I. 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/COMPLAINT – Closed Session Pursuant to
Government Code 54957

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code
54957.6
   Agency Negotiators:  Dr. Kathleen Rose/Dr. Steven Kinsella
   Employee Organization:  GCFA

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code
54957.6
   Agency Negotiators:  Dr. Steven Kinsella/Eric Ramones
   Employee Organization:  CSEA

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code
Section 54957.6
   Agency Negotiator:  Dr. Steven M. Kinsella
   Employee Organization:  Unrepresented Employees

ADDED ITEM, CONFERENCE WITH REAL PROPERTY NEGOTIATORS – Closed Session Pursuant to
Government Code Section 54956.8
   Property: Mariposa Peak Ranch, Santa Clara County, California; and M and J French Ranch, San Benito County, California, APN 025-010-066, 025-040-001, 025-050-001
   Agency Negotiator:  Dr. Steven M. Kinsella, Frederick E. Harris
   Negotiating Parties: Gavilan Joint Community College District; Fairview Corners, LLC; M and J French Ranch, LLC; and Mariposa Peak, LLC
   Under Negotiation:  Price and terms of purchase and sale of real property (conservation easement)
II. CALL TO ORDER OPEN SESSION 7:00 p.m.
1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Organizational Meeting
   (a) Election of Officers (President, Vice President, Clerk)
   (b) Set Meeting Dates/Location
   (c) Board Committee Membership
5. Report of any Action Taken in Closed Session
6. Approval of Agenda
7. Consent Agenda
   (a) Regular Board Meeting Minutes, November 10, 2015, Community Education Ad Hoc Committee Minutes, November 10, 2015, Board Policy Subcommittee, November 10, 2015
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Payroll Warrants Drawn on District Funds
   (e) Ratification of Agreements
   (f) Budget Adjustments
   (g) Monthly Financial Report
   (h) Santa Clara County Treasury Investment Portfolio Status as of June 30, 2015 and September 30 2015
   (i) Disability Resource Center/Workability III Advisory Committee
9. Comments from the Public - This is a time for the public to address the Board.
   (A maximum of 5 minutes will be allotted to each speaker.)
10 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
11. Board Committee Reports
12. Information/Staff Reports
    (a) Recognition of the Employees of the Month
    (b) Contract and Community Education 2014-2015 Annual Report
    (c) Noncredit Committee Update
    (d) Noncredit/Gavilan Regional Adult and Career Education Services (ACES)
    (e) Associated Students of Gavilan College (ASGC) Semester End Report
    (f) Board Policies and Administrative Procedures
    (g) Board Policy 2350 Speakers
    (h) Draft Board Goals

III. ACTION ITEMS
1. Old Business
   (a) ASGC By Laws
2. New Business
   (a) Curriculum
   (b) Student Equity Plan
   (c) Change in Retiree Health Benefits Vesting and Entitlement for Classified and Academic Administrators
   (d) Second Amendment to the Donation Agreement and Joint Escrow Instructions for Coyote Valley Campus Acquisition
(e) Approve an Agreement with Live Oak Associates, Inc. for the preparation of a Participating Special Entity application for the Gavilan College Aviation Maintenance Technology Project at San Martin South County Airport

(f) Approval of an agreement with Storm Water Inspection and Maintenance Services, Inc. to provide QSP (Qualified SWPPP Practitioner) for the Coyote Valley Educational Center, Phase 1

(g) Approve an agreement with K&D Landscaping, Inc. for construction work for the Gavilan College Water Storage Tank, Distribution, & Well Improvements Project

(h) Approve an agreement with Arch Pac, Inc. to provide preliminary design, programming and cost estimates for retrofit of the existing pool at the Gilroy campus of Gavilan College

(i) Measure E Bond Program Budget Alignment


(k) MOU with South Bay Regional Public Safety Training Consortium

(l) Selection of Professional Personnel Leasing, Inc. to conduct executive search services for a new Superintendent/President

(m) Gilroy Unified School District Purchase of Portable Buildings 4 & 5

(n) Agreement with Ellucian Company L.P. to train staff and implement the Chart of Accounts, E-Requisitions, and Imaging/Document Management modules as part of the Gavilan College Banner Application Project

IV. CLOSING ITEMS
   1. The next regularly scheduled Board meeting is January 12, 2016 Gilroy Campus, North/South Lounge.
   2. Adjournment

* Roll Call Vote

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 Nancy Bailey 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.

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

http://www.gavilan.edu

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II. 4. Organizational Meeting
   (a) Election of Officers (President, Vice President, Clerk)
   (b) Set Meeting Dates/Location
   (c) Board Committee Membership
<table>
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<tr>
<th>Month</th>
<th>Location</th>
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<tr>
<td>JANUARY 12</td>
<td>GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE</td>
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<td>FEBRUARY 9-</td>
<td>GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE</td>
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<td>MARCH 8</td>
<td>GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE</td>
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<td>APRIL 12</td>
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<td>*MAY 10</td>
<td>HOLLLISTER</td>
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<td>JUNE 14</td>
<td>GAVILAN COLLEGE, SOCIAL SCIENCE 206</td>
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<td>JULY 12</td>
<td>GAVILAN COLLEGE, SOCIAL SCIENCE 206</td>
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<td>*AUGUST 9</td>
<td>GAVILAN COLLEGE, MORGAN HILL SITE, ROOMS 10 &amp; 11</td>
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<td>SEPTEMBER 13</td>
<td>GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE</td>
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<td>OCTOBER 11</td>
<td>GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE</td>
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<td>NOVEMBER 8</td>
<td>GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE</td>
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<td>DECEMBER 13</td>
<td>GAVILAN COLLEGE, STUDENT CENTER, NORTH LOUNGE</td>
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*Off Site
BOARD OF TRUSTEES
COMMITTEES OF THE BOARD
2016

+ATHLETIC
Mark Dover
Tom Breen
Walt Glines

The Athletic sub-comm. is a three board member committee charged with ensuring the athletic department is Title IX compliant, recruiting district athletes, and planning for future athletic facilities and programs. The comm. is responsible for maintaining athletic opportunities for the district and meets as needed with the Dean of Athletics, and Superintendent/President.

*BOARD POLICY
Kent Child
Laura Perry
Lois Locci

Board Policy subcommittee consists of three board members, the President-Superintendent of the college, and the vice-President of Instruction. The subcommittee meets as necessary to review current policy and update policy in accordance with recommendations from board members, students, faculty, and/or staff, as well as recommendations from the Community College League of California, to ensure Gavilan’s policies reflect its current needs while complying with state law.

*BUDGET
Kent Child
Mark Dover
Jonathan Brusco

The Board Budget subcommittee meets as needed with the President-Superintendent, and the Vice President of Business Services to discuss and review current budget items.

+COMMUNITY EDUCATION
Mark Dover
Tom Breen
Laura Perry
Student Trustee

Once a year, or as needed, the Board Subcommittee for Community Education meets with the Director of Community Education and Contract Education, the President-Superintendent, and the Vice President of Student Services to discuss not-for-credit educational offerings for the communities served within the district, as well as educational/vocational training opportunities for our local businesses.

*FACILITIES DEVELOPMENT AND UTILIZATION
Tom Breen
Mark Dover
Walt Glines
Student Trustee

Three board members represent the board on the facilities development and utilization subcommittee. The subcommittee meets with the president-superintendent, Vice President of Business Services and other representatives to review, comment, and make recommendations to the full Board on those issues affecting District facilities that are consistent with current and new strategies as outlined in the Districts Strategic Plan.

Subcommittee meets as needed. Over the past few years, the committee has met on an average of four to six times per year to discuss: 1) status, timelines, and budgets of Measure E Facility, landscaping, and other site improvements; 2) status, timelines, and budgets of Measure
E land acquisition agreements and environmental impact reports; 3) status, timelines, and budgets of State funded facility projects, load capacity ratios, and documentation; and 4) facility lease agreements for the main campus and off-site instructional facilities.

+EVALUATION OF COLLEGE PRESIDENT
   Kent Child
   Mark Dover
   Laura Perry
The subcommittee meets to discuss, review, and develop the evaluation to be used on campus. All board members actively participate in interviewing assigned Gavilan employees who have completed the evaluation form. The subcommittee reviews and comments on the President’s goals and objectives, the College Strategic Plan, and Education Master Plan and using the evaluation tool that was approved by the Board several years ago, an evaluation is completed utilizing the Board’s evaluation comments and Gavilan employees’ comments. A separate meeting is held with the President to review the evaluation, and the Board’s recommendations and comments are submitted.

*STRATEGIC PLANNING STEERING
   Jonathan Brusco
   Lois Locci
   Laura Perry
The subcommittee meets as needed to review the Strategic Plan and to prepare for full board workshops involving the Strategic Plan Review.

+BOARD SELF EVALUATION COMMITTEE
   Kent Child
   Jonathan Brusco
   Walt Glines
Utilizing the evaluation instrument and this year’s Annual Board Goals, all board members review goals, reflect on issues, concerns, efforts and actions in filling out the evaluation form.

The Board Self-Evaluation Sub Committee reviews the composite evaluation and the current Board Goals, and prepares a draft of potential goals for the next cycle. This information is shared with the full board at a special scheduled meeting each year.

+OFF SITE EDUCATIONAL CENTERS
   Kent Child
   Lois Locci
   Jonathan Brusco
The Off Site Educational Centers Ad Hoc Committee to the Board of Trustees is set up to review constituent concerns, desires, and recommendations regarding new educational centers in the Hollister/San Benito County and Morgan Hill areas. This committee is set up with four Trustees, not the usual three, to allow the three San Benito County Trustees to be present, as well as one Trustee from a different area.

RETIREMENT BOARD
   Mark Dover, Clerk of the Board
   Steven Kinsella
   Frederick E. Harris, Vice President of Administrative Services

+AD-HOC COMMITTEE ON SCHOOL DISTRICT COLLABORATION (OUTREACH)
   Jonathan Brusco
   Tom Breen
   Mark Dover

*Standing Committees
+Ad hoc Committees
CONSENT
SUBJECT: Regular Board Meeting Minutes, November 10, 2015, Community Education Ad Hoc Committee Minutes, November 10, 2015, Board Policy Subcommittee, November 10, 2015

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board approve the Regular Board Meeting Minutes, November 10, 2015, Community Education Ad Hoc Committee Minutes, November 10, 2015, Board Policy Subcommittee, November 10, 2015.

Background:

Budgetary Implications:

Follow Up/Outcome:

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

Prepared By: Nancy Bailey, Executive Assistant

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

I. CALL TO ORDER 6:00 p.m.
Trustee Walt Glines called the meeting to order at 6:08 p.m.

(a) Roll Call
Trustees: Tom Breen, Jonathan Brusco, Mark Dover, Walt Glines, Lois Locci and Laura Perry
Absent: Kent Child

(b) Comments from the Public
No comments.

(c) Recess to Closed Session
Walt Glines identified the closed session items to be discussed. The Board recessed to closed session at 6:09 p.m.

