provide required program information and services.

Service Delivery Methods:
Students have the option to meet with counselors in person, in a workshop setting, or in FTES Guidance courses (online/in-person options). Counselors also communicate with students through email and phone calls. In addition, online and walk-in counseling services are provided on an on-going basis by counselors from the General Counseling department. For the self-directed student, the General Counseling department webpage provides a variety of links, resources, guides, and directions to aid new, continuing, and returning students.

For the Spring 2014 term, the following student workshops were coordinated by EOPS/CalWORKs with participation from CalWORKs, Student Success Center and the Writing Center. Basic skills counselors provided 30 class visits to basic skills math, English and ESL classes.

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Student Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 class visits to all basic skills math, English and ESL classes</td>
<td>Average 900</td>
</tr>
<tr>
<td>Community Resources</td>
<td>10</td>
</tr>
<tr>
<td>CSU Online Applications</td>
<td>9</td>
</tr>
<tr>
<td>Email Etiquette</td>
<td>2</td>
</tr>
<tr>
<td>Health Resources</td>
<td>6</td>
</tr>
<tr>
<td>How to Talk with your Instructor</td>
<td>1</td>
</tr>
<tr>
<td>Kognito</td>
<td>2</td>
</tr>
</tbody>
</table>
Additional workshops offered in spring 2014 term by other student services departments like Financial Aid include: “Scholarships Workshop” which was attended by 25 students. Student veterans were also provided a workshop sponsored by Financial Aid, Disability Resource Center, and general counseling on “Veteran Success” which had 18 participants.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall 2013 Sections</th>
<th>Spring 2014 Sections</th>
<th>Summer 2014 Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance 210</td>
<td>N/A</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Guidance 6</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Guidance 1</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Kinesiology 1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Partnerships:
The General Counseling Department, in partnership with local high schools, offers guidance courses at the high school site to help students meet Part 2 of the orientation requirement or to help undecided students declare a major. For the Fall 2014 term, Guidance 6 course will be offered at Gilroy High School which will be targeted to CalSOAP juniors and seniors.

Existing working relationships with transfer institutions (CSU, UC, private) continue to facilitate the student transfer process and the completion of Transfer Agreements (TAGS). The discontinuance of the Transfer Center services has limited the number of visitations and early outreach efforts from universities and colleges.

The Early Alert and Basic Skills counselors have partnered with Gilroy High School during the Spring 2014 term to recruit high school seniors to participate in JumpStart acceleration program designed first-year college students at basic skills placement levels.

The Disability Resource Center works closely with the State Department of Rehabilitation and partners with all local area high schools, including Sobrato HS, Live Oak HS, Christopher HS, Gilroy HS, San Benito HS, and Anzar HS along with a few alternative high schools each semester to help matriculate program eligible students to Gavilan and help them work toward meeting their educational goals.

Career Technical Educational counselors partner with CSU Monterey Bay and Hartnell College to target Hispanic students interested in Nursing, Computer Science, and Digital Media by providing major specific counseling and develop educational plans.

Many students are in one or more support programs such as MESA, EOPS, DRC which is taken into account when establishing services and creating educational plans to eliminate
duplication of services. Usually a lead counselor is identified.

Students are assisted in following points of service: pre-enrollment, enrollment, and post enrollment.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Students schedule counseling appointments which are 30 minutes in duration for individual 1:1 counseling session. Walk-in counseling sessions are limited to 10 minutes. Depending on student circumstances, a counseling appointment may be extended to 60 minutes and walk-in services can extend to 15-20 minutes. Categorical, cohort, and grant-funded counselors typically offer 45-60 minute individual appointments and walk-in is limited or availability results from students not keeping appointments. Wait times for counseling and walk-in appointments will vary:

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Scheduled Appointment</th>
<th>Walk-In Frequency/ Wait Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>One week; during peak periods 2 weeks</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
<tr>
<td>CalWORKS</td>
<td>2-3 days; during peak periods 2 weeks</td>
<td>once per week/15-30 minutes</td>
</tr>
<tr>
<td>CTE</td>
<td>none</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
<tr>
<td>DRC</td>
<td>2-3 days; 2 weeks</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
<tr>
<td>Early Alert/Basic Skills</td>
<td>none</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
<tr>
<td>EOPS</td>
<td>2-3 days; during peak periods 2 weeks</td>
<td>once per week/ 15-30 minutes</td>
</tr>
<tr>
<td>General Counseling</td>
<td>5-10 days; during peak periods 3 weeks (November, December, April, and May)</td>
<td>Daily / 20-25 minutes; Peak Periods (January, June, July, and August) wait time 2.5 hours</td>
</tr>
<tr>
<td>MESA/STEM/TRIO</td>
<td>none</td>
<td>No Show Appointment – will take Walk-In/ None</td>
</tr>
</tbody>
</table>

Peak periods= first week of pre-priority registration and last two weeks of instruction

Students may schedule General Counseling appointments 10 days in advance either online, with the counseling secretary, using kiosk located at all sites, phone call, or email. Peer Mentors assist students with the use of the appointment/Walk-In kiosks or the online scheduling system.
Counseling appointments with DRC, EOPS, CalWorks, Athletics, TRIO/MESA/STEM, Early Alert/Basic Skills must be scheduled in-person or by telephone by contacting office support. CTE appointments are scheduled by calling the counselor or using a laptop located in the Business building where the counselor is housed.

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

Abbreviated educational plans are completed during the Kick-Start sessions. Counselors assist students to understand how to use MyDegree Works, general education options, placement and course selections, major and elective course options. A discussion about prerequisites, advisories, course sequences, unit load and required study hours helps students identify appropriate, individualized course loads per term. A series of questions are answered by students that help the student understand the educational commitment in light of commitments outside of school. A sample plan is reviewed with students and, with counselor guidance; the two term plan is crafted and reviewed by counselor delivering the Kick-Start session. If necessary, the student changes their general education pattern online and completes a Change of Major form so that MyDegree Works displays the educational path that was clarified during the Kick-Start session. The abbreviated plan is used to guide students through the registration process for the current term. The abbreviated plan is used by students, peer mentors, or counselor to guide students to make appropriate course selections if the student requires one-one help with the enrollment process. See Exhibit 1 for worksheet used for the abbreviated plan.

Students eligible for categorical programs, or grant-funded programs, or cohorts obtain individualized assistance with the abbreviated plan (two-terms) either by attending a Kick-Start Session with a special focus on the targeted group or with program counselor after program eligibility is established. Since all new, never attended college students are not aware or have not completed program eligibility requirements, they attend Kick-Start Sessions that meet their scheduling needs.

To ensure that all students receive the same level of service and ensure consistency within the scope and content of the abbreviated plan development, there must be on-going training.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

Part 2 of the Orientation (Guidance 210, 6, 560, and Kinesiology 1) all require a comprehensive educational plan as part of the curriculum. As part of the course curriculum, students are required to meet with a counselor to identify their educational and career objectives, courses, and support programs necessary for success. The counselor completes the comprehensive education plan on MyDegree Works during a scheduled appointment. In Guidance 210, the plan is completed within the first nine weeks of instruction. The additional course options ensure that the plan is completed within the 10th week of instruction.

The educational plan lays out the general education pattern and the educational goal the
student identifies. The educational plan identifies all courses (general education, major and elective), transfer (if applicable) and unit requirements, support programs/services necessary for success, and GPA standards. The counselors lock the educational plan which in turn classifies the educational plan as being the official plan for the student along with identifying the counselor who is working with the student. The plan can be accessed by students via their Gavilan student portal and MyDegreeWorks. The counselor can update or modify the plan, add term notes, and make course changes if necessary.

Students who are still exploring career options and need assistance with major selection are referred to take a Self-Assessment and Career Development (Guidance 1) course or encouraged to attend free workshops designed for undecided or undecided students. Having the ability to easily and automatically identify the undecided/undeclared student cohort is necessary to provide directed, timely counseling interventions and services.

General Counseling conducts classroom presentations, both in the fall and spring terms (October and March), to all general education courses (Psychology, History, Communication, College-level English and Math, and Science courses) regarding the value of completing a comprehensive plan early in the term. Twenty classes were visited during the 2013-2014 AY.

Continual access to Eureka Online is essential as it is a service that provides students access to career and educational information. Counselors direct students to use the software program as well as the Career Development courses utilize the service. The Career Center, during its operation, provided students with one-one-one assistance with the use of the software program.

Many students are in one or more support programs such as MESA, EOPS, DRC which is taken into account when establishing services and creating educational plans to ensure that there is no duplication of services. Usually a lead counselor is identified.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

<table>
<thead>
<tr>
<th>Staff providing counseling services:</th>
<th>General Counseling</th>
<th>Special Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanca Arteaga</td>
<td>Full-Time 80%</td>
<td>Tammie Attway</td>
</tr>
<tr>
<td>Debbie Christianson</td>
<td>Part-Time 65%</td>
<td>Katie Bennett</td>
</tr>
<tr>
<td>Sergio Diaz</td>
<td>Part-Time 50%</td>
<td>Brooke Boeding</td>
</tr>
<tr>
<td>Evan Gilstrap</td>
<td>Part-Time 65%</td>
<td>Gabriel Bravo</td>
</tr>
<tr>
<td>Jane Godley</td>
<td>Part-Time 65%</td>
<td>Devon Carlson</td>
</tr>
<tr>
<td>Charles Majuri</td>
<td>Part-Time 65%</td>
<td>Darlene Del Carmen</td>
</tr>
</tbody>
</table>

TRIO – Part-Time 30%
Early Alert/Basic Skills – Part-Time 67%
Workability III – Part-Time 67%
MESA/STEM – Part-Time 67%
CTE – Part-Time 67%
Athletics – Part-Time 67%
<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celia Marquez</td>
<td>Full-Time 60%</td>
<td>Felicia Fierro</td>
<td>DRC – Part-Time 67%</td>
</tr>
<tr>
<td>Rosa Rivera-Sharbeneau</td>
<td>Full-Time 20%</td>
<td>Mari Garcia</td>
<td>EOP&amp;S – Full-Time 100%</td>
</tr>
<tr>
<td>Johanna Stewart</td>
<td>Full-Time 100 %</td>
<td>Leticia Palacios</td>
<td>TRIO– Part-Time 67%</td>
</tr>
<tr>
<td>Leslie Tenney</td>
<td>Full-Time 80%</td>
<td>Vanla Parakati</td>
<td>Basic Skills– Part-Time 67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mark Taberna</td>
<td>DRC– Part-Time 67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Claudia Valencia</td>
<td>CalWORKS – 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carla Velarde-Barros</td>
<td>CalWORKS – Full-Time 100%</td>
</tr>
</tbody>
</table>

**Total:**

<table>
<thead>
<tr>
<th>Full-Time General Counselors</th>
<th>3.80 FTE'S</th>
<th>Full-Time Categorical Counselors:</th>
<th>2.0 FTE'S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time General Counselor Cohort</td>
<td>5</td>
<td>Part-Time Grant, Categorical Counselor Cohort</td>
<td>11</td>
</tr>
</tbody>
</table>

Counseling faculty provide career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention services. Counselors complete abbreviated and comprehensive plans, teach guidance courses, deliver kick-start sessions, provide follow-up services, referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded counseling services provide required program information and services.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

MyDegreeWorks, developed by Ellucian, is the primary technology tool used by all counselors to develop comprehensive education plans. The program interfaces with Banner. The software program is used to develop excessive unit plans for students petitioning for financial aid, it used to develop educational plans for students receiving Veterans benefits (the plan includes prior unit evaluations); it is used to certify transfer GE patterns (IGETC, CSU GE Breath), to confirm associate degree completion with the use of the degree audit, and to explore possible majors and to note acceptance and applicability of courses completed at other colleges. Financial aid and Admissions and Records have MyDegreeWorks view capabilities and use the information to clear students from requirements or to communicate with students regarding certifications and degree completions.

SARS is a scheduling software program that also allows counselors to keep counseling notes, place alerts (used to note assigned counselor for case load), to review student history of counseling services, and to collect service data. SARS also provides for the ability to have online scheduling services, early alert system, and e-advising. The system collects information regarding services obtained and how service was accessed. Orientation and assessment...
completion is noted on SARS.

College Source and TES (transcript evaluation system) is also used by counseling faculty to evaluate course work from non-CA community college to determine equivalency, GE applicability, and transferability for major or transfer purposes. The use of the software ensures consistency of how courses are applied. The software license was secured under Title 5 funding and on-going support is required.

The General Counseling Department website has a variety of links to many other websites utilized by counselors in their work with students.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Target Audience

☐ Academic and Progress Dismissals – New or Continuing on status
☐ Progress Probation, Warning 1 - New or Continuing on status
☐ Progress Probation, Warning 2 - New or Continuing on status
☐ Academic Probation, Warning 1 - New or Continuing on status
☐ Academic Probation, Warning 2 - New or Continuing on status

☐ Basic Skills Students – First-Year College Students
☐ Students on Financial Aid who have excessive units and have not completed degree objective
☐ First-Generation College Student, academically and financially underprepared
☐ Low income and economically disadvantaged full time students
☐ Students eligible and participating in categorical, grant-funded, program, or select cohorts (EOPS, CalWORKS, TRIO/MESA/STEM, Veteran’s, Puente, etc.)

Number of Students At Risk
Approximately 485 are placed either on academic or progress probation or dismissal per term; out of this group, approximately 269 (55.1%) re-enroll for the next term. Not all students re-enroll for the next term, some opt to not reenroll and thus the numbers served will fluctuate per term/year. Some students are on multiple standings. For example, for AY fall 13-spring 14
<table>
<thead>
<tr>
<th>Academic Progress Status</th>
<th>Fall 13</th>
<th>Re-enrolled Sp 14</th>
<th>Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dismissal</td>
<td>134</td>
<td>76</td>
<td>56.7%</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>256</td>
<td>144</td>
<td>56.3%</td>
</tr>
<tr>
<td>Progress &amp; Academic Probation</td>
<td>38</td>
<td>16</td>
<td>42.1%</td>
</tr>
<tr>
<td>Progress Dismissal</td>
<td>20</td>
<td>13</td>
<td>66.0%</td>
</tr>
<tr>
<td>Progress Probation</td>
<td>37</td>
<td>17</td>
<td>45.9%</td>
</tr>
<tr>
<td>Status Unknown</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>488</td>
<td>269</td>
<td>56.1%</td>
</tr>
</tbody>
</table>

**How Students are Identified**

After grades are officially posted by the Admissions and Records (A&R) office, students are placed on Academic and Progress Dismissal or Probation and notified via letters sent by the A&R office informing them of their academic standing. Students receive this information approximately 1-2 months after grades are posted—the time frame will depend on how timely grades are submitted by instructional faculty. Because of the short window of time from when fall grades are posted, students do not receive information regarding their academic standing until the spring term is in session.

A shorter turn-around time for the posting of academic standings and a more efficient student notification system (MyGAV portal notification and email) would benefit students by prompting them to meet with a counselor or schedule counseling appointments early. The counselors could also benefit by having this targeted population easily identified as a cohort so notifications of services could be targeted to encourage student action.

The Financial Aid department identifies students who are reaching their maximum units and requires them to have a Request for Extension completed, reviewed and approved by a counselor, and to have an updated educational plan listing only classes needed to meet academic objective. The students are notified by email each semester of their overunit status.