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

2. Roll Call
Trustees: Tom Breen, Jonathan Brusco, Mark Dover, Walt Glines, Lois Locci, Laura Perry, and Adrian Lopez (student trustee)
Absent: Kent Child

Dr. Steven Kinsella, Superintendent/President
Dr. Kathleen Rose, Executive Vice President, Instructional Services
Kathleen Moberg, Vice President, Student Services
Frederick E. Harris, Vice President, Administrative Services
Bea Lawn, Academic Senate
Lucy Olivares, Professional Staff
Nancy Bailey, Recorder
Others in Attendance: Shawn Mulcare, Wade Ellis, Eric Ramones, Eduardo Cervantes, Sherrean Carr, and Leslie Jordan
3. Pledge of Allegiance
   The Pledge of Allegiance was led by Laura Perry.

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

5. Approval of Agenda
   MSC (T. Breen/M. Dover)
   Vote:
   6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and
   Student Trustee Adrian Lopez, advisory vote of aye, to approve
   0 Noes
   1 Absent: Kent Child

6. Consent Agenda
   (a) Special Meeting of the Board of Trustees, Minutes, November 3, 2015, Regular Meeting
   of the Board of Trustees, Minutes, October 13, 2015, Regular Board Meeting Minutes
   October 13, 2015, Board Facilities Development and Utilization Committee, October 13,
   2015, Special Meeting of the Board of Trustees, Board Self Evaluation, October 12, 2015
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Payroll Warrants Drawn on District Funds
   (e) Ratification of Agreements
   (f) Quarterly Financial Status Report, CCFS 311Q at September 30, 2015
   (g) Budget Adjustments
   (h) Monthly Financial Report
   (i) Measure E Bond Quarterly Financial Status Report at September 30, 2015
   (j) Retiree Health Benefit Trust Investment Portfolio Status as of September 30, 2015
   MSC (L. Perry /T. Breen)
   Vote:
   6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and
   Student Trustee Adrian Lopez, advisory vote of aye, to approve
   0 Noes
   1 Absent: Kent Child

7. Comments from the Public
   None.

8. Officers' Reports
   (a) Vice Presidents
   Kathleen Rose – No report.

   Kathleen Moberg – reported that the Educational Advisory Board (EAB) program will kick-
   off November 18. She noted that spring registration will begin this month.

   Fred Harris – reported that the San Martin airport lease negotiations have concluded with the
   county and the item is scheduled for the Santa Clara board meeting for approval. The site
   improvement bid is being reviewed and will be presented to the board at the December 8
   meeting.
Fred Harris met the new owner of Hollister’s Ridgemark Golf & Country Club, John Wynn. Fred Harris said Mr. Wynn is interested in contributing to Gavilan College through the educational foundation and also mentioned housing for international students. Fred Harris will continue discussions with Mr. Wynn.

Fred Harris reported that there is a major infrastructure failure at the pool. An initial assessment indicates a loss of water and the need to either shut down or repair the 50-year old pools. The county now requires a separate infiltration system for each pool.

(b) College President – Dr. Kinsella said the Board Facilities Committee will meet to review the budget and scope issues of the facility projects that have overages. He said short term borrowing may be appropriate.

Dr. Kinsella reported on the Higher Education Reauthorization Act being discussed at the Senate and House in Washington D.C. He said the focus is on “outcomes” and also student loan default rates. Those students that are paying back loans are not paying enough. Accrediting commissions (standards) and colleges may be held more accountable for the collection activities as a result of stricter requirements from the federal government. Other outcome measures not related to financial aid also remain a focus.

Dr. Kinsella will be attending the Board of Governors meeting and present on behalf of the commission and comment as a college president on the inadequacies of the Accreditation Task Force Report.

(c) Academic Senate
Bea Lawn reported that Academic Senate has two remaining meetings in 2015 with the election of officers and senators taking place on December 1. She said Senate has been discussing college hour. They are compiling a list of questions for the office of instruction on program stability, enrollment and class cancellations to get answers and reactivate discussion. She said Senate has been reviewing the SSSP credit and non credit plan along with the student equity plan.

(d) Professional Support Staff
Diane Seelie said they will hold elections for new CSEA officers in December. They are selling poinsettias as a scholarship fund raiser.

(e) Student Representative
Adrian Lopez reported that midterms are over. On October 23-25 the ASGC advisor Dr. Blanca Arteaga, Priscilla Ahmed, and Adrian attended California Community College Student Affairs Association Leadership Conference. They networked with other colleges and got new ideas for Gavilan. He said the November 29th Halloween Bash was well attended by clubs, staff, and students. He said many students received their flu shot on November 2-3. ASGC set up a table for outreach and recruitment on Transfer Day. Adrian Lopez said Senate meetings are on Thursdays at 9:45 a.m. ASGC has started a canned food drive.

(f) Board Member Comments
Jonathan Brusco – thanked staff for their work on the SSSP and Student Equity plans. Tom Breen – attended political science classes and engaged with students. He was very impressed with them. He also attended the Aviation Advisory Committee meeting and got a report on the program and the upcoming move to San Martin airport. Laura Perry – acknowledged the veterans present at the meeting.
Mark Dover – no report.

Lois Locci – reported she and Walt Glines attended a National Leadership conference. They attended workshops that focused on executive searches. She was happy to report on the passing of two legislation bills. One bill increases the number of college units that high school students can take and the second relates to open educational resources. She said this is an opportunity to reduce the cost of texts and materials.

(g) Board President
Walt Glines reported on the November 3rd special board meeting where the board approved a timeline for a college president search, appointed an Ad Hoc Search Committee (Laura Perry, Kent Child, and Walt Glines), and agreed to use a search consultant. This is in response to Dr. Kinsella’s retirement next summer. Walt Glines commended Dr. Locci for her excellent notes on the conference. He attended the campus training on active shooters and looked forward to more training. He referred to a recent news article about Gavilan Regional ACES which is a Gavilan website for adult learners who seek to improve their education. He announced that the Coyote Valley groundbreaking will be held on December 4.

9. Board Committee Reports
Community Education Ad Hoc Committee – the committee reviewed the Contract and Community Education Annual Report 2014-2015.

Policy Subcommittee – board policies and administrative procedures were reviewed from Chapters 1-3. They will be forwarded to the full board for information at the December 8, 2015 meeting.

10. Information/Staff Reports
(a) Recognition of the Employee of the Month
Deferred to the December 8, 2015 meeting

(b) Career Technical Education (CTE) Water Resources Management Program Update
Dr. Kathleen Rose said instructional services have been highlighting some of their programs this semester. She welcomed Sherrean Carr and Leslie Jordan who spoke about the advent and progression of the Water Resources Management program. Sherrean Carr said the program started in Community Education and once seed money was found, equipment and facilities were purchased. In 2011 it became a credit program with 53 students and in 2014 there were 413 students. She said the retention level is 92% and the success rate is 82.6% with about 50 FTES annually.

Sherrean Carr spoke about a water grant with West Valley which focuses on developing internships and creating career pathways. Gavilan currently has an internship underway. She said an articulation agreement is being developed with Independence High School. Sherrean Carr said the challenge facing the program is finding faculty to teach the courses.

(c) 2015-2016 Student Success and Support Program Plan
Kathleen Moberg said the final version of the SSSP Plan is ready for submission to the Chancellor’s office.

(d) Student Equity Plan
Dr. Eddie Cervantes said the report involves measuring the gateways where inequities have been identified. He said we are charged to create programs and structure to meet the inequities on our campus. The committee is currently reviewing the proposals that have been presented, best practices that have been used on campus but have had
minimal funding, and best practices found through research. He said due to the short
timeline between notification of the funding allocation and submittal of the program they
are still working out what items to fund.

III. ACTION ITEMS

1. Old Business
   (a) Public Hearing on Draft Trustee Area Election Maps
   Walt Glines opened the hearing at 7:51 p.m.

   Dr. Kinsella said the public hearing was a 2nd opportunity for public to provide input and
   comment on the LULAC/MALDEF Plan 2 and Draft Trustee Area Map IV.

   Public Comment – none.

   Public Hearing closed at 7:52 p.m.

   MSC (T. Breen/L. Perry) to close the hearing.

   Vote:
   6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines
   and Student Trustee Adrian Lopez, advisory vote of aye, to approve
   0 Noes
   1 Absent: Kent Child

   (b) Approve Resolution No. 1000 Establishing Trustee Areas from which District Governing
   Board Members will be Elected and Approving the Election of such Board Members in a
   By-Trustee Area Election Process, and Requesting that the Board of Governors Waiver
   the Requirement of an Election Prior to the Change in Election Methodology

   MSC (T. Breen/J. Brusco) to accept Trustee Areas Draft Plan IV with a correction on page
   2 with the insertion of “5”:

   WHEREAS, the trustee areas from which governing board members will be elected in
   the following governing board member election occurring in November, 2018, are Areas
   1, 3, 5 and 7.

   Vote
   6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines
   and Student Trustee Adrian Lopez, advisory vote of aye, to approve
   0 Noes
   1 Absent: Kent Child

2. New Business
   (a) Curriculum
   MSC (T. Breen/M. Dover)

   Vote
   6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines
   and Student Trustee Adrian Lopez, advisory vote of aye, to approve
   0 Noes
   1 Absent: Kent Child

   (b) Updated Instructional Services Agreement (ISA) and Memorandum of Understanding (MOU)
   between Gavilan College and the Carpenters Training Committee of Northern California
MSC (L. Perry/T. Breen)
Vote
6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

c) Approval of Career Technical Education Employment Outcomes Survey Agreement between Sonoma County Junior College District and Gavilan
MSC (L. Perry/A. Lopez)
Vote
6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

d) Citizens’ Oversight Committee Appointment
MSC (T. Breen/J. Brusco)
Vote
6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

(e) Budget Planning Calendar
MSC (L. Perry/J. Brusco)
Vote
6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

(f) Annual Financial and Budget Report, CCFS-311
MSC (L. Perry/L. Locci)
Vote
6 Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

(g) Approval of an agreement with Live Oak Associates, Inc. for an EIR Addendum for Coyote Valley Educational Center
MSC (L. Perry/T. Breen)
Vote
Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

(h) Project Inspector Service Agreement with Consolidated Engineering Laboratories
MSC (T. Breen/ L. Perry)
Vote
Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

(i) Laboratory of Record Service Agreement with Hp Inspections, Inc. MSC (T. Breen/L. Perry)
Vote
Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

(j) Geotechnical Service Agreement with Cornerstone Earth Group MSC (T. Breen/L. Perry)
Vote
Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

(k) Project Inspector Service Agreement with Keith Brown Inspections Project Inspector Service Agreement with Keith Brown Inspections MSC (M. Dover/L. Perry)
Vote
Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

(l) In-Plant Service Agreement Acrell Inspection Services, Ltd. MSC (T. Breen/M. Dover)
Vote
Ayes: Tom Breen, Jonathan Brusco, Mark Dover, Lois Locci, Laura Perry, Walt Glines and Student Trustee Adrian Lopez, advisory vote of aye, to approve
0 Noes
1 Absent: Kent Child

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is December 8, 2015, Gavilan College, North/South Lounge.

2. Adjournment
   The meeting was adjourned by consensus at 7:58 p.m.
MINUTES

I. OPEN SESSION 5:00 p.m.
1. Call to Order
   The meeting was called to order by Laura Perry at 5:07 p.m.

2. Roll Call
   Trustees Present: Laura Perry, Mark Dover, Tom Breen, Adrian Lopez (5:25 arrival)
   Walt Glines, Board Trustee
   Lois Locci, Board Trustee
   Steven Kinsella, Superintendent/President
   Kathleen Rose, Executive Vice President and Chief Instructional Officer
   Terry Newman, Director of Community and Contract Education
   Nancy Bailey, Executive Assistant to Superintendent/President

3. Approve Minutes, December 9, 2014
   MSC (T. Breen/ M. Dover) 3 ayes, 0 nays to approve

4. Comments from the Public:
   None

II. INFORMATION ITEM
1. Contract and Community Education Annual Report
   Terry Newman recapped the report highlights and answered questions as follows:
   • FY 2014-15 was a year for developing new growth opportunities and researching new program possibilities.
   • Emphasis continues on career training programs although it takes longer to establish them. The model is to launch short-term classes through Community and Contract Education and if data confirms the need, move it to CTE. The Water Resource Management program is an example.
   • They continue to work on the Phlebotomy program which was delayed due to partner issues.
   • The partnership continues with the Workforce Development boards in both San Benito County and Silicon Valley.
   • Enrichment classes are doing well but are not large revenue programs.
   • Department is in conversations with Cabrillo, Hartnell, and Merced Colleges to
collaborate on developing training programs in the manufacturing area. They are creating a vision plan. She will continue to connect with local manufacturers for career training possibilities.

- Department staff keep current with program trends through research and attending webinars, workshops, and conferences.
- Online continued education courses are available in the medical field. No internal medicine training is offered.
- Contract education has a strong class in Pharmacy Technician training. The certifications are issued by the Pharmacy board.
- Future courses may have to be accredited.

2. FY 2015-2016 Budget Update
Dr. Kinsella reported that the targeted deficit and general fund contribution for the 15-16 fiscal year is $100,000. His concern is that it may reach $120,000.

This program is reflective of how the economy is doing. When more people are working the need for new skills and retraining is not as great.

III. CLOSING ITEMS
1. Adjournment
The meeting was adjourned by consensus at 5:36 p.m.
I. CALL TO ORDER 5:39 p.m.
Laura Perry called the meeting to order at 5:39 p.m.

1. Roll Call
Lois Locci, Laura Perry

Dr. Steven M. Kinsella, Superintendent/President
Nancy Bailey, Recorder
Dr. Kathleen Rose, Walt Glines, Adrian Lopez

2. Approve Minutes, August 12, 2014
MSC (L. Locci/L. Perry) 2 ayes, 0 nays to approve

3. Comments from the Public
None

II. DISCUSSION ITEM
1. Board Policies and Administrative Procedures Changes recommended by President's Council.
   a. Administrative Procedures
      AP 2410 – When and How Board Policy/Administrative Procedure Review is Initiated
      AP 2430 – Delegation of Authority to the President
      AP 2510 – Participation in Local Decision Making
      AP 3050 – Institutional Code of Ethics
      AP 3200 – Accreditation
      AP 3250 – Institutional Planning
      AP 3410 – Nondiscrimination
      AP 3430 – Prohibition of Harassment
      AP 3500 – Campus Safety
      AP 3560 – Alcoholic Beverages
      AP 3720 – Computer and Network Use
   b. Board Policies
      BP 1200 – District Mission
      BP 2010 – Board Membership
      BP 2200 – Board Duties and Responsibilities
BP 2410 – Board Policies and Administrative Procedures
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
BP 3050 – Institutional Code of Ethics
BP 3200 – Accreditation BP 3250 – Institutional Planning
BP 3410 – Nondiscrimination
BP 3540 – Sexual and Other Assaults on Campus

Dr. Steve Kinsella said that the proposed changes were mostly regulatory changes received from the Community California College League’s policy update service. A lot of the changes are noted in the “References” section as a result of accreditation standard consolidation. All of the policies and procedures provided for the committee have gone through shared governance.

Dr. Kinsella said all of the policies and procedures would be going through a review to update where necessary and insure that they are current. He said normally administrative procedures are submitted to the board only as information as they provide the implementation guidelines for the policies. The committee agreed to move them forward to the full Board for information and action.

2. Other Topics.
   a. Length (time) of Public Comments
      Walt Glines made a proposal to change the maximum time for a public speaker from 5 minutes to 3 minutes. He suggested keeping the 20 minute maximum for a subject but at “discretion of the chair”. The committee was in agreement. A proposed change will be made to BP2350, Speakers, and submitted for board information and action.

   b. Changes to Public Comment Speaker Card
      Walt Glines proposed that “email address” and “phone number” be added to the public comment speaker card. Mailing “address” is already on it. Speakers would not be required to fill those sections out but if provided, it would be a means to get back to them. The committee was in agreement.

3. Adjournment
   The meeting was adjourned by consensus at 6:00 p.m.

Please help keep Gavilan College a litter-free campus and preserve its park-like setting. Thank you.
http://www.gavilan.edu
Gavilan Joint Community College District
Governing Board Agenda

December 8, 2015

Consent Agenda Item No. 7(b)  Human Resources
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Personnel Actions

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

Proposal:
That the Board of Trustees approve personnel actions the District is entering into during the period of November 10, 2015 thru December 8, 2015.

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 2015-2016.

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: Eric Ramones, Human Resources Director

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

C:\WorkGroups/HR/BoardAgenda/12-08-15
A. Classified and Unclassified Personnel Actions – December 8, 2015

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

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

NONE

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

Rosalinda Mendoza  
Admission/Student Records Technician  
Student Services  
November 19, 2015 to December 22, 2015

III. PROFESSIONAL EXPERTS

NONE

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

NONE

V. REQUESTS FOR LEAVE

NONE

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

Annette Gutierrez  
CCC CWA 2016 Annual Training

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

Rachel Becerra  
POLS 4 – Intro/Intl Relations

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

X. ADDITIONAL DUTY/STIPEND

NONE
XI. VOLUNTEERS

NONE

XII. RESIGNATIONS AND RETIREMENTS

Lynda Kerr
Senior Program Services Specialist
Student Services
Date of Hire: November 3, 1989
Date of Retirement: December 31, 2015

Sylvia Ramirez
Office Assistant
Business Services
Date of Hire: May 12, 1999
Date of Resignation: November 11, 2015

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.
B. Faculty Personnel Actions – December 8, 2015

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

I. APPOINTMENTS

NONE

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Christina Salvin  English Department Chair
Liberal Arts and Sciences
August 31, 2015 to May 27, 2016

Debra Farris-Amaro  Allied Health Instructor Overload
Career Technical Education
September 1, 2015 to June 30, 2015

Debra Farris-Amaro  Allied Health Department Chair
Career Technical Education
August 31, 2015 to May 27, 2016

Debra Klein  Social Sciences Department Chair
Liberal Arts and Sciences
August 31, 2015 to May 27, 2016

Ellen Venable  Computer Science Information Systems Instructor Overload
Career Technical Education
August 31, 2015 to June 30, 2016

Ellen Venable  Computer Science Information Systems Department Chair
Career Technical Education
August 31, 2015 to May 27, 2016

Enrique Luna  Social Sciences Department Chair
Liberal Arts and Sciences
August 31, 2015 to May 27, 2016

Gary Cribb  Counselor
Community Development and Grants Management
January 25, 2016 to January 28, 2016

Gilbert Ramirez  Cosmetology Lead Faculty
Career Technical Education
August 31, 2015 to May 27, 2016
Jennifer Nari  Natural Sciences Department Chair  
Liberal Arts and Sciences  
August 31, 2015 to May 27, 2016

John Lawton-Haehl  Drama Advisor  
Liberal Arts and Sciences  
August 31, 2015 to May 27, 2016

Julian Kearns  Computer Science Information Systems Department Chair  
Career Technical Education  
August 31, 2015 to May 27, 2016

Karen Warren  English Department Chair  
Liberal Arts and Sciences  
August 31, 2015 to May 27, 2016

Ken Wagman  Natural Sciences Department Chair  
Liberal Arts and Sciences  
August 31, 2015 to May 27, 2016

Leslie Jordan  Water Resource Management Lead Faculty  
Career Technical Education  
August 31, 2015 to May 27, 2016

Nicole Cisneros  English as a Second Language Department Chair  
Liberal Arts and Sciences  
August 31, 2015 to May 27, 2016

Pat Henrickson  Vocational/Technical Department Chair  
Career Technical Education  
August 31, 2015 to May 27, 2016

Pat Henrickson  Child Development Lead Faculty  
Career Technical Education  
August 31, 2015 to May 27, 2016

Travis Flippen  Aviation Lead Faculty  
Career Technical Education  
August 31, 2015 to May 27, 2016

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

Dave Wright  Carpenters Training Center Evaluator  
Career Technical Education  
October 1, 2015 to June 30, 2016
Diane Reid
Allied Health Curriculum Development
Career Technical Education
August 31, 2015 to December 18, 2015

Edward Waggoner
Water Resource Management Instructor
Career Technical Education
September 1, 2015 to June 30, 2016

Jane Rekedal
Fine Arts Department Chair
Liberal Arts and Sciences
August 31, 2015 to May 27, 2016

Jessica Weiler
Title V Counselor
Career Technical Education
January 1, 2016 to September 30, 2016

Jordan Fong
Instructor Supervising Team Title V
Career Technical Education
October 25, 2015

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Dulce Maria Gastelum
Cosmetology Instructor
Career Technical Education
July 1, 2015 to June 30, 2016

V. REASSIGNMENTS
NONE

VI. RESIGNATIONS AND RETIREMENTS
NONE

VII. REQUEST FOR LEAVE
NONE

VIII. REQUEST FOR CATASTROPIC LEAVE CREDITS
NONE

IX. NEW FSA ASSIGNMENT
NONE

RECOMMENDATION: The Administration recommends approval of the above Faculty Personnel Actions.
C. Management/Confidential Personnel Actions – December 8, 2015

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

I. APPOINTMENTS/contract ratification and extensions

   NONE

II. Additional duty/stipend

   NONE

III. Substitute and/or intersession appointments

   NONE

IV. Request for leave

   NONE

V. Permission to enroll/professional growth

   NONE

VI. Application for award/professional growth

   NONE

VII. Resignations and retirements

   Ana Garcia
   Director of Security and Support Services
   Administrative Services
   Date of Hire: April 1, 1980
   Date of Retirement: December 31, 2015

   Natalia Cordoba-Velasquez
   Director of Institutional Research
   Office of the President
   Date of Hire: September 21, 2015
   Date of Resignation: December 11, 2015

   Terry Newman
   Director of Community and Contract Education
   Office of Instruction
   Date of Hire: November 9, 2005
   Date of Retirement: December 12, 2015

Recommendation: The Administration recommends approval of the above Management/Confidential Personnel Actions.
Unless otherwise, please refer to the Administrative Salary Schedule for the following personnel actions:

I. APPOINTMENTS
NONE

II. ADDITIONAL DUTY/STIPENDS
Susan Sweeney Cooperative Work Experience Curriculum Development
Career Technical Education
August 31, 2015 to October 31, 2015

III. BOARD MEMBER APPROVED ABSENCE
Mark Dover Board of Trustees Member
Approved Absence
June 9, 2015

IV. BOARD MEMBER RESIGNATION
NONE

V. RESIGNATIONS AND RETIREMENTS
NONE

RECOMMENDATION: The Administration recommends approval of the above Administrative Personnel Actions.
Consent Agenda Item No. 7(c) 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 November 1 – November 30, 2015.