Although all students receive notifications regarding their academic status, students in categorical, grant-funded programs, or select cohorts receive additional support services from the respective programs. Additional support services ensure students follow the readmissions procedures and or understand the ramifications of maintaining priority enrollment and services in light of their academic standing.
Services, Strategies, and Delivery Model

Students on Academic or Progress Dismissal are required to complete a Petition for Readmissions and have the petition reviewed and approved by counselor before a student can register for a following term. Students, who pre-register while still enrolled in courses and are deemed on dismissal status once grades are posted, remain enrolled even without a Readmission Petition on file with the Admissions and Records office. Nevertheless, these students are locked out from using the online registration system and if the student attempts to adjust their future course schedule, they are prompted to complete the Readmission Petition. Students must adhere to established deadlines for the submission of petitions and are allowed to enroll in open courses only. This helps encourage students to plan early and to enroll in courses listed on their educational plan or courses designed to improve their academic standing.

Often a reduced course load is approved with various required follow up services which include; but are not limited to: Tutoring, Progress Report submission, Completion of Ed Plan, 2-3 meetings with counselor and appropriate workshop attendance. Dismissed students are required to meet with the counselor who approved the readmission until the student reaches a “good standing” status. Counselor approval is needed in order to add or drop any courses. The counseling case management approach helps students stay on track, receive consistent information, improve monitoring, and contributes to the student-counseling relationship. The General Counseling Department and EOP&S send out notices to students (email and postcards) who have completed a readmissions petition reminding them of the required conditions and deadlines. Some students who are eligible for categorical, grant-funded, program or cohort services may lose program eligibility for not maintaining a good-standing status. These students are re-directed to other services and General Counseling.

Although the Readmission petition is available online, the review process is available in-person at all three sites, day and evening appointments (General Counseling). Students participating in program specific or categorical, or grant-funded programs are required to schedule counseling appointments to review the petition.

Limited classroom space and counseling faculty impacts the ability to offer a wider range of academic intervention workshops in-person and online. Furthermore, it is clear to the counseling faculty that student reasons for reaching dismissal status varies and some of the reasons students are placed on dismissal are very personal and discussion of the issues are not conducive to group settings.

Only dismissed students are required to have a counseling session and file a petition for re-enrollment. Probationary students are encouraged, not mandated, to review their status with a counselor. Student notification letters (Exhibit K and L) are sent to students on Warning 1 and Warning 2 encouraging appointments with a counselor to discuss interventions. When students initiate a counseling appointment, they have a discussion with their counselor about challenges, barriers, and resources available on and off-campus (i.e. tutoring, writing center, health services, etc.)
Some basic skills and specific large general education instructors participate in the Gavilan Early Alert System and if students receive an alert they are encouraged to meet with their instructor or counselor.

Interventions are primarily individualized and unique to the student's circumstances. Generally, students who lack identified goals are directed to a Career Development and Self-Assessment course, students lacking study skills are encouraged to register for Skills in Higher Education, or appropriate workshops (Kognito). Other resources (online, on-campus and off-campus) are provided to students based on their needs.

Counseling faculty would prefer to mandate participation in the Probation and Dismissal Intervention (PDI) workshops as part of a new petition process for Probation, Warning 2 students. Nevertheless, based on the number of students that are placed on this status, increased counseling faculty as well as dedicated space for workshops is needed to provide a variety of scheduling options.

Not all students fair well in online workshop environment and thus in-person workshop options are necessary. EOPS requires in-person probation workshops for all EOPS students on probation before receiving program services.

Students who require financial aid extensions schedule counseling appointments to complete the petition process with a counselor. Counselors use a case-management approach with this cohort as it helps students maintain a clear understanding of their responsibilities to following their educational plan. The counselor who approves the extension is the only individual who can add or delete coursework from the educational plan. A Financial Aid staff also contacts the assigned counselor to obtain clarifications when needed.

**Instructional Early Alert System**

Fourteen instructors used the early alert (GEARS - Gavilan Early Alert System) during the fall 2013 and spring 2014 academic year. Two-hundred and three alert notifications were delivered to students. The Early Alert/Basic Skills Counselor explains the early alert notification process to instructional faculty and to the classes that select to participate in the program. The Early Alert/Basic Skills Counselor receives all alerts, determines if the student has completed an educational plan, contacts the student via phone or email, sends a list of support services and guidance on next steps via email, and follows up with an additional contact if needed.

If the student schedules a counseling appointment, an educational plan is created if necessary. In addition, a counseling action plan is created, with the intention of improving the student's success and retention rates. Although students supported in the GEARS intervention had a 10% higher success rate and 9% higher retention rate as compared to students without early alert from the previous terms, regular data on effectiveness of GEARS Program is necessary to develop best practices and to determine instructional faculty role in the intervention process.
If a student participates in DRC, EOPS, CalWORKS, TRIO, Athletics, Puente, or CTE, an early alert email is disseminated to program counselor by the Early Alert/Basic Skills Counselor. Students will be contacted by the program counselor and Early Alert/Basic Skills Counselor. Further data are required to determine if contact by two counselors impacts the student's retention or success rate.

All basic skills instructors are encouraged, but not required, to use the early alert system. Instructors volunteer to participate in GEARS and thus intervention is limited to specific students. Expansion of GEARS to all classes will require the automation of the notification system; this will improve the efficiency of the notifications as they will not rely on availability of one, part-time counseling faculty. Automation can also facilitate the integration of the intervention into the on-going practices of the institution.

Collection of GEARS data would aid in the analysis of the effectiveness of the intervention and would assist with the planning of instructional improvements and prescribed counseling interventions. Additionally, collecting information regarding the reasons students withdraw from courses, at the time courses are dropped, can help the institution gain a better understanding of students' needs.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).
3. Admissions & Records - (# of positions) Letters are sent out by ...

General Counseling secretary (1 staff person) — schedules counseling appointments and sends out student reminders regarding readmission conditions.

Counseling Faculty — (22 staff members) Full and part-time counseling faculty provide counseling services to students who have readmission petitions and those who need improvement plans to return to good academic standing.

Early Alert/Basic Skills Counselor – (1 staff member) — receives all alerts and follows-up with students or redirects them to program counselors.

Financial Aid – (1 staff member) — identifies and sends out notices to students who reaching maximum units

4. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

SARS - Early Alert functionality; integrated with student counseling history and program affiliations. System can independently identify a student's program affiliation and direct a copy of the notification to a student's counselor. The system is not currently used to its capability as the intervention service has been running on pilot mode.

SARS — used by counseling faculty to place student alerts, counseling notes, and to determine
DegreeWorks – counseling faculty use the educational plan function to create comprehensive plans. The GPA function is used with students to help them calculate term GPA and overall GPA. The degree audit function helps students determine how close they are to completing identified degree objective. Counselors can also send student notifications for follow up services via emails through this system.

Banner – Internet Native Banner/Self-Service system

5. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

Direct Costs – purchase, maintain

SARS

DegreeWorks – 115 hours per AY to update and maintain data by counseling faculty.

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Institutional research will be provided for each of the SSSP categories. For example, orientation enrollment and effectiveness will be measured and reported upon annually. For assessment, the Office of Instructional Research (OIR) provides validity analysis and reporting for the placement instruments. For counseling, the OIR will work with the MIS department to develop dashboard tools to make more data available to counselors and decision-makers. Follow-up and at-risk services are evaluated, i.e. Early Alert. More intensive process evaluation efforts will be devoted to new follow-up and at risk student pilot efforts.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

Orientation:

The two parts of the orientation process, Part 1: Kick-Start sessions; and Part 2: First-year College Student Seminar, utilizes the Moodle instructional platform, customized web page, MyDegree Works degree audit and educational plan, the student portal, and Internet Native Banner. SARS is used to collect data of services rendered to students.

Counseling- Educational Plans:

Counselling sessions (pre-enrollment, enrollment, and post-enrollment stages) use MyDegreeWorks degree audit and educational plan, the student portal, and Internet Native
Banner.

College Source/TES is used by counseling faculty to determine transferability of courses from independent, private, and out-of-state colleges to ensure a comprehensive educational plan is created.

SARS GRID is used to schedule counseling appointments, monitor walk-in counseling services, houses counseling notes, alerts, identify assigned counselor or program affiliation, and collect data of services rendered to students. It is also used to send students reminders of scheduled appointments.

For on-line counseling the General Counseling department uses Outlook email system along with the department website that has a variety of links to on-and-off campus resources (Student Health Services, Career Café, Assist, CSU Mentor, Study Skills Sites, etc.).

SARS Early Alert system is used by instructional faculty and counseling faculty to provide intervention services. In the future, SARS E-Advising can be used when campus counseling faculty can obtain support to provide the service.

ARGOS is used to extract data to help identify needs and target services.

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Based on the Student Success and Support Program match survey conducted in June 2014, Gavilan College identified matching funds of $1.3 million. The majority of matching funds, $670,690, are allocated to academic salaries and benefits devoted to counseling, advising and education planning. An additional $482,776 in matching funds are identified in transitional services for staffing in Admissions and Records, Institutional Research and Financial Aid departments. The College will be considering return of Career/Transfer Center, which was discontinued as result of budget cuts.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
   Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

2. Appeal Policies
   Describe the college’s student appeal policies and procedures.
3. **Prerequisite Procedures**
   
   Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with Title 5 section 55003 and procedures for considering student challenges.

   Course Prerequisites and the Prerequisite Challenge procedure (Exhibit I) are described on pages 34-35 of the Gavilan College catalog. If a new course has an advisory or prerequisite, the prerequisite form is completed and included with the new course proposal. Courses are required to be updated every 5 years. If a course has an advisory or prerequisite, the Advisory/Prerequisite form needs to be completed along with the update.

4. **Professional Development**
   
   Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

5. **Coordination with Student Equity Plan and Other Planning Efforts**
   
   Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation, Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

   The SSSP plan was developed in concert with the college's Student Equity Plan and other campus planning efforts. Both the Equity and Basic Skills plan drafts were developed as a result of collaborative dialogues conducted in Spring and Fall 14. Multiple SSSP task force representatives were also members of the committees that developed the Equity and Basic Skills plans. As a part of the Student Equity plan, several specific activities were proposed in response to identified inequities. Additionally, the Basic Skills plan identified particular activities to respond to ongoing data collection and evaluation reports. These proposed activities were passed on to the SSSP Task Force for discussion and incorporation into the SSSP.

   In accordance with accreditation standards, the college has an integrated planning and allocation effort which includes an annual planning and allocation cycle, program review, and strategic plan. Each year Gavilan College reviews and updates its strategic plan. SSSP and equity plan goals will be incorporated into the internal scan, which informs each annual update. Program areas that are responsible for different elements of the plan will be including objectives and funding requests as a part of their respective annual program plans. Progress on the SSSP objectives will be monitored and reviewed along with other program area activities as a part of the program review process.

6. **Coordination in Multi-College Districts**
   
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

   Gavilan College is a single college district.
SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, Organizational Chart. Please attach a copy of your colleges’ organization chart and highlight the Student Success and Support Program Coordinator’s position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator’s position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, SSSP Advisory Committee. Attach a list of the members of the college’s SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION
Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818
## Attachment A

**Student Success and Support Program Plan Participants**

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Moberg</td>
<td>Vice President, Student Services</td>
<td>Student Success Task Force</td>
</tr>
<tr>
<td>Kathleen Rose, Ed.D.</td>
<td>Executive Vice President, Chief Instructional Officer</td>
<td>Administration</td>
</tr>
<tr>
<td>Blanca Arteaga, Ed.D.</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Mimi Arvizu</td>
<td>Director, MIS</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Katie Bennett</td>
<td>Counseling Faculty</td>
<td>Early Alert/Basic Skills</td>
</tr>
<tr>
<td>Kyle Billups</td>
<td>Assistant Director, MIS</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Randy Brown, Ph.D.</td>
<td>Director, Institutional Research</td>
<td>Assessment, Course Alignment, Enrollment Management</td>
</tr>
<tr>
<td>Grace Cardinali</td>
<td>Executive Assistant</td>
<td>Student Services</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Stakeholder Group</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Devon Carlson</td>
<td>Counseling Faculty</td>
<td>Career Technical Education</td>
</tr>
<tr>
<td>Susan Cheu</td>
<td>Director, Business Services</td>
<td>Finance</td>
</tr>
<tr>
<td>Darlene DelCarmen</td>
<td>Counseling Faculty</td>
<td>Kinesiology Department</td>
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<tr>
<td>Bonnie Donovan</td>
<td>Sr. Program Services Specialist - Curriculum</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Jane Godley</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Bea Lawn</td>
<td>President, Academic Senate</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Fran Lozano</td>
<td>Dean, Liberal Arts and Sciences</td>
<td>Administration, Basic Skills</td>
</tr>
<tr>
<td>Charles Majuri, Ph.D.</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
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<tr>
<td>Cella Marquez</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Doug Martin</td>
<td>Programmer/Analyst</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Stakeholder Group</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Veronica Martinez</td>
<td>Director, Financial Aid</td>
<td>Board of Governor's (BOG) Tuition Waiver Work Group</td>
</tr>
<tr>
<td>Vania Parakati</td>
<td>Counseling Faculty</td>
<td>Student Success Center</td>
</tr>
<tr>
<td>Anne Ratto</td>
<td>Associate Dean, EOPS/CalWORKs/CARE</td>
<td>Student Equity Steering Committee</td>
</tr>
<tr>
<td>Rosa Rivera-Sharboneau, Ed. D</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Johanna Stewart</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Leslie Tenney</td>
<td>Counseling Faculty</td>
<td>General Counseling</td>
</tr>
<tr>
<td>Carla Velarde-Barros</td>
<td>Counseling Faculty</td>
<td>CalWORKs</td>
</tr>
<tr>
<td>Candice Whitney</td>
<td>Director, Admissions &amp; Records</td>
<td>Enrollment Priorities Work Group</td>
</tr>
</tbody>
</table>
RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor’s Office Basic Skills web site
Subject: Student Equity Plan

Proposal: That the Board of Trustees review the attached Student Equity Plan.

Background: The Student Equity Plan is required by the State Chancellor's Office to identify and address disparities among student populations groups.

Budgetary Implications: The Governor appropriated $70 million statewide for Student Equity funding which will be based on the socioeconomic status of the District. The Student Equity allocation will be determined by the State Chancellor's Office in September 2014.

Follow Up/Outcome: The Student Equity Plan will be presented to Board of Trustees for approval October 2014.
Gavilan Joint Community College District
5055 Santa Teresa Blvd.
Gilroy, CA 95020

Student Equity Plan

September 2, 2014
Table of Contents

Signature Page ................................................................. 2

Executive Summary .......................................................... 3
  Target Groups
  Goals
  Activities
  Resources
  Contact Person/Student Equity Coordinator

Kathleen Moberg (408) 848-4732

Campus-Based Research .................................................. 5
  Overview ................................................................. 6
  Indicator Definitions and Data ....................................... 7
    Access ........................................................................ 8
    Course Completion (Retention) ..................................... 10
    ESL and Basic Skills Completion .................................. 12
    Degree and Certificate Completion ............................... 18
    Transfer ..................................................................... 20
    Additional Campus Based Research-Veterans ................. 22

Goals and Activities ......................................................... 24
  Access .......................................................................... 25
  Course Completion (Retention) ....................................... 26
  ESL and Basic Skills Completion .................................. 32
  Degree and Certificate Completion ............................... 32
  Transfer ..................................................................... 33

Budget
  Sources of Funding ........................................................ 35

Evaluation Schedule and Process ....................................... 36

Attachments (Optional)
Gavilan College
Student Equity Plan
Signature Page

District: Gavilan Community College

Date Approved by Board of Trustees: __________

College President: Steve Kinsella, DBA, CPA, CIA, CGMA

Vice President of Student Services: Kathleen Moberg

Vice President of Instruction: Kathleen Rose, Ed.D.

Academic Senate President: Bea Lawn

Student Equity Coordinator/Contact Person: Kathleen Moberg
EXECUTIVE SUMMARY

In order to update Gavilan College’s Student Equity Plan, the college underwent a collaborative process which included research, dialogue, and planning activities. The Student Equity Plan Committee was composed of representatives from faculty, staff, administrators and student constituencies. The committee met regularly over the 13/14 academic year.

In preparation for the development of the plan, the Office of Institutional Research conducted analysis prescribed in the California Community College Chancellor’s Office Student Equity Plan guidelines. The results of the analysis revealed two major areas of inequity:

- Low income and foster youth students completed courses at lower rates than non-low income students.
- Hispanic, DRC, and older students transferred at lower rates.

Through a collaborative dialogue process, the Student Equity Committee developed goals, activities, and outcomes and identified responsible parties to address the identified inequities.

To increase low income and Foster Youth student completion rates some of the proposed activities include: the TRIO Math boot camp, faculty training on poverty, book affordability support, expansion of Foster Youth services for part-time students, and increase orientation and education plan services.

To increase Hispanic student transfer rates, some of the proposed activities include: re-establishing a Career/Transfer center that will provide outreach to Hispanic students, and expand information and visitations to universities.

To increase Disability Resource Center student transfer rates, the proposed activities include: increasing counseling and transition services to area universities.

To increase older student transfer rates, the proposed activities include: adding evening, weekend, and offsite support services, and reducing the number of impacted courses.

The plan and goals were presented to the Student Success and Support Program Committee in order to ensure coordination between the two plans. Revisions were made based on this input. After the plan was developed, it was presented through the Gavilan College shared governance process, including Faculty Senate, President’s Council and the Board of Trustees.

The Student Equity Committee will meet regularly to provide updates on progress made toward addressing inequities. Each Spring, a status report will be developed and presented to the Student Equity Committee. After review and dialogue, a modified plan will be developed and presented through the Gavilan College shared governance process.
Campus-Based Research
Overview
The Office of Institutional Research (OIR) developed a series of tables comparing equity across indicator areas. The procedures and data sources used were in accordance with the Student Equity Guidelines (CCCCO, March 2014). The tables illustrate differences by target groups for the indicator areas. The OIR used suggested methods, the proportionality index and the 80% rule to identify areas of disproportionate impact. After identifying sub-groups that met both disproportionate criteria, each identified difference was reviewed on the two criteria. If the sub-group sample was small <150 the differences were considered to be unreliable and not included in the goal and outcome setting table. Additionally, the difference was screened on its rationale. For example, in the area of Access the college enrolled a greater proportion of low income students as compared to the service area population. Since community colleges typically serve low income populations, the Student Equity Committee determined that this was not an area for future goals and planning. Below are the inequities identified through this process:

In July, Student Equity Coordinators were notified that both Foster Youth and Veteran data were to be included into the equity report. Unfortunately, not all indicator data were available and as reliable as the other sub-groups. Both Veteran and Foster youth comparisons are presented in the additional data section.

Significant Inequities

Completion:
- Low income
- Foster Youth

Transfer
- Hispanic
- 20-24, 25-49, 50 or older*
- Disability

Other inequities that did not reach significant levels

Access:
- American Indian/Native American* and Multi-ethnicity**.
- Less than 20 years*** and 50 or older**.
- Non low-income**.

Basic Skills Improvement (English):
- Unknown (Gender)*
- Native American*
- 50 or older*

Basic Skills Improvement (Math):
- 50 or older*
Basic Skills Improvement (ESL):
- Asian*
- 25-49*, 50 or older*

Degree and Certificate Completion
- Asian*
- 20-24**

*Small cell number so is very likely to be unreliable.
**Is not a realistic inequity.
***Is measured differently in service area population data than it is measured at Gavilan College.

Indicator Definitions and Data
All of indicator data was culled from the recommended data sources: See below:

Table 1. Data Sources for the Success Indicators That Measure Disproportionate Impact by Disaggregated Subgroups

<table>
<thead>
<tr>
<th>Success Indicators</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Age Group</th>
<th>Disability Status</th>
<th>Economically Disadvantaged</th>
<th>Foster Youth</th>
<th>Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM</td>
<td>DOD</td>
<td>DM</td>
<td>DOD</td>
<td>DM</td>
<td>DOD</td>
<td>DM</td>
<td>DOD</td>
</tr>
<tr>
<td>Access (Under Development) Course Completion</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL and Basic Skills Completion</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remedial English Remedial Math</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree and Certificate Completion 30-Units Persistence Completion (SPAR) Transfer</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DM = Data Mart
DOD = Data On Demand
INT = internal cohort tracking system
For Access, the service area sub-population distribution, the OIR used multiple sources. For gender, ethnicity, and age, a report was generated by the Center for Excellence using the Economic Modeling Specialist International (EMSI) tool which pulls data from US Census Bureau, the Employment Development Department and EDD Labor Market Information Division. For the estimate of disability status, the Feeder High School Disability rate data was utilized. For the economically disadvantaged status, the American Community Survey data was used.

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Differences highlighted in yellow.

a. Gender;
Table 2. Enrollment by Gender (12/13)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Community Count</th>
<th>Community Percentage</th>
<th>Enrollment Count</th>
<th>Enrollment Percentage</th>
<th>Proportionality Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>88786</td>
<td>50.04%</td>
<td>5346</td>
<td>46.99%</td>
<td>0.94</td>
</tr>
<tr>
<td>Male</td>
<td>88660</td>
<td>49.96%</td>
<td>5914</td>
<td>51.98%</td>
<td>1.04</td>
</tr>
<tr>
<td>Unknown</td>
<td>-</td>
<td>-</td>
<td>117</td>
<td>1.03%</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>177,445</td>
<td>100.00%</td>
<td>11,377</td>
<td>100.00%</td>
<td>1.00</td>
</tr>
</tbody>
</table>

b. Ethnicity;
Table 3. Enrollment by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Community Count</th>
<th>Community Percentage</th>
<th>Enrollment Count</th>
<th>Enrollment Percentage</th>
<th>Proportionality Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>2,467</td>
<td>1.39%</td>
<td>303</td>
<td>2.66%</td>
<td>1.92</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>4,826</td>
<td>2.72%</td>
<td>75</td>
<td>0.66%</td>
<td>0.24</td>
</tr>
<tr>
<td>Asian</td>
<td>12,097</td>
<td>6.82%</td>
<td>516</td>
<td>4.54%</td>
<td>0.67</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,709</td>
<td>0.96%</td>
<td>224</td>
<td>1.97%</td>
<td>2.05</td>
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<tr>
<td>Hispanic</td>
<td>78,524</td>
<td>44.25%</td>
<td>5185</td>
<td>45.57%</td>
<td>1.03</td>
</tr>
<tr>
<td>Multi-ethnicity</td>
<td>7,437</td>
<td>4.19%</td>
<td>42</td>
<td>0.37%</td>
<td>0.09</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>878</td>
<td>0.49%</td>
<td>58</td>
<td>0.51%</td>
<td>1.04</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.00%</td>
<td>1001</td>
<td>8.80%</td>
<td>-</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>69,507</td>
<td>39.17%</td>
<td>3973</td>
<td>34.92%</td>
<td>0.89</td>
</tr>
<tr>
<td>Total</td>
<td>177,445</td>
<td>100.00%</td>
<td>11,377</td>
<td>100.00%</td>
<td>1.00</td>
</tr>
</tbody>
</table>
c. Age:

Table 4. Enrollment by Age group

<table>
<thead>
<tr>
<th>Age group</th>
<th>Community Count</th>
<th>Community Percentage</th>
<th>Enrollment Count</th>
<th>Enrollment Percentage</th>
<th>Proportionality Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>54,164</td>
<td>30.52%</td>
<td>2147</td>
<td>18.87%</td>
<td>0.62</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>10,952</td>
<td>6.17%</td>
<td>2608</td>
<td>22.92%</td>
<td>3.71</td>
</tr>
<tr>
<td>25-49 years old</td>
<td>46469</td>
<td>26.19%</td>
<td>5154</td>
<td>45.30%</td>
<td>1.73</td>
</tr>
<tr>
<td>50 or older</td>
<td>53340</td>
<td>30.06%</td>
<td>1468</td>
<td>12.90%</td>
<td>0.43</td>
</tr>
<tr>
<td>Total</td>
<td>177445</td>
<td>100.00%</td>
<td>11377</td>
<td>100.00%</td>
<td>1.00</td>
</tr>
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</table>

d. Disability status:

Table 5. Enrollment by Disability-status (Feeder School district rate 12/13)

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Community Count</th>
<th>Community Percentage</th>
<th>Enrollment Count</th>
<th>Enrollment Percentage</th>
<th>Proportionality Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>2327</td>
<td>7.01%</td>
<td>778</td>
<td>6.84%</td>
<td>0.98</td>
</tr>
<tr>
<td>Non-Disability</td>
<td>30888</td>
<td>92.99%</td>
<td>10599</td>
<td>93.16%</td>
<td>1.00</td>
</tr>
<tr>
<td>Total</td>
<td>33215</td>
<td>100%</td>
<td>11377</td>
<td>100.00%</td>
<td>1.00</td>
</tr>
</tbody>
</table>

e. Economically disadvantaged (Federal Poverty Level e.g. 2012 income rate for family of 4 was $23,550)

Table 6. Enrollment by Economically disadvantaged status (American Community Survey 2005-2012)

<table>
<thead>
<tr>
<th>Income status</th>
<th>Community Count</th>
<th>Community Percentage</th>
<th>Enrollment Count</th>
<th>Enrollment Percentage</th>
<th>Proportionality Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>20398</td>
<td>12.30%</td>
<td>5852</td>
<td>51.44%</td>
<td>4.18</td>
</tr>
<tr>
<td>Non-low income</td>
<td>145672</td>
<td>87.70%</td>
<td>5525</td>
<td>48.56%</td>
<td>0.55</td>
</tr>
<tr>
<td>Total</td>
<td>166070</td>
<td>100%</td>
<td>11377</td>
<td>100.00%</td>
<td>1.00</td>
</tr>
</tbody>
</table>
B. COURSE COMPLETION. Ratio of the number of credit courses those students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

a. Gender;

<table>
<thead>
<tr>
<th>Gender</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Course Completion Count</th>
<th>Course Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>19,066</td>
<td>46.99%</td>
<td>13,930</td>
<td>73.06%</td>
<td>1.13</td>
<td>100.00%</td>
</tr>
<tr>
<td>Male</td>
<td>16,450</td>
<td>51.98%</td>
<td>11,980</td>
<td>72.83%</td>
<td>0.88</td>
<td>99.69%</td>
</tr>
<tr>
<td>Unknown</td>
<td>380</td>
<td>1.03%</td>
<td>283</td>
<td>74.47%</td>
<td>1.05</td>
<td>101.93%</td>
</tr>
<tr>
<td>Total</td>
<td>35,896</td>
<td>100%</td>
<td>26,193</td>
<td>72.96%</td>
<td>1.00</td>
<td>99.86%</td>
</tr>
</tbody>
</table>

b. Ethnicity;

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Course Completion Count</th>
<th>Course Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Asian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>1,039</td>
<td>2.89%</td>
<td>744</td>
<td>71.61%</td>
<td>0.98</td>
<td>88.06%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>264</td>
<td>0.74%</td>
<td>168</td>
<td>63.64%</td>
<td>0.87</td>
<td>78.26%</td>
</tr>
<tr>
<td>Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2,008</td>
<td>5.59%</td>
<td>1,633</td>
<td>81.32%</td>
<td>1.12</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19,000</td>
<td>52.93%</td>
<td>13,026</td>
<td>68.56%</td>
<td>0.94</td>
<td>84.31%</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>112</td>
<td>0.31%</td>
<td>71</td>
<td>63.39%</td>
<td>0.87</td>
<td>77.95%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>236</td>
<td>0.66%</td>
<td>171</td>
<td>72.46%</td>
<td>0.99</td>
<td>89.10%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2,036</td>
<td>5.67%</td>
<td>1,647</td>
<td>80.89%</td>
<td>1.11</td>
<td>99.47%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>11,201</td>
<td>31.20%</td>
<td>8,733</td>
<td>77.97%</td>
<td>1.07</td>
<td>95.88%</td>
</tr>
<tr>
<td>Total</td>
<td>35,896</td>
<td>100%</td>
<td>26,193</td>
<td>72.96%</td>
<td>1.00</td>
<td>89.72%</td>
</tr>
</tbody>
</table>
c. Age;
Table 9. Course completion by Age group

<table>
<thead>
<tr>
<th>Age group</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Course Completion Count</th>
<th>Course Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (50 or older)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>10,796</td>
<td>30.08%</td>
<td>7,536</td>
<td>69.80%</td>
<td>0.96</td>
<td>83.27%</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>11,915</td>
<td>33.19%</td>
<td>8,098</td>
<td>67.96%</td>
<td>0.93</td>
<td>81.08%</td>
</tr>
<tr>
<td>25-49 years old</td>
<td>1,136</td>
<td>3.16%</td>
<td>715</td>
<td>62.94%</td>
<td>0.86</td>
<td>75.09%</td>
</tr>
<tr>
<td>50 or older</td>
<td>2,077</td>
<td>5.79%</td>
<td>1,741</td>
<td>83.82%</td>
<td>1.15</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>35,896</td>
<td>100.00%</td>
<td>26,193</td>
<td>72.97%</td>
<td>1.00</td>
<td>87.06%</td>
</tr>
</tbody>
</table>

d. Disability status;
Table 10. Course completion by Disability-status

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Course Completion Count</th>
<th>Course Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Non-disability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>1524</td>
<td>4.24%</td>
<td>1080</td>
<td>70.87%</td>
<td>0.97</td>
<td>97.00%</td>
</tr>
<tr>
<td>Non-Disability</td>
<td>34372</td>
<td>95.75%</td>
<td>25113</td>
<td>73.06%</td>
<td>1.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>35,896</td>
<td>100.00%</td>
<td>26,193</td>
<td>72.97%</td>
<td>1.00</td>
<td>99.88%</td>
</tr>
</tbody>
</table>

e. Economically disadvantaged
Table 11. Course completion by low income-status (EOPS, MESA, CalWORKs only)

<table>
<thead>
<tr>
<th>Income status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Course Completion Count</th>
<th>Course Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Non-low-income)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>4943</td>
<td>13.77%</td>
<td>2474</td>
<td>50.05%</td>
<td>0.69</td>
<td>65.31%</td>
</tr>
<tr>
<td>Non-low income</td>
<td>30953</td>
<td>86.22%</td>
<td>23719</td>
<td>76.63%</td>
<td>1.05</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>35,896</td>
<td>100.00%</td>
<td>26,193</td>
<td>72.97%</td>
<td>1.00</td>
<td>95.22%</td>
</tr>
</tbody>
</table>
C. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

2. **ESL and Basic Skills Completion (English) CCCC Scorecard;**
   a. **Gender;**