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>
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</thead>
<tbody>
<tr>
<td>11/1/15 – 11/30/15</td>
<td>18027468 - 18028006</td>
<td>$1,675,719.49</td>
</tr>
</tbody>
</table>

Electronic Transfers:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>None to report</td>
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</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 FY 2015-2016.

Follow Up/Outcome:
No further action is required.

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

Prepared By: Wade W. Ellis, CPA – Director, Business Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: Payroll Warrants drawn on District Funds

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
Ratification of payroll warrants drawn on district funds for the month of November 2015.

Background:
In accordance with Education Code Section 85241 and 85260, the Board of Trustees may direct the County Office of Education to issue payroll warrants from district funds for the payment of salaries and wages for district employees. The following payrolls were processed by the Santa Clara County Office of Education for our district during the month of August 2015:

<table>
<thead>
<tr>
<th>Payroll Period</th>
<th>Pay Date</th>
<th>Total Salaries/Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>November Supplemental 1</td>
<td>November 10, 2015</td>
<td>$386,326.05</td>
</tr>
<tr>
<td>November Regular (EOM)</td>
<td>November 30, 2015</td>
<td>$1,753,381.91</td>
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<tr>
<td>TOTAL (671 Pay Warrants Issued)</td>
<td></td>
<td>$2,139,707.96</td>
</tr>
</tbody>
</table>

Budgetary Implications:
Expenditures are included in the Budget for FY 2015/16.

Follow Up/Outcome:
No further action is required.

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

Prepared By: Wade W. Ellis, CPA - Director, Business Services

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

December 8, 2015

Consent Agenda Item No. 7(e) 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 2015-2016.

Follow Up/Outcome:
No further action is required.

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

Prepared By: Wade W. Ellis, CPA - Director, Business Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Amount</th>
<th>Vendor</th>
<th>Description</th>
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<tbody>
<tr>
<td>CONT9957</td>
<td>$18,108.00</td>
<td>Thermal Mechanical</td>
<td>Programmed Maintenance of Hot Water Heating Boilers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 12/01/15 - 09/30/16</td>
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<tr>
<td>CONT9958</td>
<td>$5,500.00</td>
<td>Ingenium Group LLC</td>
<td>Hazardous Waste Removal Services</td>
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<td>Period of Service: 11/03/15 - 06/30/16</td>
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<tr>
<td>CONT9959</td>
<td>$26,989.20</td>
<td>RAVE Wireless Inc</td>
<td>Mobile Safety Master License &amp; Services Agreement</td>
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<tr>
<td></td>
<td>$18,996.40</td>
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<td>Period of Service: 08/06/15 - 08/5/18</td>
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<tr>
<td>CONT9960</td>
<td>$18,000.00</td>
<td>South Valley Symphony</td>
<td>Use of Gavilan Theater for Performances</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 03/01/16 - 02/28/19</td>
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<tr>
<td>CONT9961</td>
<td>$14,250.00</td>
<td>K &amp; D Landscaping Inc</td>
<td>Landscaping Services</td>
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<tr>
<td></td>
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<td></td>
<td>Storage Tank &amp; Well Improvement Projects</td>
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<td></td>
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<td>Period of Service: 11/16/15 - 12/4/15</td>
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<td>CONT9962</td>
<td>$21,900.00</td>
<td>Kone, Inc.</td>
<td>Elevator Preventative Maintenance Service</td>
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<td>$4,380.00</td>
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<td>Period of Service: 7/1/15 - 6/30/16</td>
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<td>CONT9963</td>
<td>$65,567.27</td>
<td>Crown Worldwide Moving</td>
<td>Movers for Library Carpet Project</td>
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<td>Period of Service: 12/19/15 - 1/13/16</td>
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<tr>
<td>CONT9964</td>
<td>$55,498.15</td>
<td>Cottage Floors</td>
<td>Library Carpet Installation</td>
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<td>Period of Service: 12/21/15 - 1/13/16</td>
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<tr>
<td>CONT9965</td>
<td>$26,675.00</td>
<td>Visions Management</td>
<td>Library Carpet Project Move Management Service</td>
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<td>Period of Service: 12/19/15 - 1/18/16</td>
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<tr>
<td>CONT9966</td>
<td>$7,477.00</td>
<td>Live Oak Associates</td>
<td>PSE application for Aviation Project at San Martin South County Airport</td>
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<td>Period of Service: 11/19/15 - 4/30/16</td>
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<tr>
<td>CONT9967</td>
<td>$775.00</td>
<td>Pacific Monarch, Ltd.</td>
<td>Coyote Valley ED Center Groundbreaking Ceremony</td>
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<tr>
<td></td>
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<td></td>
<td>shuttle from Spina Farms Parking Lot to CV ED Center</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Period of Service: 12/4/15 - 12/4/15</td>
</tr>
</tbody>
</table>
SUBJECT: Budget Adjustments

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees approve the attached budget adjustments for FY 2015-16.

Background:
During the fiscal year various budget adjustments are needed to align revenues and expenditures. California Code of Regulations title 5 §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: Wade W. Ellis, CPA – Director, Business Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
Fund 100

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<th># Amount</th>
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44,405             |              |              |         |         |              |              |              |         |

Final (Adopted) Estimated Beginning Fund Balance at 7/1/15 2,674,711
Change to Actual Fund Balance at 7/1/15 158,997
Actual Beginning Balance at 7/1/15 2,833,708
Final (Adopted) Budget Net Change in Fund Balance 9,301
Budget adjustments from current year's previous months to increase (decrease) net change to fund balance
Current decrease in budgeted expenditures increases Fund Balance 40,405
Current increase in budgeted expenditures decreases Fund Balance (44,405)
Revised Net Change in Ending Fund Balance 5,301
Estimated Ending Fund Balance 6/30/16 for General Fund 100 2,936,954

December 2015 Meeting - Budget Adj (To Board).xlsx
11/24/2015
Fund 270

**INCREASE**

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Budget changes within the same fund to accommodate expenditure & revenue needs of various departments

Community/Coontract Ed

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Total Fund 270: (115,518.00)

Final (Adopted) Estimated Beginning Fund Balance at 7/1/15 $0.00
Change to Actual Fund Balance at 7/1/15 $0.00
Actual Beginning Balance at 7/1/15 $0.00
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 decrease in budgeted expenditures increases Fund Balance $115,518.00
Current increase in budgeted expenditures decreases Fund Balance ($115,518.00)
Revised Net Change in Ending Fund Balance $0.00
Estimated Ending Fund Balance 8/30/16 for General Fund 270 $0.00

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Fund 270

**INCOME - Increase/(Decrease)**

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**EXPENSE - Increase/(Decrease)**

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Budget changes within the same fund to accommodate expenditure & revenue needs of various departments

EOPS

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December 2015 Meeting - Budget Adj (To Board).xlsx
11/24/2015
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|                      | 8195 | 632000 | (775,000) |
|                      | 8194 | 632000 | 216,746 |

December 2015 Meeting - Budget Adj (To Board).xlsx
11/24/2015
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### December 2015 Meeting - Budget Adj (To Board).xlsx

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700
700
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100
850
850
850
850
850
850

VTEA Computer Science
746127  8110
(1,100)

VTEA Cosmetology
746927  8110
(1,416)

VTEA Computer Graphics
746827  8110
2,516

Title V Gavilan

501627  5210
501927  5210
509
BU1616

Total Fund 270:

2,139,168

Final (Adopted) Estimated Beginning Fund Balance at 7/1/15
0
Change to Actual Fund Balance at 7/1/15
0
Actual Beginning Balance at 7/1/15
0
Final (Adopted) Budget Net Change in Fund Balance
0
Budget adjustments from current year's previous months to increase (decrease)
net change to fund balance
0
Current increase in budgeted revenue increases Fund Balance
2,139,168
Current increase in budgeted expenditures decreases Fund Balance
(2,139,168)
Revised Net Change in Ending Fund Balance
0
Estimated Ending Fund Balance 6/30/16 for General Fund 270
0

Fund 340

INCOME - Increase/(Decrease)

Organization Account Program

EXPENSE - Increase/(Decrease)

Organization Account Program

B u d g e t

Entry

# Code # Amount # Code # Amount

Budget changes within the same fund to accommodate expenditure & revenue needs of various departments

722734  8990
502,000.00

722734  5831
502,000.00

BU0611

Total Fund 340:

502,000.00

502,000.00

Final (Adopted) Estimated Beginning Fund Balance at 7/1/15
$55,891.00
Change to Actual Fund Balance at 7/1/15
$50,297.00
Actual Beginning Balance at 7/1/15
$55,891.00
Final (Adopted) Budget Net Change in Fund Balance
$0.00
Budget adjustments from current year's previous months to increase (decrease)
net change to fund balance
Current increase in budgeted revenue increases Fund Balance
$502,000.00
Current increase in budgeted expenditures decreases Fund Balance
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Revised Net Change in Ending Fund Balance
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Estimated Ending Fund Balance 6/30/16 for General Fund 340
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FUND 470

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| Total Fund 470       |          | 48,859 |        | 931947 5831          |         |        | 48,859 |

Final (Adopted) Estimated Beginning Fund Balance at 7/1/15 $404,026
Change to Actual Fund Balance at 7/1/15 $59,788
Actual Beginning Balance at 7/1/15 $463,814
Final (Adopted) Budget Net Change in Fund Balance ($65,233)
Budget adjustments from current year's previous months to increase (decrease) ($50,811)
net change to fund balance
Current increase in budgeted revenue increases Fund Balance $48,859
Current increase in budgeted expenditures decreases Fund Balance ($48,859)
Revised Not Change in Ending Fund Balance
Estimated Ending Fund Balance 6/30/16 for General Fund 470 ($156,144)

$307,670
### Fund 600

<table>
<thead>
<tr>
<th>DECREASE Account</th>
<th>INCREASE Account</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program # Code</td>
<td>Amount</td>
</tr>
<tr>
<td>Program # Code</td>
<td>Amount</td>
</tr>
</tbody>
</table>

_Budget changes within the same fund to accommodate expenditure & revenue needs of various departments_

<table>
<thead>
<tr>
<th>Total Fund 600</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final (Adopted) Estimated Beginning Fund Balance at 7/1/15</td>
<td></td>
<td>$23,361,047</td>
</tr>
<tr>
<td>Change to Actual Fund Balance at 7/1/15</td>
<td>($370,469)</td>
<td></td>
</tr>
<tr>
<td>Actual Beginning Balance at 7/1/15</td>
<td></td>
<td>$23,010,578</td>
</tr>
<tr>
<td>Final (Adopted) Budget Net Change in Fund Balance</td>
<td></td>
<td>($20,157,580)</td>
</tr>
<tr>
<td>Budget adjustments from current year's previous months to increase (decrease) net change to fund balance</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Current decrease in budgeted expenditures increases Fund Balance</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Current increase in budgeted expenditures decreases Fund Balance</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Revised Net Change in Ending Fund Balance</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Estimated Ending Fund Balance 6/30/16 for General Fund 600</td>
<td></td>
<td>$2,852,998</td>
</tr>
</tbody>
</table>

### Fund 60

<table>
<thead>
<tr>
<th>INCOME - Increase/(Decrease)</th>
<th>EXPENSE - Increase/(Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization #</td>
<td>Account Code</td>
</tr>
<tr>
<td>Program # Code</td>
<td>Amount</td>
</tr>
</tbody>
</table>

_Budget changes within the same fund to accommodate expenditure & revenue needs of various departments_

<table>
<thead>
<tr>
<th>Total Fund 600</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final (Adopted) Estimated Beginning Fund Balance at 7/1/15</td>
<td></td>
<td>$23,361,047</td>
</tr>
<tr>
<td>Change to Actual Fund Balance at 7/1/15</td>
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</tr>
<tr>
<td>Final (Adopted) Budget Net Change in Fund Balance</td>
<td></td>
<td>($20,157,580)</td>
</tr>
<tr>
<td>Budget adjustments from current year's previous months to increase (decrease) net change to fund balance</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Current Increase in budgeted revenue increases Fund Balance</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Current Increase in budgeted expenditures decreases Fund Balance</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Revised Net Change in Ending Fund Balance</td>
<td></td>
<td>($2,509,966)</td>
</tr>
<tr>
<td>Estimated Ending Fund Balance 6/30/16 for General Fund 600</td>
<td></td>
<td>$343,032</td>
</tr>
</tbody>
</table>
Subject: Monthly Financial Report

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees consider the FY 2015/16 Monthly Financial Report

Background:
The attached Monthly Financial Report compares the FY 2015/16 Revised Budget as of November 30, 2015 to actual revenue and expenditures as of November 24, 2015.

Follow Up/Outcome:
The Administration will continue to review the FY 2015/16 budget and will submit budget adjustments as necessary for consideration by the Board.

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

Prepared By: Wade W. Ellis, CPA – Director, Business Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
## GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
### Monthly Financial Report
### Summary of All Funds
### Fiscal Year 2015-16 
### November 24, 2015

### General Fund

<table>
<thead>
<tr>
<th>Fund / Fund Description</th>
<th>Beginning Fund Balance 7/1/2015</th>
<th>Revised Budgets Revenue</th>
<th>Ending Fund Balance 6/30/2016</th>
<th>Year to Date Actual Revenue</th>
<th>Revenue to Budget %</th>
<th>Encumbrance Expense</th>
<th>Expense to Budget %</th>
<th>% Actual to Budget Revenue Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Unrestricted</td>
<td>$2,833,708</td>
<td>$33,848,385</td>
<td></td>
<td>$4,054,695</td>
<td>12.0%</td>
<td>$3,445,118</td>
<td>27.5%</td>
<td>$0</td>
</tr>
<tr>
<td>1000 - Certificated Salaries</td>
<td>$12,550,944</td>
<td></td>
<td></td>
<td>$1,839,348</td>
<td>31.4%</td>
<td>$1,913,923</td>
<td>27.2%</td>
<td>$0</td>
</tr>
<tr>
<td>2000 - Classified Salaries</td>
<td>$5,861,232</td>
<td></td>
<td></td>
<td>$161,050</td>
<td>9.7%</td>
<td>$162,420</td>
<td>9.7%</td>
<td>$0</td>
</tr>
<tr>
<td>3000 - Burdens &amp; Benefits</td>
<td>$7,024,077</td>
<td></td>
<td></td>
<td>$2,385,274</td>
<td>31.3%</td>
<td>$2,002,216</td>
<td>78.3%</td>
<td>$0</td>
</tr>
<tr>
<td>4000 - Books &amp; Supplies</td>
<td>$541,564</td>
<td></td>
<td></td>
<td>$56,827</td>
<td>21.1%</td>
<td>$46,120</td>
<td>0.0%</td>
<td>$0</td>
</tr>
<tr>
<td>5000 - Other Operating Expenses</td>
<td>$5,600,615</td>
<td></td>
<td></td>
<td>$166,741</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
</tr>
<tr>
<td>6000 - Capital Outlay</td>
<td>$486,436</td>
<td></td>
<td></td>
<td>$1,680,271</td>
<td>36.7%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
</tr>
<tr>
<td>Total General-Unrestricted</td>
<td>$2,833,708</td>
<td>$33,848,385</td>
<td>$33,745,139</td>
<td>$85,438,199</td>
<td>17.5%</td>
<td>$85,438,199</td>
<td>17.5%</td>
<td>$13,341,154</td>
</tr>
</tbody>
</table>

### Instructors salaries are paid August through May (10 months)
Some obligations, such as rent and contracted services, have been encumbered for the entire fiscal year
Fund 34 Capital Project = State Funded Projects

---

Prepared by: Laural Slakloy
Monthly Financial Report for Board - November 2015.xlsx
Consent Agenda Item No. 7(h)  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  

SUBJECT: Santa Clara County Treasury Investment Portfolio Status as of June 30, 2015 and September 30, 2015  

Resolution: BE IT RESOLVED,  
Information Only  
Action Item  

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

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

Budgetary Implications:  
For information purposes only.  

Follow Up/Outcome:  
None needed.  

Recommended By: Frederick E. Harris, Vice President of Administrative Services  
Prepared By: Wade W. Ellis, CPA - Director, Fiscal Services  
Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
Quarterly Investment Report

June 30, 2015
Quarterly Investment Review Table of Contents

Quarterly Investment Report
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Board of Supervisors: Mike Wasserman, Cindy Chavez, Dave Cortese, Ken Yeager, S. Joseph Simitian

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

## June 30, 2015

<table>
<thead>
<tr>
<th>Fund</th>
<th>Cost Value**</th>
<th>Market Value</th>
<th>Variance</th>
<th>% Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commingled Investment Pool ***</td>
<td>$5,690,386,161</td>
<td>$5,693,275,417</td>
<td>$2,889,256</td>
<td>0.05%</td>
</tr>
<tr>
<td>Worker's Compensation</td>
<td>$27,205,259</td>
<td>$27,477,454</td>
<td>$272,195</td>
<td>1.00%</td>
</tr>
<tr>
<td>Mountain View-Los Altos</td>
<td>$2,018,854</td>
<td>$2,019,255</td>
<td>$401</td>
<td>0.02%</td>
</tr>
<tr>
<td>Palo Alto Unified</td>
<td>$598,391</td>
<td>$599,197</td>
<td>$806</td>
<td>0.13%</td>
</tr>
<tr>
<td>Park Charter Fund</td>
<td>$11,343,679</td>
<td>$11,357,282</td>
<td>$13,603</td>
<td>0.12%</td>
</tr>
<tr>
<td>San Jose-Evergreen</td>
<td>$19,750,618</td>
<td>$19,760,854</td>
<td>$10,237</td>
<td>0.05%</td>
</tr>
<tr>
<td>West Valley Mission CCD - Building Fund</td>
<td>$4,927,151</td>
<td>$4,937,261</td>
<td>$10,110</td>
<td>0.21%</td>
</tr>
<tr>
<td>Medical Malpractice Insurance Fund (1)</td>
<td>$14,298,353</td>
<td>$14,376,103</td>
<td>$77,750</td>
<td>0.54%</td>
</tr>
<tr>
<td>Total</td>
<td>$5,770,528,465</td>
<td>$5,773,802,823</td>
<td>$3,274,358</td>
<td>0.06%</td>
</tr>
</tbody>
</table>

(1) Managed by Chandler Asset Management, Inc.

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

<table>
<thead>
<tr>
<th>Fund</th>
<th>Apr 30</th>
<th>May 31</th>
<th>Jun 30</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commingled Investment Pool</td>
<td>0.59%</td>
<td>0.61%</td>
<td>0.62%</td>
<td>0.46%</td>
</tr>
<tr>
<td>Worker's Compensation</td>
<td>1.22%</td>
<td>1.21%</td>
<td>1.21%</td>
<td>1.22%</td>
</tr>
<tr>
<td>Weighted Yield</td>
<td>0.59%</td>
<td>0.61%</td>
<td>0.63%</td>
<td>0.46%</td>
</tr>
</tbody>
</table>

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

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

**Cost Value is the amortized book value of the securities as of the date of this report.

***This amount does not include the $100.0 million placed in Treasury's checking account on June 30, 2015. This deposit which is far in excess of nightly check presentation needs does not earn cash interest but rather receives an earned credit that is used to offset the cost of general banking services. This practice is authorized by the County's Investment Policy.
Santa Clara County Commingled Pool and Segregated Investments

Portfolio Strategy
June 30, 2015

The economy grew slowly, based on estimates, in the second quarter ending June 30, 2015. Economists expect second quarter results regardless of size to reflect clear signs of improvement over the prior quarter. Labor markets strengthened and consumer optimism prompted steady spending. According to the latest results of a Bloomberg News survey of 78 economists conducted in early July, the U.S. economy is projected to expand by 2.8 percent in the second quarter.

Even with recent global financial events, including Puerto Rico with outstanding debt of $72.0 billion dollars, Greece teetering on insolvency and a Chinese stock market crash, the strength and direction of the U.S. domestic economy appears to be unaffected. Janet Yellen, Chairman of the Federal Reserve Bank, stated in recent congressional testimony she expects economic “growth to strengthen over the remainder of this year” and reiterated that the Reserve Bank is still on course to raise its policy interest rate in 2015.

Labor markets generally improved. The U.S. added 223,000 jobs in June and so far in the past 12 months, the labor market has generated more than 2.9 million jobs. The unemployment rate fell in June to 5.3 percent, its lowest level in more than seven years. It is important to note that the Bureau of Labor Statistics will not finalize June’s release until September and, in the interim, will release updated revisions.