   **Table 12. Basic Skills completion by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BSkills Completion (Eng) Count</th>
<th>BSkills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1743</td>
<td>55.60%</td>
<td>634</td>
<td>36.40%</td>
<td>1.06</td>
<td>100.00%</td>
</tr>
<tr>
<td>Male</td>
<td>1387</td>
<td>44.20%</td>
<td>439</td>
<td>31.70%</td>
<td>0.92</td>
<td>87.09%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>0.20%</td>
<td>1</td>
<td>20.00%</td>
<td>0.47</td>
<td>54.95%</td>
</tr>
<tr>
<td>Total</td>
<td>3135</td>
<td>100%</td>
<td>1074</td>
<td>34.30%</td>
<td>1.00</td>
<td>94.23%</td>
</tr>
</tbody>
</table>

   b. **Ethnicity;**

   **Table 13. Basic Skills completion by Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BSkills Completion (Eng) Count</th>
<th>BSkills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (African Am.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>105</td>
<td>3.30%</td>
<td>45</td>
<td>42.90%</td>
<td>1.27</td>
<td>100.00%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>23</td>
<td>0.70%</td>
<td>5</td>
<td>21.70%</td>
<td>0.67</td>
<td>50.58%</td>
</tr>
<tr>
<td>Asian</td>
<td>106</td>
<td>3.40%</td>
<td>44</td>
<td>41.50%</td>
<td>1.20</td>
<td>96.74%</td>
</tr>
<tr>
<td>Filipino</td>
<td>66</td>
<td>2.10%</td>
<td>25</td>
<td>37.90%</td>
<td>1.11</td>
<td>88.34%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1910</td>
<td>60.90%</td>
<td>616</td>
<td>32.30%</td>
<td>0.94</td>
<td>75.29%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>13</td>
<td>0.40%</td>
<td>5</td>
<td>38.50%</td>
<td>1.16</td>
<td>89.74%</td>
</tr>
<tr>
<td>Unknown</td>
<td>116</td>
<td>3.70%</td>
<td>42</td>
<td>36.20%</td>
<td>1.06</td>
<td>84.38%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>796</td>
<td>25.40%</td>
<td>292</td>
<td>36.70%</td>
<td>1.07</td>
<td>85.55%</td>
</tr>
<tr>
<td>Total</td>
<td>3135</td>
<td>100%</td>
<td>1074</td>
<td>34.30%</td>
<td>1.00</td>
<td>79.95%</td>
</tr>
</tbody>
</table>
c. Age;
Table 14. Basic Skills completion by Age group

<table>
<thead>
<tr>
<th>Age group</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BS Skills Completion (Eng) Count</th>
<th>BS Skills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Less than 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>1870</td>
<td>59.60%</td>
<td>716</td>
<td>38.30%</td>
<td>1.12</td>
<td>100.00%</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>600</td>
<td>19.10%</td>
<td>164</td>
<td>27.30%</td>
<td>0.80</td>
<td>71.28%</td>
</tr>
<tr>
<td>25-49 years old</td>
<td>621</td>
<td>19.80%</td>
<td>188</td>
<td>30.30%</td>
<td>0.88</td>
<td>79.11%</td>
</tr>
<tr>
<td>50 or older</td>
<td>44</td>
<td>1.40%</td>
<td>6</td>
<td>13.60%</td>
<td>0.40</td>
<td>35.51%</td>
</tr>
<tr>
<td>Total</td>
<td>3135</td>
<td>100%</td>
<td>1074</td>
<td>34.30%</td>
<td>1.00</td>
<td>89.56%</td>
</tr>
</tbody>
</table>

d. Disability status;
Table 15. Basic Skills completion by Disability-status

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BS Skills Completion (Eng) Count</th>
<th>BS Skills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Non-disability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>466</td>
<td>14.90%</td>
<td>148</td>
<td>31.80%</td>
<td>0.92</td>
<td>91.64%</td>
</tr>
<tr>
<td>Non-Disability</td>
<td>2669</td>
<td>85.10%</td>
<td>926</td>
<td>34.70%</td>
<td>1.01</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>3135</td>
<td>100%</td>
<td>1074</td>
<td>34.30%</td>
<td>1.00</td>
<td>98.85%</td>
</tr>
</tbody>
</table>

e. Economically disadvantaged
Table 16. Basic Skills completion by low income-status

<table>
<thead>
<tr>
<th>Income status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BS Skills Completion (Eng) Count</th>
<th>BS Skills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Non-low-income)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>1870</td>
<td>59.60%</td>
<td>583</td>
<td>31.20%</td>
<td>0.91</td>
<td>80.41%</td>
</tr>
<tr>
<td>Non-low income</td>
<td>1265</td>
<td>40.40%</td>
<td>491</td>
<td>38.80%</td>
<td>1.13</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>3135</td>
<td>100%</td>
<td>1074</td>
<td>34.30%</td>
<td>1.00</td>
<td>88.40%</td>
</tr>
</tbody>
</table>
3. ESL and Basic Skills Completion (Math) CCCC Scorecard;

a. Gender;
Table 17. Basic Skills completion by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BS Skills Completion (Math) Count</th>
<th>BS Skills Completion (Math) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2145</td>
<td>60.30%</td>
<td>658</td>
<td>30.70%</td>
<td>1.09</td>
<td>100.00%</td>
</tr>
<tr>
<td>Male</td>
<td>1404</td>
<td>39.50%</td>
<td>338</td>
<td>24.10%</td>
<td>0.86</td>
<td>78.50%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
<td>0.20%</td>
<td>2</td>
<td>25.00%</td>
<td>1.00</td>
<td>81.43%</td>
</tr>
<tr>
<td>Total</td>
<td>3357</td>
<td>100%</td>
<td>998</td>
<td>28.10%</td>
<td>1.00</td>
<td>91.53%</td>
</tr>
</tbody>
</table>

b. Ethnicity;
Table 18. Basic Skills completion by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BS Skills Completion (Math) Count</th>
<th>BS Skills Completion (Math) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Filipino)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>109</td>
<td>3.10%</td>
<td>30</td>
<td>27.50%</td>
<td>0.97</td>
<td>77.68%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>30</td>
<td>0.80%</td>
<td>8</td>
<td>26.70%</td>
<td>1.00</td>
<td>75.42%</td>
</tr>
<tr>
<td>Asian</td>
<td>89</td>
<td>2.50%</td>
<td>33</td>
<td>37.10%</td>
<td>1.32</td>
<td>104.80%</td>
</tr>
<tr>
<td>Filipino</td>
<td>65</td>
<td>1.80%</td>
<td>23</td>
<td>35.40%</td>
<td>1.28</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1899</td>
<td>53.40%</td>
<td>488</td>
<td>25.70%</td>
<td>0.92</td>
<td>72.60%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>22</td>
<td>0.60%</td>
<td>5</td>
<td>22.70%</td>
<td>0.84</td>
<td>64.12%</td>
</tr>
<tr>
<td>Unknown</td>
<td>168</td>
<td>4.70%</td>
<td>54</td>
<td>32.10%</td>
<td>1.15</td>
<td>90.68%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1175</td>
<td>33.00%</td>
<td>357</td>
<td>30.40%</td>
<td>1.08</td>
<td>85.88%</td>
</tr>
<tr>
<td>Total</td>
<td>3557</td>
<td>100%</td>
<td>998</td>
<td>28.10%</td>
<td>1.00</td>
<td>79.38%</td>
</tr>
</tbody>
</table>
c. Age;

<table>
<thead>
<tr>
<th>Age group</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BSkills Completion (Math) Count</th>
<th>BSkills Completion (Math) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Less than 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>1837</td>
<td>51.60%</td>
<td>540</td>
<td>29.40%</td>
<td>1.05</td>
<td>100.00%</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>760</td>
<td>21.40%</td>
<td>197</td>
<td>25.90%</td>
<td>0.92</td>
<td>88.10%</td>
</tr>
<tr>
<td>25-49 years old</td>
<td>874</td>
<td>24.60%</td>
<td>246</td>
<td>28.10%</td>
<td>1.00</td>
<td>95.58%</td>
</tr>
<tr>
<td>50 or older</td>
<td>86</td>
<td>2.40%</td>
<td>15</td>
<td>17.40%</td>
<td>0.63</td>
<td>59.18%</td>
</tr>
<tr>
<td>Total</td>
<td>3557</td>
<td>100%</td>
<td>998</td>
<td>28.10%</td>
<td>1.00</td>
<td>95.58%</td>
</tr>
</tbody>
</table>

d. Disability status;

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BSkills Completion (Math) Count</th>
<th>BSkills Completion (Math) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Disability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>474</td>
<td>13.30%</td>
<td>133</td>
<td>28.10%</td>
<td>1.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Non-Disability</td>
<td>3083</td>
<td>86.70%</td>
<td>865</td>
<td>28.10%</td>
<td>1.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>3557</td>
<td>100%</td>
<td>998</td>
<td>28.10%</td>
<td>1.00</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

e. Economically disadvantaged

<table>
<thead>
<tr>
<th>Income status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BSkills Completion (Math) Count</th>
<th>BSkills Completion (Math) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Non-low-income)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>1883</td>
<td>52.90%</td>
<td>467</td>
<td>24.80%</td>
<td>0.88</td>
<td>78.23%</td>
</tr>
<tr>
<td>Non-low income</td>
<td>1675</td>
<td>40.40%</td>
<td>531</td>
<td>31.70%</td>
<td>1.32</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>3135</td>
<td>100%</td>
<td>998</td>
<td>28.10%</td>
<td>1.00</td>
<td>88.64%</td>
</tr>
</tbody>
</table>
3. ESL and Basic Skills Completion (ESL) CCCCO Scorecard;
a. Gender;

Table 22. Basic Skills completion by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BSskills Completion (Eng) Count</th>
<th>BSskills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>346</td>
<td>66.40%</td>
<td>29</td>
<td>8.40%</td>
<td>1.02</td>
<td>100.00%</td>
</tr>
<tr>
<td>Male</td>
<td>173</td>
<td>33.20%</td>
<td>14</td>
<td>8.10%</td>
<td>0.98</td>
<td>96.43%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>0.40%</td>
<td>2</td>
<td>0.00%</td>
<td>-</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>521</td>
<td>100%</td>
<td>43</td>
<td>8.30%</td>
<td>1</td>
<td>98.81%</td>
</tr>
</tbody>
</table>

b. Ethnicity;

Table 23. Basic Skills completion by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BSskills Completion (Eng) Count</th>
<th>BSskills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Asian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>3</td>
<td>0.60%</td>
<td>2</td>
<td>66.70%</td>
<td>15.50</td>
<td>680.61%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asian</td>
<td>41</td>
<td>7.90%</td>
<td>4</td>
<td>9.80%</td>
<td>0.29</td>
<td>100.00%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>0.20%</td>
<td>0</td>
<td>0.00%</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>457</td>
<td>87.70%</td>
<td>36</td>
<td>7.90%</td>
<td>0.95</td>
<td>80.61%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>0.40%</td>
<td>2</td>
<td>0.00%</td>
<td>0.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>17</td>
<td>3.30%</td>
<td>1</td>
<td>5.90%</td>
<td>0.70</td>
<td>60.20%</td>
</tr>
<tr>
<td>Total</td>
<td>521</td>
<td>100%</td>
<td>43</td>
<td>8.30%</td>
<td>1.00</td>
<td>84.69%</td>
</tr>
</tbody>
</table>

c. Age;

Table 24. Basic Skills completion by Age group

<table>
<thead>
<tr>
<th>Age group</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BSskills Completion (Eng) Count</th>
<th>BSskills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Less than 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>48</td>
<td>9.20%</td>
<td>9</td>
<td>18.80%</td>
<td>2.28</td>
<td>100.00%</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>129</td>
<td>24.80%</td>
<td>14</td>
<td>10.90%</td>
<td>1.31</td>
<td>57.98%</td>
</tr>
<tr>
<td>25-49 years old</td>
<td>326</td>
<td>62.60%</td>
<td>20</td>
<td>6.10%</td>
<td>0.74</td>
<td>32.45%</td>
</tr>
<tr>
<td>50 or older</td>
<td>18</td>
<td>3.50%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>521</td>
<td>100%</td>
<td>43</td>
<td>8.30%</td>
<td>1.00</td>
<td>44.15%</td>
</tr>
</tbody>
</table>
### d. Disability status

Table 25. Basic Skills completion by Disability-status

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BS Skills Completion (Eng) Count</th>
<th>BS Skills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Disability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>14</td>
<td>2.70%</td>
<td>2</td>
<td>14.30%</td>
<td>1.72</td>
<td>100.00%</td>
</tr>
<tr>
<td>Non-Disability</td>
<td>507</td>
<td>97.30%</td>
<td>41</td>
<td>8.10%</td>
<td>0.98</td>
<td>56.64%</td>
</tr>
<tr>
<td>Total</td>
<td>521</td>
<td>100%</td>
<td>43</td>
<td>8.30%</td>
<td>1.00</td>
<td>58.04%</td>
</tr>
</tbody>
</table>

### e. Economically disadvantaged

Table 26. Basic Skills completion by low income-status

<table>
<thead>
<tr>
<th>Income status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>BS Skills Completion (Eng) Count</th>
<th>BS Skills Completion (Eng) Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Non-low-income)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>425</td>
<td>81.60%</td>
<td>35</td>
<td>8.20%</td>
<td>1.00</td>
<td>98.80%</td>
</tr>
<tr>
<td>Non-low income</td>
<td>96</td>
<td>18.40%</td>
<td>8</td>
<td>8.30%</td>
<td>1.01</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>521</td>
<td>100%</td>
<td>43</td>
<td>8.30%</td>
<td>1.00</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

a. Gender;

Table 27. Degree and Certificates by Gender (07/08 cohort);

<table>
<thead>
<tr>
<th>Gender</th>
<th>Cohort</th>
<th>Degree/Cert. Completion</th>
<th>Proportionality Score</th>
<th>% of highest group (females)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percentage</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>Female</td>
<td>2024</td>
<td>55.50%</td>
<td>518</td>
<td>25.60%</td>
</tr>
<tr>
<td>Male</td>
<td>1613</td>
<td>44.30%</td>
<td>340</td>
<td>21.10%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>0.20%</td>
<td>3</td>
<td>42.90%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100%</td>
<td>861</td>
<td>23.60%</td>
</tr>
</tbody>
</table>

b. Ethnicity;

Table 28. Degree and Certificate completion by Ethnicity (07/08 cohort);

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cohort</th>
<th>Degree/Cert. Completion</th>
<th>Proportionality Score</th>
<th>% of highest group (white)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percentage</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>African-American</td>
<td>98</td>
<td>2.70%</td>
<td>20</td>
<td>20.40%</td>
</tr>
<tr>
<td>American</td>
<td>26</td>
<td>0.70%</td>
<td>5</td>
<td>19.20%</td>
</tr>
<tr>
<td>Indian/Alaskan Native</td>
<td>124</td>
<td>3.40%</td>
<td>19</td>
<td>15.30%</td>
</tr>
<tr>
<td>Filipino</td>
<td>62</td>
<td>1.70%</td>
<td>16</td>
<td>25.80%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1708</td>
<td>46.90%</td>
<td>384</td>
<td>22.50%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>23</td>
<td>0.60%</td>
<td>5</td>
<td>21.70%</td>
</tr>
<tr>
<td>Unknown</td>
<td>186</td>
<td>5.10%</td>
<td>45</td>
<td>24.20%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1417</td>
<td>38.90%</td>
<td>367</td>
<td>25.90%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100.00%</td>
<td>861</td>
<td>23.60%</td>
</tr>
</tbody>
</table>
c. Age;

Table 29. Degree and certificate completion by Age group (07/08 cohort);