Growth in retail sales has been modest. Analysts theorize that consumers continue to divert excess dollars from lower fuel costs to savings rather than to additional spending. If the more volatile components of spending such as autos and gasoline had been excluded, the average monthly growth in retail sales for May and June would have been an increase of 0.15 percent. That matched the average monthly gain over the first four months of 2015, suggesting a steady pace, but no evidence of real upward momentum. Consumer spending accounts for nearly 70 percent of domestic economic activity.

The yield on the two-year U.S. Treasury (UST) note and the ten-year U.S. Treasury (UST) bonds drifted higher in the second quarter. This was prompted by indications of a stronger economy and expectations of the Federal Reserve hiking interest rates. The 2-year UST yield rose 8 basis points and closed June 30 at 0.64 percent. The 10-year UST yield rose 43 basis points and closed June 30th at 2.33 percent. Recent global financial events have not significantly impacted domestic bond markets. USTs have generally erased all gains in price that may have stemmed from investors temporarily seeking safe investments as shelter from potential contagion caused by Greece’s insolvency problems, Puerto Rico seeking bankruptcy protection and by a significant equity market crash in China, a country whose economy accounted for 38 percent of global growth last year.

Our portfolio strategy continues to focus on the: (1) acquisition of high quality issuers; (2) identifying and selecting bonds with attractive valuations; (3) appropriately sizing the liquidity portion of the portfolio to ensure adequate cash for near term obligations; and (4) ensuring that monies targeted for longer term investments are deployed in vehicles with favorable risk adjusted yields. Broker-dealers have generally down-sized the amount of securities carried in inventories in response to risk-curbing rules crafted after the 2008 financial crisis, including Basel III and the 2010 Dodd-Frank Act. With more efficient software, we have been addressing this issue by scanning a larger scope of inventory listings to find attractive bonds. Also, our portfolio structuring does not engage in interest rate anticipation strategies.
Yield and Weighted Average Maturity
The yield of the Commingled Pool is 0.62% and the weighted average life is 469 days.

Compliance
The County Treasurer believes the Commingled Pool contains sufficient cash flow from liquid and maturing securities, bank deposits and incoming cash to meet the next six months of expected expenditures.

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

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

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

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<th>Section</th>
<th>Page</th>
</tr>
</thead>
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<tr>
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<td>Portfolio Strategy, Compliance, Review and Monitoring</td>
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<td>Commingled Pool: Allocation by Security Types</td>
<td>4</td>
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<td>5</td>
</tr>
<tr>
<td>Commingled Pool: Holdings by Issuer</td>
<td>6</td>
</tr>
<tr>
<td>Commingled Pool: Historical Month End Book Values</td>
<td>7</td>
</tr>
<tr>
<td>Commingled Pool: Distribution by Maturity</td>
<td>8</td>
</tr>
<tr>
<td>Commingled Pool: Yield to Maturity and Weighted Average Maturity</td>
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<td>Approved Issuers and Broker/Dealers</td>
<td>10</td>
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<tr>
<td>Commingled Pool: Compliance with Investment Policy</td>
<td>11</td>
</tr>
<tr>
<td>Holdings Report: Commingled Pool</td>
<td>12</td>
</tr>
<tr>
<td>Holdings Report: Worker's Compensation</td>
<td>22</td>
</tr>
<tr>
<td>Holdings Report: Mountain View-Los Altos</td>
<td>23</td>
</tr>
<tr>
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<td>24</td>
</tr>
<tr>
<td>Holdings Report: Park Charter Fund</td>
<td>25</td>
</tr>
<tr>
<td>Holdings Report: San Jose-Evergreen</td>
<td>26</td>
</tr>
<tr>
<td>Holdings Report: West Valley Mission-CCD Building Fund</td>
<td>28</td>
</tr>
<tr>
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<td>29</td>
</tr>
</tbody>
</table>

Board of Supervisors: Mike Wasserman, Cindy Chavez, Dave Cortese, Ken Yeager, S. Joseph Simitian

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

**September 30, 2015**

<table>
<thead>
<tr>
<th>Fund</th>
<th>Cost Value**</th>
<th>Market Value</th>
<th>Variance</th>
<th>% Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commingled Investment Pool ***</td>
<td>$4,941,942,184</td>
<td>$4,949,598,056</td>
<td>$7,655,872</td>
<td>0.15%</td>
</tr>
<tr>
<td>Worker's Compensation</td>
<td>$27,245,408</td>
<td>$27,548,484</td>
<td>$303,077</td>
<td>1.11%</td>
</tr>
<tr>
<td>Mountain View-Los Altos</td>
<td>$2,020,049</td>
<td>$2,020,371</td>
<td>$322</td>
<td>0.02%</td>
</tr>
<tr>
<td>Palo Alto Unified</td>
<td>$601,688</td>
<td>$602,318</td>
<td>$630</td>
<td>0.10%</td>
</tr>
<tr>
<td>Park Charter Fund</td>
<td>$11,408,773</td>
<td>$11,423,693</td>
<td>$14,920</td>
<td>0.13%</td>
</tr>
<tr>
<td>San Jose-Evergreen</td>
<td>$19,820,257</td>
<td>$19,914,534</td>
<td>$94,277</td>
<td>0.48%</td>
</tr>
<tr>
<td>West Valley Mission CCD - Building Fund</td>
<td>$3,812,660</td>
<td>$3,822,914</td>
<td>$10,254</td>
<td>0.27%</td>
</tr>
<tr>
<td>Medical Malpractice Insurance Fund (1)</td>
<td>$14,301,491</td>
<td>$14,420,328</td>
<td>$118,838</td>
<td>0.83%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,021,152,508</strong></td>
<td><strong>$5,029,350,698</strong></td>
<td><strong>$8,198,190</strong></td>
<td><strong>0.16%</strong></td>
</tr>
</tbody>
</table>

(1) Managed by Chandler Asset Management, Inc.

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

<table>
<thead>
<tr>
<th>Fund</th>
<th>Jul 31</th>
<th>Aug 31</th>
<th>Sep 30</th>
<th>Sep 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commingled Investment Pool</td>
<td>0.67%</td>
<td>0.70%</td>
<td>0.68%</td>
<td>0.48%</td>
</tr>
<tr>
<td>Worker's Compensation</td>
<td>1.21%</td>
<td>1.21%</td>
<td>1.21%</td>
<td>1.22%</td>
</tr>
<tr>
<td><strong>Weighted Yield</strong></td>
<td>0.67%</td>
<td>0.71%</td>
<td>0.69%</td>
<td>0.48%</td>
</tr>
</tbody>
</table>

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

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

**Cost Value is the amortized book value of the securities as of the date of this report.**
After Federal Reserve Bank policy makers decided not to raise interest rates at its September meeting, global financial markets including major U.S. stock indices have been calmer and less volatile. Extremely low interest rates and a highly accommodative monetary policy have been key contributing factors to the growth in stock values in recent years. Many companies rely on low cost debt to fund share repurchases and dividend increases to boost stock prices. Undoubtedly, some market participants interpreted the delay in action by policy makers as a signal that a change in interest rates may not ultimately occur until mid-year 2016. This sentiment has been further reinforced by economic reports describing how the economy progressed in September. Closely watched indicators such as growth in September non-farm payrolls, retail sales and changes in the services (non-manufacturing) portion of the economy all seem to suggest a slowing of domestic economic growth. Although these releases have garnered attention, they are still considered preliminary and far from conclusive of an ongoing trend.

Economists were generally disappointed by the number of new non-farm jobs added to payrolls in the month of September. Payrolls increased by only 142,000 jobs, far below the 200,000 number that had been projected. Furthermore, the report revised August's payroll number from an increase of 173,000 jobs to an increase of only 136,000 jobs. The unemployment rate compared to the prior month managed to remain stable at 5.1 percent. Average hourly earnings dropped by one cent. While the one cent decline is discouraging, wages have still expanded 2.2 percent over the preceding twelve months. Hiring within the public sector was robust. Government payrolls increased by 24,000 jobs in September and experienced similar increases of 36,000 and 28,000 in August and July respectively. Private sector hiring in September reflected a notable pullback with concentrated weakness in oil and gas extraction, manufacturing and mining.

The services portion of the economy continues to reflect fundamental strength. Over the last four months, new export orders along with backlog orders have grown. Nevertheless, the sector is not completely immune from factors currently hurting the manufacturing sector, such as weak foreign markets and a strong dollar. Services as measured by the Institute for Supply Management non-manufacturing index dropped to 56.9 in September from a reading of 59 in August. The decline reflects the high sensitivity of sizable components of the services sector, including engineering, transportation services and business services to sales trends in the manufacturing sector.

Retail sales in September increased by a modest 0.1 percent. Since consumer spending approximates 70 percent of domestic economic activity, economists closely monitor this indicator. Economists expect that the weakness of this number will most likely lower third quarter gross national product estimates. September results were lower than expectations and the August data, previously reported, was revised downward to reflect no change from the prior month. The release looks even less favorable if one eliminates volatile components, including autos, gasoline and building materials from the calculation. Using an adjusted calculation, sales actually would have contracted by 0.1 percent in September.

Our portfolio strategy continues to focus on: (1) acquisition of high quality issuers; (2) identifying and selecting bonds with attractive valuations; (3) appropriately sizing the liquidity portion of the portfolio to ensure adequate cash for near term obligations; and (4) ensuring that monies targeted for longer term investments are deployed in vehicles with favorable risk adjusted yields. Broker-dealers have generally down-sized the amount of securities carried in inventories in response to risk-curbing rules crafted after the 2008 financial crisis, including Basel III and the 2010 Dodd-Frank Act. With more efficient software, we have been addressing this issue by scanning a larger scope of inventory listings to find attractive bonds. Also, our portfolio structuring does not engage in interest rate anticipation strategies.
Yield and Weighted Average Maturity
The yield of the Commingled Pool is 0.68% and the weighted average life is 463 days.

Compliance
The County Treasurer believes the Commingled Pool contains sufficient cash flow from liquid and maturing securities, bank deposits and incoming cash to meet the next six months of expected expenditures.

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

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

The market values of securities were taken from pricing services provided by the Bank of New York Mellon, Bloomberg Analytics, dealer quotes, and an independent pricing service.
Consent Agenda Item No. 7(i) Disability Resource Center

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

SUBJECT: Disability Resource Center/Workability III Advisory Committee

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:

The Disability Resource Center/WorkAbility III Advisory Committee is presented for approval by the Board of Trustees.

Background:

The Disability Resource Center/WorkAbility III Advisory Committee includes representation from the local area high schools and community agencies that provide services for people with disabilities. Representation includes DRC students as recommended by our regulations. The purpose of the committee is to advise and assist the college in providing students with disabilities accommodations and services that enable them to gain meaningful employment and access higher education.

Budgetary Implications: None

Follow Up/Outcome: The Advisory committee shall meet a minimum of once during each academic year.

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

Prepared By: Fran Lopez, Associate Dean, Disability Resource Center

Agenda Approval: For Dr. Steven M. Kinsella

Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/ newcvrsheet sb
South Alarid, (408) 846-6135
Gilroy, Sr. Vocational Rehabilitation 8060 Murray Ave., Suite 200 Salinas, Ca 93931 (831) 769-8855 kristialarid@hopeservices.org

Bradford, Duane
Sr. Vocational Rehabilitation Consultant/QRP California Department of Rehabilitation 8060 Santa Teresa Blvd. Suite 200 Gilroy, Ca 95020 (408) 846-8135 duane.bradford@dor.ca.gov

Britton, Felicia
Job Developer, WA3 Program & ROC/P Morgan Hill Unified School District 15600 Concord Circle Morgan Hill, Ca 95037 (408) 201-6100 BrittonF@mhusd.org

Cervantes, Eddie
Gavilan College MESA, TRIO Director 5055 Santa Teresa Blvd. Gilroy, Ca 95022 ecervantes@gavilan.edu

Cobb, Paulette
Director of Special Education San Benito High School District 1220 Monterey St. Hollister, Ca 95023 (831) 637-5831 pcobb@sbhsd.k12.ca.us

DuMond, Rose
Director of Student Services Morgan Hill Unified School District 15600 Concord Circle Morgan Hill, Ca 95037 dumondr@mhusd.org

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Marota, Cindy
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Siino, Linda
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Sweeney, Susan
VP, City of Gilroy Physically Challenged Board of Appeals California Works-Gavilan College 5055 Santa Teresa Blvd. Gilroy, Ca 95020 (408) 848-4813 ssweeney@gavilan.edu

Yinger, Jim
Workability 3 Program Coordinator, Morgan Hill Unified School District Live Oak/Sobrato High School 15800 Concord Circle Morgan Hill, Ca 95037 (408) 201-6100, Ext 40266 jyinger@gmail.com

Zanella, Karen
Job Developer, TPP San Benito High School District 1220 Monterey St. Hollister, Ca 95023 (831) 637-5831 kzanella@sbhsd.k12.ca.us

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Joel Manriquez Hannon joel.manriquezhannon@gmail.com

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Janet Krulce
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Department Chair, Alternate Media Instructor (408) 848-4722 jmaringer@gavilan.edu

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Lorraine Burgman
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Gavilan Joint Community College District
Governing Board Agenda

December 8, 2015

Consent Agenda Item No.  Information/Staff Reports No. 12(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, October 2015 – Laurel Blakley
Focused, genuine and transparent would be a good way to describe Laurel Blakley, Senior Accountant. Her MO is transparent, she listens actively to your inquiry and responds with what she feels is a reasonable approach. Laurel is an active listener and when you approach her, you would not know about the reams of paperwork she is auditing, the number of pending reports that are waiting in the wings or even the number of fiscal adjustments she is working on because at the moment when you are speaking to Laurel, your inquiry is her focus. Many of us have benefitted from Laurel’s one-on-one training as it pertains to the Banner finance module. She takes the time to help you understand and walks you through an area that is for most of us a detailed, cumbersome process. Laurel always responds to pleas for help and we can always count on her to respond in an expeditious, thorough manner. Laurel has been instrumental in the transition of Directors of Business Services. She is a wealth of institutional knowledge which is always appreciated when looking at how to improve policies and practices. Laurel has been an integral member of the Business Service team this year with the implementation of the new chart of accounts and the e-procurement Banner system. She is hard working, dependable and willing to put the time in necessary to complete the job.

Employee of the Month, November 2015 – Ericson Estamo & Diana Seelie
Ericson has worked as our Computer Hardware/Software Technician for the past 8 years and continues to be a highly valuable member of our team. He consistently provides our customers with a very high level of customer service and keeps our equipment and parts very well organized. The number of computers and labs has almost doubled since Ericson started, but he is still able to keep the equipment updated and repaired very quickly. Users rarely have to wait for more than a day to get their issues resolved. Ericson continues to stay up to date on
hardware and software and provides equipment quotes for everyone on campus. He has also provided excellent support for SARS Grid and SARS kiosks on campus. I frequently receive thank you emails about Ericson’s excellent work and excellent customer service. Ericson continues to be a major contributor to the MIS department.

Diana has worked as our Computer Hardware/Software Technician for the past 13 years and continues to be very organized and acts as a mentor for our other techs. Diana continues to keep hardware and software installations scheduled and on track for the student labs and faculty and staff. The number of computers and labs has almost doubled since Diana started, but she is still able to keep the equipment updated and repaired very quickly. Users rarely have to wait for more than a day to get their issues resolved. She also provides our entire campus PC inventory management. She is extremely dependable and provides excellent customer service skills. Diana has done an excellent job as the CSEA president for the several years and provides a valuable leadership role for all employees. Diana is a great addition to our team and continues to represent our department extremely well.

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

Proposal:
That the Board of Trustees review and comment as appropriate on the Contract and Community Education annual report for 2014-2015, the Strategic Plan for 2015-2016 and the update for July-November 2015.

Background:
The Contract and Community Education annual report provides information and detail about the various programs that fall under the department. Fiscal year 2014-2015 financials and activities are included in this report. The Strategic Plan for 2015-2016 and the update for July-November 2015 is included.

Budgetary Implications:
Reporting on 2014-2015 and 2015-2016 to date income and expenses.

Follow Up/Outcome:
None

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

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

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

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Contract and Community Education
Annual Report
July 1, 2014 – June 30, 2015

This report reviews the activities and progress of the programs administered through the Contract and Community Education Department.

Narrative for Annual Report to the Board of Trustees

Community Education

Fiscal year 2014-15 was a challenging year but one which should lead to new growth and opportunities. As the director came back to the program providing a full-time management presence, relationships with individuals and organizations in the community had to be rebuilt, we needed to begin researching new program possibilities, outreach to business was resumed, making contact with colleagues at other community colleges and researching trends in the region restarted. Additionally, under the manager in 2013-14, Contract and Community Education did not have to cover the manager’s salary. With the director returning, her salary was put back into the budget which accounted for the large increase to the budget.

The Water Resource Management program is no longer viable through the Community Education office, except for a few special classes. Students are preferring to enroll in the credit programs. Short-term continuing education classes bring in a small number of students but for the most part, water industry workers are able to take reduced price courses through their local associations. However, since we created so many partnerships with water agencies, we have continued to be involved in the industry and represent the credit water program at meetings and trade shows.

Our emphasis continues to be our career training programs. Pharmacy Technician and Veterinary Assistant training are strongest and are offered about every 6-9 months. Certified Bookkeeper training classes are offered about once a year. The director has been working closely with the CTE dean and we have established a collaboration that should benefit both programs and the college. Our plan is to continue the model we already started by launching short-term classes through Community and Contract Education and once established with clear data to prove there is a need, we will move the program over to CTE.

We were not able to develop the sought after Phlebotomy program due to issues with the partner we were working with, but we have not abandoned the project. We feel there is a strong need in the region for this training.

Our enrichment classes are doing reasonably well but they are not large revenue programs so the return on investment is not as high as our career training programs. We are serving the region by offering a wide range of classes but the distance between cities seems to present barriers to attending our courses. All of our classes provide a connection to the community and an opportunity to outreach to individuals, workers and employers.

The most popular classes, outside of career training, include cooking, photography, dance, MS Office applications, wholesale auto sales and various online classes such as those focusing on social
media and teaching. We piloted a metal repair class using welding equipment to see if there was an interest in this area. The class size was deliberately small because there was only one welder and it filled immediately with a waiting list.

We partnered with the Water Resources Association of San Benito County to offer a class in lawn replacement. They were very happy with the partnership and will probably fund more classes in the future.

A partnership was developed with CMAP in the fall and we are planning on developing a career training program in the future around TV, production, videography or another career track that has labor market information to support it.

Staff continued its partnership with the Workforce Development Boards in San Benito County and Silicon Valley. By working with these entities, they are able to satisfy their training requirements and we are able to provide training to clients who are prepared to enter the workforce. Our challenge will be in following up with completers of the programs to ensure that they are getting jobs in the field.

Our brochure is still the most successful way of advertising our classes. Approximately 72% of our enrollments come from the brochure distribution by mail, in the office and at community locations. This information is based on the enrollment surveys (7/1/2014-6/30/2015) taken at the end of class. Other methods of promotion are Facebook posts, press releases, mass emails, directed emails, chamber newsletters, industry association contacts and promotions through partners.

Program staff keep current with program trends through webinars, meetings and communications with colleagues in other community colleges, researching on the web and through our partnerships with the Association of Community and Continuing Education (ACCE) and the Learning Resources Network (LERN). Staff member, Rosie Armstrong, serves as the Northern California Community Education Council Member for the Association of Community and Continuing Education (ACCE).

The director represents the college as a member of the Gilroy Chamber of Commerce Board of Directors and serves as a chamber ambassador. She also serves on the Board of Directors of the Workforce Development Board for work2future serving the Silicon Valley.

**Contract Education**

We were able to increase training classes provided to clients of the work2future America’s Job Center Gilroy site. Training classes include Microsoft applications, QuickBooks, resume writing and job search skills. Additionally, we submitted a proposal to offer a cohort training in Pharmacy Technician Training to the work2future clients and it was accepted. Classes started in fall at Gavilan’s Morgan Hill Site.

The motorcycle program is operated in partnership with Two Wheel Safety Training. Enrollment has been flat for a number of years. This year the statewide contract, under which we operate, was awarded to a new vendor who requires a different class format. It has not been as user friendly as the previous format and may account for part of the reduced enrollment. The statewide contract was awarded very late in 2014 and required all instructors to be retrained. Our program was shut
down for several weeks while the training was completed. However, we were able to contract with the statewide contractor to bring extra revenue by providing some of the instructor training here at Gavilan. Enrollments are increasing in Fall 2015. 2015-16 should be a better year for the motorcycle program.

In the spring, the director began conversations and scheduled meetings with Cabrillo, Hartnell and Merced Colleges to collaborate on developing a Contract/Community Ed training program in the manufacturing area that would serve all our regions. Over the months, we held several meetings to discuss a collaboration and identify what we each had already developed in the field. Recently, we held a manufacturing collaborative meeting at Gavilan College with the above colleges and local industry, including Olam International, Christopher Ranch, City of Watsonville Water Resources Department, Soquel Creek Water, and the City of Santa Cruz. After much information was shared, and a robust discussion with industry reps followed, we determined what programs were needed immediately and how we might develop funding for the training. This positions our group well if/when the Chancellor’s office or others release calls for grant proposals. Other funding ideas will also be explored. This is the first step in developing a full range of manufacturing training as identified by both the Chancellor’s office and the local Workforce Development Boards as one of the most important sectors in the region and the state.

**Partnerships**

Our training partners included Ed2go, The Learning Oasis, LERN and CMAP. We continue to partner with a number of water agencies for use of their facilities for training, for expertise provided by their staff and management, and for membership in Water Resources Management advisory board. The City of Watsonville Water Resources Department was our first partner for the Water Resources Management program and through that continuing successful partnership, they have joined our manufacturing collaborative. Additionally, the local Workforce Development Boards (work2future and San Benito County America’s Job Center) send clients to our career training programs to provide skills necessary to gain employment.