<table>
<thead>
<tr>
<th>Age group</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Degree/Cert. Completion Count</th>
<th>Degree/Cert. Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (25-49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>2973</td>
<td>81.60%</td>
<td>713</td>
<td>24.00%</td>
<td>1.01</td>
<td>87.91%</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>307</td>
<td>8.40%</td>
<td>49</td>
<td>16.00%</td>
<td>0.68</td>
<td>58.61%</td>
</tr>
<tr>
<td>25-49 years old</td>
<td>333</td>
<td>9.10%</td>
<td>91</td>
<td>27.30%</td>
<td>1.16</td>
<td>100.00%</td>
</tr>
<tr>
<td>50 or older</td>
<td>31</td>
<td>0.90%</td>
<td>8</td>
<td>25.80%</td>
<td>1.03</td>
<td>94.51%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100.00%</td>
<td>861</td>
<td>23.60%</td>
<td>1.00</td>
<td>86.45%</td>
</tr>
</tbody>
</table>

d. Disability status;

Table 30. Degree and Certificate Completion by Disability-status (07/08 cohort);

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Degree/Cert. Completion Count</th>
<th>Degree/Cert. Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (disability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>335</td>
<td>9.20%</td>
<td>89</td>
<td>26.60%</td>
<td>1.12</td>
<td>100.00%</td>
</tr>
<tr>
<td>Non-Disability</td>
<td>3309</td>
<td>90.80%</td>
<td>772</td>
<td>23.30%</td>
<td>0.99</td>
<td>87.59%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100.00%</td>
<td>861</td>
<td>23.60%</td>
<td>1.00</td>
<td>88.72%</td>
</tr>
</tbody>
</table>

e. Economically disadvantaged

Table 31. Degree and certificate completion by low income-status (07/08 cohort);

<table>
<thead>
<tr>
<th>Income status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Degree/Cert. Completion Count</th>
<th>Degree/Cert. Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (low income)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>2016</td>
<td>55.30%</td>
<td>476</td>
<td>23.60%</td>
<td>1.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Non-low income</td>
<td>2446</td>
<td>44.70%</td>
<td>385</td>
<td>23.60%</td>
<td>1.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100.00%</td>
<td>861</td>
<td>23.60%</td>
<td>1.00</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

a. Gender;

Table 32. Transfer by Gender (07/08 cohort):

<table>
<thead>
<tr>
<th>Gender</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Transfer Completion Count</th>
<th>Transfer Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2024</td>
<td>55.50%</td>
<td>658</td>
<td>32.50%</td>
<td>0.94</td>
<td>87.84%</td>
</tr>
<tr>
<td>Male</td>
<td>1613</td>
<td>44.30%</td>
<td>597</td>
<td>37.00%</td>
<td>1.07</td>
<td>100.00%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>0.20%</td>
<td>2</td>
<td>28.60%</td>
<td>0.80</td>
<td>77.30%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100%</td>
<td>1257</td>
<td>34.50%</td>
<td>1.00</td>
<td>93.24%</td>
</tr>
</tbody>
</table>

b. Ethnicity;

Table 33. Transfer by Ethnicity (07/08 cohort):

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Transfer Completion Count</th>
<th>Transfer Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Asian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>98</td>
<td>2.70%</td>
<td>42</td>
<td>42.90%</td>
<td>1.24</td>
<td>73.21%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>26</td>
<td>0.70%</td>
<td>7</td>
<td>26.90%</td>
<td>0.80</td>
<td>45.90%</td>
</tr>
<tr>
<td>Asian</td>
<td>124</td>
<td>3.40%</td>
<td>73</td>
<td>58.60%</td>
<td>1.71</td>
<td>100.00%</td>
</tr>
<tr>
<td>Filipino</td>
<td>62</td>
<td>1.70%</td>
<td>27</td>
<td>43.50%</td>
<td>1.26</td>
<td>74.23%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1708</td>
<td>46.90%</td>
<td>431</td>
<td>25.20%</td>
<td>0.73</td>
<td>43.00%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>23</td>
<td>0.60%</td>
<td>7</td>
<td>30.40%</td>
<td>0.93</td>
<td>51.88%</td>
</tr>
<tr>
<td>Unknown</td>
<td>186</td>
<td>5.10%</td>
<td>89</td>
<td>47.80%</td>
<td>1.39</td>
<td>81.57%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1417</td>
<td>38.90%</td>
<td>581</td>
<td>41.00%</td>
<td>1.19</td>
<td>69.97%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100.00%</td>
<td>1257</td>
<td>34.50%</td>
<td>1.00</td>
<td>58.87%</td>
</tr>
</tbody>
</table>
c. Age;

Table 34. Transfer by Age group (07/08 cohort);

<table>
<thead>
<tr>
<th>Age group</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Transfer Completion Count</th>
<th>Transfer Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (less than 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>2973</td>
<td>81.60%</td>
<td>1143</td>
<td>38.40%</td>
<td>1.11</td>
<td>100.00%</td>
</tr>
<tr>
<td>20-24 years old</td>
<td>307</td>
<td>8.40%</td>
<td>56</td>
<td>18.20%</td>
<td>0.53</td>
<td>47.40%</td>
</tr>
<tr>
<td>25-49 years old</td>
<td>333</td>
<td>9.10%</td>
<td>56</td>
<td>16.80%</td>
<td>0.49</td>
<td>43.75%</td>
</tr>
<tr>
<td>50 or older</td>
<td>31</td>
<td>0.90%</td>
<td>2</td>
<td>6.50%</td>
<td>0.18</td>
<td>16.93%</td>
</tr>
<tr>
<td>Total</td>
<td>4936</td>
<td>100.00%</td>
<td>1257</td>
<td>34.50%</td>
<td>1.00</td>
<td>89.84%</td>
</tr>
</tbody>
</table>

d. Disability status;

Table 35. Transfer by Disability-status (07/08 cohort);

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Transfer Completion Count</th>
<th>Transfer Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (non-disability)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>335</td>
<td>9.20%</td>
<td>78</td>
<td>23.30%</td>
<td>0.67</td>
<td>65.45%</td>
</tr>
<tr>
<td>Non-Disability</td>
<td>3309</td>
<td>90.80%</td>
<td>1179</td>
<td>35.60%</td>
<td>1.03</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100.00%</td>
<td>1257</td>
<td>34.50%</td>
<td>1</td>
<td>96.91%</td>
</tr>
</tbody>
</table>

e. Economically disadvantaged

Table 36. Transfer by low income-status (07/08 cohort);

<table>
<thead>
<tr>
<th>Income status</th>
<th>Cohort Count</th>
<th>Cohort Percentage</th>
<th>Transfer Completion Count</th>
<th>Transfer Completion Percentage</th>
<th>Proportionality Score</th>
<th>% of highest group (Non-low income)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>2016</td>
<td>55.30%</td>
<td>564</td>
<td>28.00%</td>
<td>0.81</td>
<td>65.73%</td>
</tr>
<tr>
<td>Non-low income</td>
<td>2446</td>
<td>44.70%</td>
<td>693</td>
<td>42.60%</td>
<td>1.23</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>3644</td>
<td>100.00%</td>
<td>1257</td>
<td>34.50%</td>
<td>1.00</td>
<td>80.99%</td>
</tr>
</tbody>
</table>
### Table 37: Student Veteran Demographics

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Age mean</th>
<th>% male</th>
<th>% White</th>
<th>% Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/09</td>
<td>28</td>
<td>29.89</td>
<td>71.4%</td>
<td>39.3%</td>
<td>42.9%</td>
</tr>
<tr>
<td>09/10</td>
<td>28</td>
<td>34.93</td>
<td>71.4%</td>
<td>42.9%</td>
<td>42.9%</td>
</tr>
<tr>
<td>10/11</td>
<td>47</td>
<td>31.47</td>
<td>80.9%</td>
<td>42.6%</td>
<td>40.4%</td>
</tr>
<tr>
<td>11/12</td>
<td>83</td>
<td>33.87</td>
<td>84.3%</td>
<td>39.8%</td>
<td>34.9%</td>
</tr>
<tr>
<td>12/13</td>
<td>109</td>
<td>36.14</td>
<td>88.1%</td>
<td>60.6%</td>
<td>21.1%</td>
</tr>
<tr>
<td>13/14</td>
<td>162</td>
<td>34.85</td>
<td>88.3%</td>
<td>38.3%</td>
<td>32.7%</td>
</tr>
</tbody>
</table>

### Table 38: Student Veteran Success Rate Comparison

<table>
<thead>
<tr>
<th></th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vet Retention</td>
<td>98.8%</td>
<td>99.1%</td>
<td>98.5%</td>
<td>99.4%</td>
<td>99.1%</td>
<td>99.1%</td>
</tr>
<tr>
<td>College Retention</td>
<td>83.0%</td>
<td>84.1%</td>
<td>84.0%</td>
<td>84.5%</td>
<td>86.9%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Vet Success</td>
<td>78.6%</td>
<td>78.2%</td>
<td>82.4%</td>
<td>83.5%</td>
<td>82.9%</td>
<td>82.1%</td>
</tr>
<tr>
<td>College Success</td>
<td>65.9%</td>
<td>71.8%</td>
<td>72.0%</td>
<td>70.7%</td>
<td>73.0%</td>
<td>70.5%</td>
</tr>
</tbody>
</table>

### Table 39: Milestone completion (08/09 new student cohorts with at least 12 units completed through 13/14).

<table>
<thead>
<tr>
<th>Cohort Number</th>
<th>Basic Skills</th>
<th>30 units</th>
<th>60 transferable units</th>
<th>Degree/Cert.</th>
<th>Completed Trans. ENGL &amp; Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran cohort</td>
<td>62</td>
<td>50.0%</td>
<td>56.45%</td>
<td>11.29%</td>
<td>37.10%</td>
</tr>
<tr>
<td>All student cohort</td>
<td>762</td>
<td>53.1%</td>
<td>61.81%</td>
<td>24.80%</td>
<td>29.27%</td>
</tr>
</tbody>
</table>
Table 40: CalPass Foster Youth enrollment and completion as compared to overall student population.

<table>
<thead>
<tr>
<th>Question</th>
<th>Non-Foster</th>
<th>%</th>
<th>Foster</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Unduplicated Students. Used as the N in the most of the metrics below.</td>
<td>4929</td>
<td>100.00%</td>
<td>117</td>
<td>100.00%</td>
</tr>
<tr>
<td>Number of Unduplicated Students that attempted a Math, English, or ESL course. Used as N for below.</td>
<td>4354</td>
<td>88.33%</td>
<td>99</td>
<td>84.60%</td>
</tr>
<tr>
<td>Percent and number of unduplicated students' first college course attempted in Math, English or ESL was below transfer level/remedial level</td>
<td>2819</td>
<td>64.75%</td>
<td>80</td>
<td>80.80%</td>
</tr>
<tr>
<td>Percent and number of students participating in EOPS, TRIO, or DSPS support programs</td>
<td>633</td>
<td>12.84%</td>
<td>40</td>
<td>34.20%</td>
</tr>
<tr>
<td>Percent and number of students attending a college or university full time</td>
<td>2743</td>
<td>55.65%</td>
<td>38</td>
<td>32.50%</td>
</tr>
<tr>
<td>Percent and number of students from one academic year cohort achieving Satisfactory Academic Progress (SAP), defined as not on academic or progress probation</td>
<td>3943</td>
<td>80.00%</td>
<td>73</td>
<td>62.40%</td>
</tr>
<tr>
<td>Percent and number of students achieving a 3.0 GPA or higher - current term and cumulative</td>
<td>1565</td>
<td>31.75%</td>
<td>17</td>
<td>14.50%</td>
</tr>
<tr>
<td>Percent and number of students in default on student loans</td>
<td>2747</td>
<td>55.73%</td>
<td>39</td>
<td>33.30%</td>
</tr>
</tbody>
</table>
Goals and Activities
GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served"

**********No reasoned inequities**********
GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses those students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

<table>
<thead>
<tr>
<th>Goal B.1</th>
<th>Activities</th>
<th>Outcome/timeline</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| Reduce difference between low income and average student course completion rate by 2% points annually through AY 2016/2017. | **EOPS/CARE**
Provide and market Student Success Workshops for EOPS and CARE students. Provide orientations, complete abbreviated and comprehensive education plans the first semester, monitor progress through progress reports and develop success plans, assist with purchase of textbooks and deliver follow-up services. | 80% of EOPS/CARE students will participate in Student Success Workshops by Fall 2017.
EOPS/CARE student course success rates will increase by 3% points by Fall 2017. | EOPS/CalWORKs Associate Dean Student Success Center
EOPS Counselor EOPS/CalWORKs Associate Dean Director of Institutional Research |
| **CalWORKs**
Evaluate the effects of the mandatory class/orientation on CalWORKs' students. Provide counseling and supportive services to prepare CalWORKs students for enrollment. | Complete evaluation by Spring 2016.
80% of new CalWORKs students will complete the matriculation process in order to be eligible for pre-priority registration by Spring 2016. | Director of CalWORKs Director of Institutional Research Director of CalWORKs |
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRIO</strong></td>
<td>Pilot a Math Bootcamp course and summer bridge program summer</td>
<td>Summer bridge students will succeed in math courses at higher</td>
<td>MESA/TRIO Director</td>
</tr>
<tr>
<td></td>
<td>2014.</td>
<td>rates than overall population by Fall 2015.</td>
<td></td>
</tr>
<tr>
<td><strong>MESA</strong></td>
<td>Conduct student networking mini-conference with student success</td>
<td>One networking conference will be conducted per term each</td>
<td>MESA/TRIO Director</td>
</tr>
<tr>
<td></td>
<td>and life skills training.</td>
<td>academic year through Fall 2016/2017.</td>
<td></td>
</tr>
<tr>
<td>**Financial Aid</td>
<td>Collaborate with Counseling Department to ensure that all</td>
<td>75% of students who submit BOG Tuition Fee Waiver, FAFSA or</td>
<td>Financial Aid Director/ Counselors</td>
</tr>
<tr>
<td></td>
<td>students on financial aid complete education plans.</td>
<td>Dream Application will obtain an education plan by Fall 2015.</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Conduct research on SSSP on low-income students and course</td>
<td>Provide report and share with Student Equity Committee each</td>
<td>Director of Institutional Research</td>
</tr>
<tr>
<td></td>
<td>success and the impact of new SSSP requirements.</td>
<td>academic year through Spring 2017.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Success Center</strong></td>
<td><strong>Increase SSC overall usage by 25% by Spring 2015.</strong></td>
<td><strong>Student Success Coordinator and Counselor</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Partner with Financial Aid, A&amp;R, Assessment, counselors and basic skills instructors to identify low-income, basic skills students and market Student Success Center (SSC) services to them. Plan outreach activities (class visits, Open House, tables on campus, high school visits) to publicize services to low-income students. Promote SSC’s technology resources (computers, laptops and iPads) to low-income students. Develop a robust workshop schedule that addresses low-income students’ needs on topics such as funding higher education, job search, and transfer options. Build a borrowing library with textbooks for basic skills classes, literary texts and other classes.</td>
<td>Present Student Success Center resources to 100% of Basic Skills students (composed of mostly low income students) by Spring 2015. Increase technology resource usage by 25% by Spring 2015. Present a total of 20 workshops per semester by Spring 2016. Acquire textbooks for all basic skills as well as English and math classes by Spring 2016.</td>
<td>Student Success Coordinator and Counselor</td>
<td></td>
</tr>
<tr>
<td><strong>Student Success Coordinator and Counselor</strong></td>
<td><strong>Student Success Coordinator and Counselor</strong></td>
<td><strong>Student Success Coordinator and Counselor</strong></td>
<td></td>
</tr>
</tbody>
</table>

28
<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Increasing the number of students who participate in Student Success Center activities through Fall 2015.</th>
<th>Student Success Center Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot a workshop requirement for students in Basic Skills English classes on topics of interest to low income, Hispanic, DRC, and older student populations.</td>
<td>A total of 80% of students in pilot courses will attend at least 3 workshops by Spring 2015.</td>
<td>English Faculty/Student Success Center Coordinator</td>
</tr>
<tr>
<td>Pilot a JumpStart acceleration program in Fall 2014 to increase basic skills progression.</td>
<td>Increase the progression rate of JumpStart participants as compared to by Spring 2016.</td>
<td>English Faculty/Math Faculty/Student Success Coordinator</td>
</tr>
<tr>
<td>Conduct meetings with counselors and instructional staff to collaborate on the expansion of Early Alert.</td>
<td>Complete initial round of meetings by Spring 2015.</td>
<td>VP of Student Services/Counselors</td>
</tr>
<tr>
<td>Counseling</td>
<td>100% of first time college students will participate in the Kick Start Orientation prior to registration, have an abbreviated ed. plan, and complete the orientation process by enrolling in GUID 210, New Student Seminar during the</td>
<td>Counselors</td>
</tr>
</tbody>
</table>

29
<table>
<thead>
<tr>
<th>Library</th>
<th>Increase rate of low-income student laptop loans by Fall 2015.</th>
<th>Library staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secure additional textbooks for the library reserve program.</td>
<td>Head Librarian</td>
</tr>
<tr>
<td></td>
<td>Increase availability of books on reserve by 10% by Fall 2015.</td>
<td></td>
</tr>
<tr>
<td>Faculty Development</td>
<td>Conduct at least one training on mobile-appropriate classroom materials by Spring 2015.</td>
<td>Faculty training liaison</td>
</tr>
<tr>
<td></td>
<td>Provide training to faculty on the characteristics and effects of poverty on students.</td>
<td>Faculty training liaison</td>
</tr>
<tr>
<td></td>
<td>Train faculty to provide information to students on textbook loan, reserve, purchase and scholarship options.</td>
<td>VP Instruction</td>
</tr>
<tr>
<td></td>
<td>Conduct at least one training on effects of poverty by Fall 2015.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct two trainings per year on textbook options by Fall 2016.</td>
<td></td>
</tr>
<tr>
<td>Basic Support Services</td>
<td>Increase the basic need support services for low-income students by offering at least 3 additional services by Fall 2016.</td>
<td>Learning Council Mental Health Task Force Financial Aid</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal B.2</th>
<th>Activities</th>
<th>Outcome/timeline</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce the difference in course completion rate between Foster Youth students and the college average by 5% points.</td>
<td>Re-engage the Foster Youth Advisory Committee to ensure that both full-time and part-time students receive adequate services.</td>
<td>The committee will set forth a plan to expand services to part time youth by Fall 2016.</td>
<td>VPSS</td>
</tr>
<tr>
<td></td>
<td>Increase the number of Foster Youth in EOPS from 35 students in 2013/14 to 50 students by 2016/17.</td>
<td>Provide outreach to Foster Youth students on campus and with Social Services and Independent Living Programs.</td>
<td>Associate Dean, EOPS/CalWORKs</td>
</tr>
</tbody>
</table>
GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

**********No reasoned inequities**********

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"

**********No reasoned inequities**********
## GOALS AND ACTIVITIES

### E. STUDENT SUCCESS INDICATOR FOR TRANSFER

"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"

<table>
<thead>
<tr>
<th>Goal E.1</th>
<th>Activities</th>
<th>Outcome/timeline</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce the difference between Hispanic-American student transfer rate and college average by 4.5% points.</td>
<td>Resolve scheduling issues that interfere with students completing their educational goals.</td>
<td>Reduce number of impacted courses by 10% by Fall 2015.</td>
<td>Enrollment Management Committee/VP Instruction</td>
</tr>
<tr>
<td></td>
<td>Conduct TRIO Summer Bridge math bootcamp.</td>
<td>Increase students' performance in math skill deficit areas by Fall 2015.</td>
<td>TRIO/MESA Director</td>
</tr>
<tr>
<td></td>
<td>Expand information and visitations to local universities.</td>
<td>Increase number of visits and presentations to universities to 7 per year by Spring 2016.</td>
<td>Student Services Council/VPSS/EOPS/DRC</td>
</tr>
<tr>
<td></td>
<td>Re-establish Career/Transfer Center.</td>
<td>Designate funding, space and staffing for Career/Transfer Center by Fall 2015.</td>
<td>VPSS</td>
</tr>
<tr>
<td>Goal E.2</td>
<td>Activities</td>
<td>Outcome/timeline</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| Reduce the difference in transfer rate between students with disabilities and the college average by 5% points. | **Disability Resource Center**<br>Establish DRC counseling hours to offer additional services to DRC transfer students.<br>Develop pathways for the transition of DRC students to universities. | Increase counseling availability for DRC students by Fall 2017.<br>Increase transition services with 4 area universities by Fall 2016. | Associate Dean, DRC

<table>
<thead>
<tr>
<th>Goal E.3</th>
<th>Activities</th>
<th>Outcome/timeline</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| Reduce difference between student transfer rate for those 20 and older students and average by 5% points. | Provide support services in the evening, off-sites, and weekends.<br>Resolve scheduling issues that interfere with students completing their educational goals. | Increase number of support services during evening, weekends and at off-sites by Fall 2015.<br>Reduce the number of impacted courses by 10% by Fall 2015. | VP Instruction

<table>
<thead>
<tr>
<th>Goal E.4</th>
<th>Activities</th>
<th>Outcome/timeline</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| Reduce the number of Veterans who do not complete 60 transferable units by 5%. | Provide data that tracks transfer rate and dropout rate of student Veterans to determine reasons.<br>Develop pathways for the transition of Veteran students to universities. | Reduce the number of Veterans who dropout by 5% by Fall 2017.<br>Increase transition services with 4 area universities by Fall 2016. | Associate Dean, DRC

34
Budget

SOURCES OF FUNDING

B.1: Reduce difference between low income and average student course completion rate by 2% points annually through AY 2016/2017.
   • EOPS
   • CalWORKs
   • MESA
   • TRIO
   • Basic Skills
   • General Fund
   • Gavilan College Educational Foundation
   • Title V funds
   • Equity and Student Success and Support program funds.

E.1: Reduce the difference between Hispanic-American student transfer rate and college average by 4.5% points.
   • General Fund
   • TRIO
   • EOPS
   • Title V funds
   • Equity and Student Success and Support program funds.

E.2: Reduce the difference in transfer rate between students with disabilities and the college average by 5% points.
   • DRC
   • Equity and Student Success and Support program funds.

E.3: Reduce difference between student transfer rate for those 20 and older students and college average by 5% points.
   • General Fund
   • Equity and Student Success and Support program funds.
Evaluation Schedule and Process
EVALUATION SCHEDULE AND PROCESS

Each Spring term the Office of Institutional Research (OIR), in concert with the Student Equity Plan Coordinator, will collect data to monitor progress on activity outcomes. The OIR will also re-compile the equity data to determine progress on proposed goals or identify new areas of concern. The Student Equity Committee will continue to meet regularly throughout the academic year and collaborate with the Student Success and Support Committee. The status report will be submitted to the Student Equity Committee each Spring term. The OIR and Coordinator will lead presentations and discussion of the findings.
Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

Consent Agenda Item No.
Information/Staff Reports No. 11.(g)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Board Policy 2100 Board Elections

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

Proposal:
That the Board review Board Policy 2100 Board Elections proposed draft language for a change in Board elections policy. It is presented for input, comment, and to provide directions to staff.

Background:

Budgetary Implications:

Follow Up/Outcome:

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

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

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

*Education Code Sections 5000 et seq., and Sections 72022 et seq.*

1.0 The term of office of each trustee shall be four years, commencing on the first Friday Board meeting in December following his or her election pursuant to Education Code section 5017, with the December regular board meeting following the November election of a given year. Elections shall be held every two even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. Elections shall be held on the first Tuesday, after the first Monday in November of each even numbered year. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. Any member of the Board whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of a successor shall begin upon the expiration of the term of his or her predecessor.

1.1 The Board of Trustees has provided for the election of trustees by trustee areas. The election of a Board member residing in and registered to vote in the trustee area he or she seeks to represent shall be by the registered voters of the entire community college district pursuant to Education Code sections 5030(c) and 72022(b).

1.2 Effective, January 8, 1963, the trustee areas are:

1.2.1 Area San Benito Joint Unified High School District (3 seats)

1.2.2 Area Morgan Hill Unified High School District (2 seats)

1.2.3 Area Gilroy Unified High School District (2 seats)
The election of a Cavelan Board member residing in and registered to vote in the trustee area he or she seeks to represent shall be by the registered voters of the entire Cavelan service area.

1.3 Notwithstanding 1.1, and 1.2, above, and pursuant to Education Code section 72036, it is the Board's intent to change its election methodology such that at the November 2016 election, and for all elections thereafter, each trustee will be registered to vote, and shall reside throughout his or her term, in one of seven specified trustee areas, and shall be elected by the voters residing in that area only. If the change in election methodology and the establishment of seven trustee areas is approved by the Board of Governors of the California Community Colleges, any affected incumbent trustee shall serve out his or her term of office.

1.4 The President of the College shall submit recommendations to the Board regarding adjustments to be made to the boundaries of each trustee area, if any adjustment is necessary, after each decennial federal census. The President of the College shall submit the recommendation in time for the Board to act as required by law pursuant to Education Code sections 5019.5, and 72036(a)
1.5 If a tie vote makes it impossible to determine either which of two or more candidates has been elected to the governing board or the term of office of a governing board member, and the county superintendents of schools having jurisdiction over the District shall have so certify to the governing board the Board will resolve the tie by lot pursuant to Education Code section 5016(a).

1.5.1 If the Governing Board decides to determine the winner by lot, the Governing Board shall forthwith notify the candidates who have received the tie votes to appear before it either personally or by a representative at a time and place designated by the Governing Board.

1.5.2 The Governing Board shall at that time and place determine the winner or winners by lot.

Approved by the Board of Trustees: June 12, 2001
ACTION ITEMS
NEW BUSINESS
Gavilan Joint Community College District
Governing Board Agenda

September 9, 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: Public Hearing and Approval of the Final Budget FY 2014/15

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

Proposal:
2. That the Board of Trustees approve the Final Budget FY 2014/15.

Background:
The Final Budget FY 2014/15 has been available for public view since September 3, 2014. In the interest of reducing paper, a hard copy of the Final Budget FY 2014/15 is attached for Board members only. The Final Budget Report can be viewed at the following link: http://www.gavilan.edu/budget/index.html. Hard copies are available upon request from the Office of the President.

The Final Budget has been developed using revenue estimates provided by the Chancellor's Office, California Community Colleges and judgments made by staff as to the amounts of local revenues anticipated from the college's various activities. Expenditure projections have been made in consideration of all known and anticipated expenditures. Expenditures include resources to meet the District's collective bargaining commitments, projected increases in health and welfare benefits, and general operations.

For FY 2014/15, the Final Budget provides for a projected ending fund balance in the Unrestricted General Fund at June 30, 2015 of $2,758,131 or 9.26% of total expenditures and transfers out. There are sufficient funds available to begin repayment of funds transferred from the Retiree Health Benefit Fund if the Board decides to reduce the unrestricted general fund reserve.

The attached Final Budget has been reviewed by the Board Budget Committee.

Budgetary Implications:
The FY 2014/15 Final Budget shows a nominal deficit as projected expenditures exceed projected revenues by $161,886.
Follow Up/Outcome:
Make adjustments as required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Judy Broda, Interim Director of Business Services

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

September 9, 2014

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

SUBJECT: Measure E Bond Program Budget Alignment

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

Proposal:
That the Board of Trustees approve the attached Measure E Bond Budget Alignment.

Background:
Attached is a matrix titled "Measure E Bond Budget Alignment, September 2014" summarizing recommended changes within the Measure E program. The budget adjustments reflect the most accurate project cost projections for projects underway and allocation of remaining Measure E funds to complete work on three primary projects that include: Coyote Valley Educational Center, San Martin Aviation Program and remodel of the Physical Education Building. Other funds remaining are being used for technology, furniture and small project remodeling and renovation work.

Budgetary Implications:
Changes to the Measure E budget are needed to accommodate expenditure needs of various projects.

Follow Up/Outcome:

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
<table>
<thead>
<tr>
<th>Project</th>
<th>Approved Budget as of December 2013</th>
<th>Proposed Budget Adjustment</th>
<th>Proposed Budget September 2014</th>
<th>Funds Expended September 2014</th>
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<td>Coyote Valley Prop (Property/Develop.)</td>
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<td>$-</td>
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<td><strong>Totals</strong></td>
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<td>$113,346,015</td>
<td>$80,916,682</td>
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**INCOME:**

| Bond Revenue                                 | $10,600,000                          | $-                          | $10,600,000                   | $10,600,000                  |                               |
| Interest Income (as of 06/30/14)             | $5,251,217                           | $-                          | $5,251,217                    | $5,251,217                   |                               |
| Reimbursement of Bond Expenses; cost of Issuance | $292,342                           | $-                          | $292,342                      | $292,342                     |                               |
| Agricultural lease (as of 06/30/13)          | $6,820                              | $-                          | $6,820                        | $6,820                       |                               |
| Parking Fund Contribution FY 07-08           | $250,000                            | $-                          | $250,000                      | $250,000                     |                               |
| Scheduled Maintenance Contribution FY 08-09 | $217,133                            | $-                          | $217,133                      | $217,133                     |                               |

**Subtotal:** $113,432,933

**Forecasted Interest (FY 14-15)**

| $160,000 | $160,000 |

**Total:** $113,592,933

**Balance:** $186,918
Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

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

SUBJECT: Citizens’ Oversight Committee Appointments

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

Proposal:
That the Board of Trustees appoint Donna L. Bakich and Issa Ajlouny to the Gavilan College Citizens’ Oversight Committee effective September 15, 2014.

Background:
Board Resolution No. 815 established the Gavilan College Citizens’ Oversight Committee to comply with California Education Code Section 15278. The Gavilan College Citizens' Oversight Committee Bylaws state, in part:

Section 5.4 Term: Except as otherwise provided herein, each member shall serve a term of two (2) years, commencing on the date of the first meeting of the committee. No member may serve more than two (2) consecutive terms.

Section 5.5 Membership: Members of the committee shall be appointed by the Board.

Budgetary Implications:
None

Follow Up/Outcome:
None

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

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

Agenda Approval: _______________________
Dr. Steven M. Kinsella, Superintendent/President
APPLICATION FOR APPOINTMENT
TO THE CITIZENS' OVERSIGHT COMMITTEE
(PRINT AND COMPLETE)

Completed applications are to be submitted to the Office of the President, Gavilan Joint Community College District, 5055 Santa Teresa Blvd., Gilroy, CA 95020. Completed applications become public records and cannot be kept confidential by law. Should you have any questions, please call (408) 848-4711.

General Information:

Name: DONNA L. BAKICH

Home Address: 305 MAPLETON AVENUE

City and ZIP Code: HOLLISTER, CA 95023

Telephone # CELLULAR (HOME AND WORK): 831-801-1367

Email Address: donna.bakich.esq@gmail.com

Best time to reach you: BEFORE 5:00 PM

Employment Information: SELF-EMPLOYED

Name of Employer: DONNA L. BAKICH, ATTORNEY AT LAW

Occupation: ATTORNEY

Work Address: 339 SEVENTH STREET, SUITE R, HOLLISTER, CA 95023

* No school district official, employee, vendor, contractor or consultant to the school district may be appointed to the Citizens' Oversight Committee. In addition, Citizens' Oversight Committee members are expressly subject to Government Code Section 1090 et seq., which prohibits conflict of interest contracts and may be subject to annual conflict of interest reporting requirements. All members of the Committee will be subject to statutory requirements and those requirements established by District policy on this matter.

Educational Background:

College and/or University:

A. GAVILAN COMMUNITY COLLEGE
   AUGUST 1998 – DECEMBER 2000;
B. CALIFORNIA STATE UNIVERSITY AT MONTEREY BAY
AUGUST 2001 – MAY 2004;

C. SAN JOSE STATE UNIVERSITY
JANUARY 2005 – MAY 2007;

D. SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
AUGUST 2009 – MAY 2012

Degree/Major:

A. NO DEGREE—TRANSFER TO 4-YEAR UNIVERSITY;

B. BACHELOR'S DEGREE (BA) IN HUMAN COMMUNICATIONS, PRE-LAW EMPHASIS;

C. MASTER'S DEGREE (MS) IN JUSTICE STUDIES;

D. JURIS DOCTORATE (JD)

Year of graduation or expected graduation:

A. TRANSFERRED DECEMBER 2000;

B. GRADUATED MAY 2004;

C. GRADUATED MAY 2007;

D. GRADUATED MAY 2012

Certificate/Licenses/Technical Training: CERTIFIED (VOLUNTEER) HUNTER EDUCATION INSTRUCTOR FOR CALIFORNIA DEPARTMENT OF FISH AND WILDLIFE

You may attach a personal resume if you wish.

Additional Information:

List any business organizations that represent the business community within the Gavilan Joint Community College District in which you are currently an active member: N/A

List any senior citizens' organizations or taxpayers' organizations in which you are currently an active member: N/A
List present or past membership in any community service, civic or youth organizations, or Gavilan College clubs and student organization of which you are currently a member: VOLUNTEER BOARD MEMBER FOR SAN BENITO COUNTY R.E.A.C.H. (RECREATION, EXERCISE, AND COMMUNITY HEALTH)—A LOCAL NON-PROFIT ORGANIZATION DEDICATED TO HELPING BRING RECREATIONAL OPPORTUNITIES TO THE COMMUNITY.

List participation in seminars, workshops, volunteer work, and professional organizations: MEMBER CALIFORNIA STATE BAR

Describe your skills, training and experience in finance, facilities, construction and/or other applicable fields. (You may attach additional sheets if needed.)

How long have you been a resident of the Gavilan Joint Community College District? 33 Years / 9 Months

Are you currently an official, employee, vendor, contractor or consultant to the District?

Yes ☑ No

Have you ever been employed by the District?

Yes ☑ No

Do you know of any reason, such as a conflict of interest, which would adversely affect your ability to serve on the Citizens’ Oversight Committee? Yes ☑ No

If yes, explain:

Explain why you would like to be appointed to this committee. (You may attach additional sheets if needed.):
I BELIEVE IT IS MY CIVIC DUTY TO BE INVOLVED IN MY COMMUNITY AND PARTICIPATE IN THE GOVERNMENT PROCESS WHERE THE OPPORTUNITY arises, SUCH AS THIS OPPORTUNITY HAS ARISEN. I WISH TO BE OF ASSISTANCE TO GAVILAN COLLEGE, MY ALMA MATER, IN ORDER TO SEE TO IT THAT IT RECEIVES THE FUNDS AND DISTRIBUTES THEM ACCORDING TO MEASURE E’S REQUIREMENTS.

Personal References:

List references that have knowledge of your character, experience and abilities. Do not include names of relatives or your present employer. (You may attach letters of reference from those listed if you wish.)
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Business/Occupation</th>
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<tbody>
<tr>
<td>YVONNE MAGNO</td>
<td>339 SEVENTH STREET, SUITE P, HOLLISTER, CA 95023, 831-637-0700, ATTORNEY</td>
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</tr>
<tr>
<td>NOEL PROVOST</td>
<td>600 HEATHERWOOD ESTATES DR., HOLLISTER, CA 95023, 831-637-6713, RETIRED GILROY POLICE OFFICER</td>
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</tr>
<tr>
<td>RICHARD BOOMER</td>
<td>339 SEVENTH STREET, SUITE O, HOLLISTER, CA 95023, 831-801-3623, PRIVATE INVESTIGATOR</td>
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</tr>
</tbody>
</table>

Certificate of Applicant:

All answers and statements in this document are true and complete to the best of my knowledge and belief.

Signature: [Signature]
Date: 8/14/14
Angie Oroteza

From: Issa Ajlouny <issaajlouny@earthlink.net>
Sent: Tuesday, August 19, 2014 5:20 PM
To: Angie Oroteza
Cc: Jan Bernstein-Chargin
Subject: RE: Issa Ajlouny for Measure E Bond Oversight Committee
Attachments: committee application.pdf

Angie, I filled out the application but had no way to sign it and get it to you so I made it a PDF and state in this email the following of the attached PDF, All answers and statements in this document are true and complete to the best of my knowledge and belief. Let me know if this is OK, I certainly can sign this when we meet.

Thanks,
Issa Ajlouny

From: Angie Oroteza [mailto:AORoteza@gavilan.edu]
Sent: Tuesday, August 19, 2014 9:02 AM
To: IssaAjlouny@earthlink.net
Cc: Jan Bernstein-Chargin
Subject: RE: Issa Ajlouny for Measure E Bond Oversight Committee

Hello Mr. Ajlouny—

Attached is the Citizens’ Oversight Committee application. If you could return the completed application by August 29, I will be able to include it in the Board of Trustees agenda materials for their meeting on September 9.

Thank you

Angie Oroteza
Executive Assistant, Office of the President
Gavilan College
5055 Santa Teresa Blvd.
Gilroy, CA 95020
aoroteza@gavilan.edu
408-848-4711

From: Jan Bernstein-Chargin
Sent: Monday, August 18, 2014 10:19 PM
To: Angie Oroteza
Subject: FW: Issa Ajlouny for Measure E Bond Oversight Committee

Hi Angie,

Can you connect with the following volunteer for the Citizens Oversight Committee?
APPLICATION FOR APPOINTMENT
TO THE CITIZENS' OVERSIGHT COMMITTEE
(PRINT AND COMPLETE)

Completed applications are to be submitted to the Office of the President, Gavilan Joint Community College District, 5055 Santa Teresa Blvd., Gilroy, CA 95020. Completed applications become public records and cannot be kept confidential by law. Should you have any questions, please call (408) 848-4711.

General Information:

Name: Issa Ajlouny

Home Address: 168 Sprucemont Place

City and ZIP Code: San Jose, 95139

Telephone # (home): 408 569-4772 (work)

Email Address: issaajlouny@earthlink.net

Best time to reach you: Afternoons or evenings

Employment Information: Retired

Name of Employer:

Occupation:

Work Address:

* No school district official, employee, vendor, contractor or consultant to the school district may be appointed to the Citizens' Oversight Committee. In addition, Citizens' Oversight Committee members are expressly subject to Government Code Section 1090 et seq., which prohibits conflict of interest contracts and may be subject to annual conflict of interest reporting requirements. All members of
the Committee will be subject to statutory requirements and those requirements established by District policy on this matter.

Educational Background:

College and/or University: West Valley

Degree/Major: Electronics Certificate

Year of graduation or expected graduation: Dec of 1978

Certificate/Licenses/Technical Training: Certificate in Electronics and worked for IBM as Computer repair services and as a software consultant for 34 years

You may attach a personal resume if you wish.

Additional Information:

List any business organizations that represent the business community within the Gavilan Joint Community College District in which you are currently an active member:

List any senior citizens' organizations or taxpayers' organizations in which you are currently an active member: Silicon Valley Taxpayers Association

List present or past membership in any community service, civic or youth organizations, or Gavilan College clubs and student organization of which you are currently a member:

List participation in seminars, workshops, volunteer work, and professional organizations:
Describe your skills, training and experience in finance, facilities, construction and/or other applicable fields. (You may attach additional sheets if needed.)
How long have you been a resident of the Gavilan Joint Community College District?

27___Years ______Months

Are you currently an official, employee, vendor, contractor or consultant to the District?

_______ Yes  ___xx____ No

Have you ever been employed by the District?

_______ Yes  ___xx____ No

Do you know of any reason, such as a conflict of interest, which would adversely affect your ability to serve on the Citizens’ Oversight Committee?  ______.Yes  ___xx__ No

If yes, explain:

__________________________________________________________

Explain why you would like to be appointed to this committee. (You may attach additional sheets if needed.)

__________________________________________________________

I am interested in helping in my community as a recent retired person.

__________________________________________________________

__________________________________________________________

__________________________________________________________
Personal References:

List references that have knowledge of your character, experience and abilities. Do not include names of relatives or your present employer. (You may attach letters of reference from those listed if you wish.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>Steve Nelson,</td>
<td>224 Tolin Ct, SJ, 95139, 408-384-1799,</td>
<td>Software Developer</td>
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<tr>
<td>Reed Larsen</td>
<td>412 Madison Drive, SJ, 95123, 408-656-2404,</td>
<td>Paralegal</td>
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<tr>
<td>Todd Spellman,</td>
<td>6435 Sussex Pl., Gilroy, 95020, 408-772-8966,</td>
<td>Retired SJ</td>
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<tr>
<td>Captain Fire Fighter</td>
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</table>

Certificate of Applicant:

All answers and statements in this document are true and complete to the best of my knowledge and belief.

Signature: ________________________ Date: ____________________
Gavilan Joint Community College District  
Governing Board Agenda  

September 9, 2014

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

SUBJECT: Unspent Apprenticeship allocation funds (Montoya Funds)

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees approves the Flexible Related Supplemental Instruction Funds from the Apprenticeship programs for expenditures in the CTE Department.

Background:
Unspent Apprentice allocation funds for fiscal years 2010-11, 2011-12, and 2012-13
2010-11, Account #996727, $32,930
2011-12, Account #996827, $58,986
2012-13, Account #996927, $4,113.76

These funds will be expended in the CTE division in the 2000, 3000, 4000, 5000 and 6000 accounts to meet CTE program needs.

Budgetary Implications:
None

Follow Up/Outcome
None

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

Prepared By:
Sherrean Carr, Dean of Career Technical Education

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

September 9, 2014

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

SUBJECT: Expenditure Plan for FY 2014-2015 Proposition 30 Education Protection Act Funds

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

Proposal:
The Board of Trustees approves the allocation of the Proposition 30 funds for FY2014-2015 as detailed on the attached worksheet.

Background:
Proposition 30, The Schools and Local Public Safety Protection Act of 2012, temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. It was approved by voters in November 2012. To ensure that the funds are used as intended, several requirements were included in the proposition:
- Governing Boards must determine how the funds will be spent at a public meeting
- Districts may not use Proposition 30 for administrative costs
- Revenues and expenditures must be reported in the annual fiscal audit
- Accounting of funds must be published annually on the District's website

For FY2014-2015, the District Proposition 30 amount is estimated at $4,303,076.

Budgetary Implications:
The Proposition 30 funds are already reflected in the FY2014/15 budget; this is not additional income to the college.

Follow Up/Outcome:
Spending plan for Proposition 30 funds will be published on the District's website and reported in the annual fiscal audit.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Judy Breza, Interim Director of Business Services

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

C:/Board/Forms/Prop30CvrSheet
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<tr>
<th>Activity Classification</th>
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<tbody>
<tr>
<td><strong>EPA Proceeds:</strong></td>
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<td><strong>4,303,076</strong></td>
</tr>
<tr>
<td><strong>Salaries and Benefits (1000 - 3000)</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Operating Expenses (4000 - 5000)</strong></td>
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<td><strong>Capital Outlay (8000)</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>4,303,076</strong></td>
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**Instructional Activities (1110, 1310)**

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<tr>
<th>Activity Classification</th>
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**Other Support Activities (list below)**

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**Total Expenditures for EPA**

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<tr>
<th></th>
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<tr>
<td><strong>Salaries and Benefits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td></td>
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<td><strong>Capital Outlay</strong></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4,303,076</strong></td>
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</tbody>
</table>

**Revenues less Expenditures**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>

*Total Expenditures for EPA may not include Administrator Salaries and Benefits or other administrative costs.*
Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

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

SUBJECT: Approval to Obtain a Santa Clara County Airports Right of Entry Permit

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees approve obtaining a Santa Clara County Airport Right of Entry Permit.

Background:
In June 2010 Santa Clara County and Gavilan College began an investigation of a parcel of land adjacent to the Lion’s Club on Murphy Avenue as a potential location for the Gavilan College Aviation Maintenance Technology Program. In August 2012 the county contacted Gavilan College about locating the Aviation Program on the South County (San Martin) Airport Site. The new Aviation Complex will consist of a 3,500 sf metal hanger/lab, 2 classroom/labs of 1,440 sf each, a 960 sf administration office and a 480 sf restroom building for a total of 7,820 sf of building area with a completion date of May 2016.

A lease agreement for use of the site at the Airport is currently being negotiated with the county. In order for district consultants to gain access to the site to conduct analysis of the existing utilities and site conditions relative to the lease agreement, the county has requested the district enter into the enclosed Right of Entry Permit.

Budgetary Implications:
No budgetary impact at this time.

Follow Up/Outcome:
Upon Board approval of this agreement, finalize negotiations with the county on the lease for the site.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris, Vice President of Administrative Services

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

C:/Board/Forms/SCC Right of Entry Bd Item
SANTA CLARA COUNTY AIRPORTS
RIGHT OF ENTRY PERMIT

THIS RIGHT OF ENTRY PERMIT ("Permit") is made and entered effective on the
date fully executed ("Effective Date"), by and between the County of Santa Clara, a California
political subdivision ("County"), and the Gavilan Joint Community College District, a
community college district ("Permittee").

WHEREAS, the County is the owner and operator of that certain real property
commonly known as South County Airport ("Airport"); and

WHEREAS, the Permittee desires and the County is willing to grant a right of entry onto
certain portions of the Airport as more particularly described on Exhibit A, attached hereto and
incorporated by reference ("Premises"), for the purposes provided herein.

NOW THEREFORE, County and the Permittee agree as follows:

1. Right of Entry. County hereby grants the Permittee and its employees, officers,
representatives, agents, contractors, and designees, the right at reasonable times to enter
onto the Airport to access the Premises, at Permittee’s sole cost, to commence
Permittee’s physical inspection of the Premises and to undertake any reasonable and
necessary engineering, environmental, soils, or other tests or studies of the Premises in
connection with the proposed development of the Premises as an aviation
instruction facility (collectively, the "Physical Inspection"); provided, Permittee shall
provide Eric Peterson, Assistant Director of County Airports (408-918-7722), or
designee, at least 24 hours’ prior verbal notice of Permittee’s intent to access the
Premises for Physical Inspection. Mr. Peterson shall arrange for Permittee’s access to
the Premises as requested by Permittee, provided, however, if Mr. Peterson is
unavailable to arrange for Permittee’s access to the Premises, Permittee may access the
Premises with the gate lock code provided by County to Permittee. Permittee shall
not construct any improvements on the Premises. If Permittee desires access to
portions of the Airport outside the Premises, it may request such access from Mr.
Peterson and Mr. Peterson may grant such access at his sole discretion.

2. Consideration. County hereby grants to Permittee the right to right to access the
Premises in exchange for Permittee’s agreement to: (A) bear all costs and expenses
related to accessing the Premises and conducting the Physical Inspection, and (B) abide
by all the terms and conditions of this Permit.

3. Term. This Permit shall commence on the Effective Date, and terminate on the earlier of
December 31, 2014, or upon completion of the Physical Inspection. This Permit may be
terminated by County or by Permittee as a matter of right and without cause at any time
upon providing twenty-four (24) hours' advance written notice to the other party of such termination.

4. **General Requirements for Exercising Right of Entry.** In conducting any activities on the Airport and the Premises, Permittee shall comply with the following requirements:

a. **Insurance.** Permittee, shall procure at its expense, and keep in effect at all times during the term of this Permit, the types and amounts of insurance specified on Exhibit B, attached hereto and incorporated by reference herein. The specified insurance shall also include and insure the County, its Board of Supervisors and all its officers, employees, and agents, their successors and assigns, as additional insureds, with respect to Permittee’s acts or activities in its operations, use, and occupancy of the Airport, or other related functions performed by or on behalf of Permittee in, on or about Airport, including, but not limited to, the Physical Inspection. Said insurance must be in place prior to the commencement of the term of this Permit and prior to Permittee entering onto the Airport. Permittee may satisfy insurance obligations by obtaining policies of insurance from a commercial insurer or a Joint Powers Authority of which Permittee is a member.

b. **Compliance with Laws.** Permittee shall obtain, at no cost to County, all necessary permits and County from governmental entities and agencies, and shall make the same available for County’s review at its request. Permittee shall comply with all applicable federal, state, and local laws, ordinances, orders, rules, and regulations with respect to its activities on the Premises.

c. **Airport Rules and Regulations.** Permittee acknowledges and agrees it is bound by the Airport Rules and Regulations, attached hereto as Exhibit C, as they may be modified by County from time to time. County agrees to provide Permittee with an updated copy of the Airport Rules and Regulations whenever modified.

d. **Hazardous Materials.** Hazardous materials are defined as those substances listed in the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. Section 9601 et seq. ("CERCLA"), and the California Hazardous Waste Control Act, Health and Safety Code Section 25100 et seq., or those which meet the toxicity, reactivity, corrosivity or flammability criteria of the above regulations, as well as any other substance which poses a hazard to human health or to the environment. Permittee shall ensure that no hazardous materials are brought onto the Premises. Permittee shall indemnify, defend and hold harmless County, its officers, employees and agents, against any claim, liability, loss, expense or damage, including reasonable attorney’s fees and costs, with respect to the presence or remediation of hazardous materials arising from or related to the use of the Premises by Permittee. This indemnity shall survive the termination or expiration of this Permit. Permittee shall legally dispose of all materials including demolition materials and debris off County property. Should Permittee discover
any solid waste, hazardous waste, or any other similar material, including soils or groundwater, Permittee shall immediately discontinue all activities on the Premises and notify County.

c. *Integrated Pest Management.* The County has adopted Santa Clara County Ordinance Division B28, attached hereto as Exhibit D, concerning integrated pest management and pesticide use, referred herein as the “IPM Ordinance” and incorporated into this Permit by reference. Permittee agrees to comply with the provisions of the IPM Ordinance, including as follows:

i. Prior to using any pesticide, Permittee shall receive the written approval of the County IPM Coordinator. If pesticides must be used, Permittee shall use only those pesticides on the list located at http://Pesticides.CountyRoads.org, which are designated as approved pesticides. The list of approved pesticides may change from time to time. Upon change, the list will be updated on the website. For an updated list, the Permittee may also contact the County IPM Coordinator, as listed on the aforementioned website.

ii. Permittee shall not use any pesticides listed under Section B28-6 of the IPM Ordinance.

iii. If pesticide must be used and they are listed as approved pesticides on the list located at http://Pesticides.CountyRoads.org, they shall be applied only by a licensed applicator in the appropriate category, licensed by the Structural Pest Control Board/Department of Pesticide Regulation, State of California.

iv. Following approval to use a pesticide per Subsection 3(a), Permittee shall provide the County with seventy-two (72) hours’ notice of actual pesticide applications to be performed on the Property.

v. Permittee shall maintain and provide County with pesticide use records. The pesticide use records shall include all the information listed in Section B28-8(a) of the Ordinance. The records shall be maintained by the Permittee for three (3) years following the date of submission to the County.

g. *Utilities.* Permittee shall determine the location of all utilities and take necessary precautions to prevent interruption of any utility service. However, should any interruption of any utility service occur as a result of the Permittee’s activities, Permittee shall at its sole expense and cost, promptly restore the interrupted utility services.

*Physical Inspection Results.* Within five (5) business days after County’s request, Permittee shall deliver to County a copy of all reports regarding the sampling and testing performed during its Physical Inspection of the Premises; provided
Permittee shall have no responsibility or liability to County or third parties for use of any sampling or reports delivered by Permittee to County for any purpose other than information, reference, and archiving.

h. **General Protection of the Premises.** Promptly after County’s request, Permittee shall remove any contractor, subcontractor, and any other person or entity from the Premises if in County’s opinion the activities or presence of such person or entity is likely to result in or does result in labor disputes in or about the Premises or damage to the Premises or any part of the Airport.

i. **Damage and Restoration.** Permittee assumes all responsibility for any damage and/or consequence resulting from use of the Premises, including all costs associated therewith. By no later than the termination of this Permit, Permittee must repair any damage to the Airport and restore the Premises to the satisfaction of the Director of the County Roads and Airports Department.

5. **Release.** County provides the Premises “as is” and makes no representations regarding the condition or suitability of the Premises for any use. Permittee assumes all risks and damages to persons or property caused by the exercise of Permittee’s privileges granted under this Permit or by any wrongdoing or negligent act or omission of Permittee. Permittee waives any and all claims against the County for injuries or damages sustained by Permittee in the Airport and in the Premises, except to the extent caused by County’s sole negligence or willful misconduct as determined by a court of competent jurisdiction.

6. **Indemnification.** To the fullest extent allowed by law, Permittee shall defend, indemnify and hold harmless County and the employees and agents of County (collectively, "County Parties") against any and all claims, demands, liability, judgments, awards, fines, mechanics' liens or other liens, labor disputes, losses, damages, expenses, charges or costs of any kind or character, including without limitation attorneys' fees and court costs (hereinafter collectively referred to as "Claims"), arising out of, or in connection with, performance of this Permit, the permission granted herein and all activities arising therefrom, either directly or indirectly from any act, error, omission or negligence of Permittee or its contractors, licensees, agents, servants or employees, excepting only claims caused by the sole negligence or willfulness of County Parties. It is the intent of the parties to this Permit to provide the broadest possible coverage for the County. Permittee shall reimburse the County for all costs, attorneys' fees, expenses and liabilities incurred with respect to any litigation in which the Permittee is obligated to indemnify, defend and hold harmless the County under its agreement with the County. This indemnification provision will survive any termination of this Permit.

7. **No Real Property Interest.** This Permit and the rights conveyed herein does not confer on Permittee any other right, title or interest in real property, and is not assignable in whole or in part.
8. **County No Smoking Policy.** Permittee and its employees, agents and subcontractors, must comply with the County's No Smoking Policy, as set forth by the Board of Supervisors Policy Manual section 3.47 (as amended from time to time), which prohibits smoking: (1) at the Santa Clara Valley Medical Center Campus and all County-owned and operated health facilities, (2) within 30 feet surrounding County-owned buildings and leased buildings where the County is the sole occupant, and (3) in all County vehicles.

9. **Non-Discrimination.** Permittee shall comply with all applicable federal, state, and local laws and regulations including the County's policies concerning nondiscrimination and equal opportunity in contracting. Such laws include but are not limited to the following:
   
a. Title VII of the Civil Rights Act of 1964 as amended;
b. Americans with Disabilities Act of 1990;
c. The Rehabilitation Act of 1973 (Sections 503 and 504);
d. California Fair Employment and Housing Act (Government Code sections 12900 et seq.); and,
e. California Labor Code sections 1101 and 1102.

Permittee shall not discriminate against any subcontractor, employee, or applicant for employment because of age, race, color, national origin, ancestry, religion, sex/gender, sexual orientation, mental disability, physical disability, medical condition, political beliefs, organizational affiliations, or marital status in the recruitment, selection for training including apprenticeship, hiring, employment, utilization, promotion, layoff, rates of pay or other forms of compensation.

10. **Severability.** If any provision of this Permit is held by a court of competent jurisdiction to be illegal, invalid or unenforceable, the remaining provisions will remain in full force and effect.

11. **Governing Law.** This Permit shall be interpreted in accordance with and governed by the laws of the State of California, and all parties submit to exclusive jurisdiction and venue of the Superior Court of California, County of Santa Clara with respect to any dispute about this Permit.

12. **Integration.** The terms of this Permit are contractual, and not merely recital, and constitute a fully binding and complete agreement between the parties regarding its subject matter. This Permit supersedes any and all prior or contemporaneous agreements, representations, and understandings of or between the parties, and the parties each warrant that they are not relying on any such prior representations.

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Santa Clara County
Airport Right of Entry Permit

Rev.062614
13. **Counterparts.** This Permit may be executed by the parties in counterparts, each of which is deemed an original and all which constitute only one agreement.

**IN WITNESS WHEREOF,** and intending to be legally bound, the parties have executed this Agreement as of the Effective Date.

**COUNTY OF SANTA CLARA**

By: ____________________________

Michael J. Murdter
Director, Roads and Airports Department

Date: ______________

**OFFICE OF THE COUNTY EXECUTIVE**

By: ____________________________

Sylvia Gallegos
Deputy County Executive

Date: ______________

**APPROVED AS TO FORM AND LEGALITY**

By: ____________________________

E. Ray Ruiz
Deputy County Counsel

**PERMITTEE**

By: ____________________________

Name:
Title:
Address:

Date: ______________
Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

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

STEM Grant

SUBJECT: Consider and Accept Bid for the Pond Life Overlook Project

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

Proposal: That the Board of Trustees consider and accept the bid from Seward L. Schreder Construction Inc for the Pond Life Overlook Project.

- Background: In compliance with the goals of the Department of Education funded STEM grant project, the Gavilan College Natural Science Department will be creating the Pond Life Overlook Outdoor Classroom component of its Environmental Research Center. The classroom will be located on the east side of Life Science Building, on the hillside between the pond and the Life Science Building.

The bid for the Pond Life Overlook Project closed on August 26, 2014, after a Pre Bid Conference held on August 12, 2014. A total of two (2) contractors participated in the bidding process. The apparent lowest responsible bidder has been identified as Seward L. Schreder Construction Inc for $103,000.

Attached is a letter providing a bid analysis and bid tabulation form from Gilbane, the construction managers, dated August 29, 2014.

Budgetary Implications: The mandated use of STEM funds

Follow Up/Outcome: Upon Board approval, issue a Notice-to-Proceed.

Recommended By: Kathleen Rose Executive Vice President, Instructional Services

Prepared By: Hope Juki, STEM Activity Director

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
August 29, 2014

Mr. Frederick E. Harris
Vice President of Administrative Services
Gavilan Joint Community College District
5055 Santa Teresa Boulevard
Gilroy, CA 95020

Re: Bid Analysis
    Pond Life Overlook Project
    Gavilan Community College

Dear Frederick:

We are pleased to provide our analysis of the bid results for the above referenced project.

Gilbane reviewed the apparent low bidder’s, Seward L. Schreder Construction, Inc., bid and determined that they submitted a responsive bid and appear to be a responsible bidder. Seward L. Schreder Construction, Inc. confirmed their base bid amount of $103,000 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 & Experience
4. Bid Form Review
5. Reference Check
6. Contractor License Check

1. Comparative Pricing (See attached Bid Tabulation Form)
   
   A. Budget $130,000
   B. Low Responsive Bid $103,000
   C. Average Bid $155,000
   D. High Bid $207,000
   E. Number of Contractors Contacted 11
   F. Number of Plan Holders 6
   G. Number of Potential Bidders 6
   H. Number of Bidders 2
SUBJECT: Capital Project Change Order

Resolution: BE IT RESOLVED,
Information Only
X Action Item

Proposal:
That the Board of Trustees authorize a capital project change order request for the Parking Lot C Expansion Project.

Background:
Public Contract Code § 20659 provides that if any change of a contract is ordered by the governing board of a community college district, such change shall be specified in writing and the cost agreed upon between the governing board and the contractor, and further provides that the board may authorize the contractor to proceed with performance of this change without the formality of securing bids, if the cost so agreed upon does not exceed ten percent of the original contract price. The following Change Order (CO) request has been submitted:

Parking Lot C Expansion Project
Monterey Peninsula Engineering, CO #2 for $6,478.00

A detailed Change Order Cover Page is attached for this project.

Budgetary Implications:
The efficient use of Measure E Bond Program Funds.

Follow Up/Outcome:
Upon Board approval, the change order will be issued to the contractor.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Henry M. Kinsella, Superintendent/President

Change Order Lot C nb
### Change Order for Parking Lot C Extension

#### CHANGE ORDER #02 - Monterey Peninsula Engineering

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<th>Description</th>
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<td>Addition to install fog seal over new asphalt in order to provide weather protection</td>
<td>$6,835.00</td>
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<tr>
<td>006</td>
<td>Credit for the removal of stripping work at intersection of new Parking Lot C Extension entrance, loop road, and Parking Lot H</td>
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**TOTAL**

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<tr>
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<table>
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<tbody>
<tr>
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<td>Net Change By Previously Authorized Change Orders</td>
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<td>Change Order #02</td>
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<td><strong>New Contract Amount Including this Change Order</strong></td>
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**Available Construction Contingency**

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**Change Order #1 & #02**

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**Remaining Construction Contingency**

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**Contract Start Date**

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**Contract Substantial Completion Date**

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**New Contract Substantial Completion Date**

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<td><strong>New Contract Substantial Completion Date</strong> (Including this Change Order)</td>
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Gavilan Joint Community College District
Governing Board Agenda

September 9, 2014

Administrative Services

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

SUBJECT: Notice of Completion for Parking Lot C Extension Project

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees accept the Parking Lot C Extension Project as complete and authorize the Vice President of Administrative Services to record a Notice of Completion as required.

Background:
The Parking Lot C Extension Project has been completed as of August 29, 2014. Various documents are now required by the Division of the State Architect to close out the project. This is the final acceptance from the Board of Trustees that the project is complete.

Budgetary Implications:
The Parking Lot C Extension Project total project cost is approximately $1,300,000.

Follow Up/Outcome:
The Vice President of Administrative Services will execute the Notice of Completion for the Project and have the same recorded in the Santa Clara County Recorder's Office.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris

Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: 

Dr. Steven M. Kinsella, Superintendent/President

NOC Pkg Lot c nb
NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN by Gavilan Joint Community College District, a public agency, ("District"), 5055 Santa Teresa Boulevard, Gilroy, California 95020, that as owner of the property hereinafter described, the District awarded a contract to Monterey Peninsula Engineering, on the 16th day of April, 2014 for construction of a work commonly described as Parking Lot C Extension Project ("the Project") on real property commonly described as Gavilan College, 5055 Santa Teresa Boulevard, Gilroy, California 95020. At a meeting of the Board of Trustees of the District, conducted on the 9th day of September, 2014, the Board of Trustees took action to accept the Project as complete as of the 29th day of August, 2014, and authorized the recording of this Notice of Completion.

Gavilan Joint Community College District

________________________________________
Frederick E. Harris
Vice President of Administrative Services

State of California  )
County of Santa Clara  )

Subscribed and sworn to (or affirmed) before me on this_______ day of _____________2014, by______________________, proved to me on the basis of satisfactory evidence to be the person (s) who appeared before me.

Signature: ____________________________  (Seal)