**Future**

- Developing the manufacturing training program.
- Continue research and development of a Phlebotomy training program, as well as other short-term healthcare training classes and programs.
- Possible new training programs: facilities maintenance, logistics and distribution.
- Move and settle into the new facilities in the CDC building.
- Continue involvement in ACCE.
# Enrollments & Class Offerings

<table>
<thead>
<tr>
<th>Enrollments</th>
<th>FY 09/10</th>
<th>FY 10/11</th>
<th>FY 11/12</th>
<th>FY 12/13</th>
<th>FY 13/14</th>
<th>FY 14/15</th>
</tr>
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<tbody>
<tr>
<td>Community Education</td>
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<td>1826</td>
<td>1426</td>
<td>1406</td>
<td>3,902</td>
<td>5,034</td>
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<td>College For Youth</td>
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<td>289</td>
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<td>Online Classes</td>
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<td>254</td>
<td>180</td>
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<td>222</td>
<td>77</td>
<td>2,469</td>
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<td>409</td>
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<td>Motorcycle Safety Training</td>
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<td>711</td>
<td>726</td>
<td>749</td>
<td>775</td>
<td>686</td>
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<td><strong>Total Enrollments</strong></td>
<td><strong>3,662</strong></td>
<td><strong>3,238</strong></td>
<td><strong>2,582</strong></td>
<td><strong>2,849</strong></td>
<td><strong>2,002</strong></td>
<td><strong>2,325</strong></td>
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<table>
<thead>
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<th>Class Sections Offered</th>
<th>FY 09/10</th>
<th>FY 10/11</th>
<th>FY 11/12</th>
<th>FY 12/13</th>
<th>FY 13/14</th>
<th>FY 14/15</th>
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<td>1,416</td>
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<tr>
<td>Motorcycle Safety Training</td>
<td>124</td>
<td>91</td>
<td>88</td>
<td>50</td>
<td>86</td>
<td>80</td>
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</tbody>
</table>

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1. Actual number of classes run.
2. New contract developed with work2future/City of San Jose.
3. Drop in enrollments partially due to loss of two career training programs and to the focus on the Adult Ed and Non-Credit programs.
4. Due to a process change during the middle of the FY, work2future had not been providing actual attendance counts for their classes. This is not an accurate number.
5. Though # of classes offered is down, there were more enrollments per class i.e. Cooking, Pharmacy Tech.
6. New regulations for Workforce Development Boards (WDB) have created additional training opportunities. This is subject to change every year and new requirements for WDBs are created.
# Contract & Community Education Income and Expenses – Comparative Report

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<thead>
<tr>
<th></th>
<th>FY09/10</th>
<th>FY 10/11</th>
<th>FY 11/12</th>
<th>FY 12/13</th>
<th>FY 13/14</th>
<th>FY 14/15</th>
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<td><strong>Community Ed</strong></td>
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<td>Revenues</td>
<td>$223,461</td>
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<td><strong>Contract Ed.¹</strong></td>
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<td><strong>College for Youth</strong></td>
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<tr>
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<td>Direct Exp.</td>
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<td><strong>Dept Totals</strong></td>
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<td>($22,103)</td>
<td>($56,214)</td>
<td>($77,106)</td>
<td>($131,338)</td>
</tr>
</tbody>
</table>

¹ Includes motorcycle program.
² Instructional consultant fees were higher in Pharm Tech and Vet Asst. than they were in 13/14; lower revenue also accounts for lower direct expense since many are paid a percentage of enrollment.

³ In 13/14, the non-credit associate dean was the manager of Contract & Community Ed. Her salary was not charged against the programs. In 14/15, Director came back to the program full-time and her salary was charged against the programs.
## Contract & Community Education Department
### FY14-15 Statement of Financial Activities

<table>
<thead>
<tr>
<th></th>
<th>Community Ed Classes</th>
<th>Motorcycle Safety</th>
<th>Contract Education</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Class Fees</td>
<td>$131,397</td>
<td>$31,300</td>
<td>$90,898</td>
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<tr>
<td><strong>Total Revenues</strong></td>
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<tr>
<td><strong>Direct Expenses</strong></td>
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<tr>
<td>Instructors</td>
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<td>Instructor Benefits/burdens</td>
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<td>Credit Card Fees</td>
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<td>Instr. Supplies</td>
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<tr>
<td>Office Supplies</td>
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<tr>
<td>Clothing/Uniforms</td>
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<tr>
<td>Postage</td>
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<td></td>
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<tr>
<td>Printing</td>
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<tr>
<td>Motorcycle Maint/Repair</td>
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<tr>
<td>Fuel</td>
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<td>Consultants</td>
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<tr>
<td>Mileage</td>
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<tr>
<td>Contract Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equip Purchases</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Advertising</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Direct Exp.</strong></td>
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<tr>
<td>Admin/Staff Salaries</td>
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<td>Staff Benefits/Burden</td>
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<td>Other</td>
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<td>Mileage/Travel</td>
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<td>$6,382</td>
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<tr>
<td>Memberships</td>
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<td>Software</td>
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<tr>
<td>Equipment</td>
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<td>Indirect Fees</td>
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<td><strong>Net Profit/(Loss)</strong></td>
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<td>($35,389)</td>
<td>($131,338)</td>
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</tbody>
</table>
Narrative for Contract and Community Education for 2015-2016
As of November 4, 2015

We currently are running two Pharmacy Technician training programs: one in Gilroy through Community Education and one in Morgan Hill through Contract Education. We anticipate two more classes will be offered in Spring 2016. Net revenue for these two classes are estimated to be approximately $30,000.

Contracted workshops conducted for work2future, Silicon Valley’s America’s Job Center Gilroy site, are anticipated to bring in an additional $45,000 by the end of the year. In partnership with CMAP we plan to propose additional workshops for work2future clients in the area of social media in business.

Additional revenue for the year through the motorcycle program is estimated at $27,000.

The program has been working on developing a Phlebotomy training program which is in high demand. Potential revenue could be $700-$1000 per student. Another program in the healthcare field being developed is the Alcohol and Drug Counseling training program.

The manufacturing collaborative, led by the department is moving forward. We have identified a number of funding possibilities and are ready to respond to RFPs for various grants. Employers from multiple counties and both public and private agencies are involved and eager to see this program develop. We plan to have at least one set of classes running in the spring. Developing career training programs without start-up money is challenging. We believe this collaboration will assist us in getting this training program up and running.

We are in discussion with CMAP on developing a Digital Media career training program which aligns with the Chancellor’s office “Doing What Matters” and with the Workforce Development Board sectors.
## Contract and Community Education Department


<table>
<thead>
<tr>
<th>Category</th>
<th>Community Education</th>
<th>Motorcycle</th>
<th>Contract Education</th>
<th>Total</th>
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<td>Adj Budget</td>
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<td>Accrual</td>
<td>Total Actual w/ Accrual</td>
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<td></td>
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<tr>
<td>Class Fees</td>
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<td>Instructors</td>
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<td>Instructor Burdens and Benefits</td>
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<td>Credit Card Fees</td>
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<td>Instr. Supplies</td>
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<td>Office Supplies</td>
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<td>Postage</td>
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<tr>
<td>Mileage</td>
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<td></td>
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<tr>
<td>Equip. Services</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Advertising</td>
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<td>Admin/Staff Salaries</td>
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<td>Equipment</td>
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</table>

Staff salaries will be adjusted between programs but the total will remain the same.
Community & Contract Education
Strategic Plan – Short-Term FY 2015-16

1. Increase enrollment in current and Spring classes to provide additional income.
   a. Increase Facebook posts
   b. Increase Facebook likes by reaching out to current students
   c. Post classes on online calendars in local newspapers, chamber websites and other avenues identified with the assistance of the PIO
   d. Attend trade shows, community events (ie Taste of Morgan Hill), mixers to promote the Contract & Community Ed Program

2. Increase course offerings in Spring 2016 to bring in more revenue.
   a. Reach out through newsletters, emails, chamber outreach, etc. to identify new courses and/or instructors.
   b. Note: more classes offered mean a larger brochure-additional cost

3. Add major programs and career training programs.
   a. Add Alcohol and Drug Counselor Program
   b. Add online Escoffier Culinary Academy Certificate Program and individual classes
   c. Discuss additional course(s) in metal repair for Spring
   d. Contact West Hills College to discuss possible use of their mobile welding lab.
   e. Work with Ed2go to develop bundled programs that can be offered to the WIOA agencies
   f. Develop a Phlebotomy Training Program with the assistance of a consultant
   g. Develop timeline and start up cost information for Community & Contract Ed CT programs.

4. Increase course prices where possible. Decrease costs where possible.
   a. Identify and increase prices for those courses that should be able to withstand a price increase.
   b. Negotiate with instructors and vendors for lower fees.

5. Prepare for possible grant funding opportunities.
   a. Meet with local manufacturers and industry reps to identify training needs. Gain buy-in for supporting a grant application.
   b. Identify grant funding sources.
   c. Use the resources of the Bay Area Consortium and the Central Region Consortium to gain access to grant funds

6. Explore new or expanded partnerships to enhance our course options and the ability to offer courses in the communities we serve.
   a. Work with work2future to identify courses that would qualify for, and get maximum attendance in, their cohort training programs.
   b. Offer more classes in partnership with CMAP once we determine the success of the pilot program.
SUBJECT: Noncredit Committee Update

Resolution: BE IT RESOLVED,

X Information Only

Proposal:
The noncredit committee of the Academic Senate will provide an update on its progress since its formation during the Spring 2015 semester.

Background:
The Academic Senate created a noncredit committee during the spring of 2015. Dr. Randy Brown and Dr. Debbie Klein co-chair the committee whose membership includes faculty and administrators from the Gavilan Consortium, ESL, English, Math, Social Science, the DRC, and CalWORKs. This committee's charge is to facilitate the interaction of faculty from credit and noncredit programs with regard to program development, instruction, and curriculum. This committee makes recommendations to the Academic Senate, ensuring that faculty are at the center of decisions regarding noncredit and credit instruction.

Budgetary Implications:
N/A

Follow Up/Outcome:
The noncredit committee has submitted a set of recommendations to the Academic Senate, which is in the process of discussing and voting upon them. If the Academic Senate approves of these recommendations, the noncredit committee will bring its recommendations to the Board for its consideration in January or February of 2016.

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

Prepared By: Dr. Debbie Klein, Noncredit Committee Co-chair, Academic Senate

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: Noncredit/Gavilan Regional Adult and Career Education Services (ACES)

Resolution: BE IT RESOLVED,

Information Only

Proposal:
The noncredit program and the Gavilan Regional Adult Career and Education Services (Gavilan Regional ACES) consortium will provide an update as to its developments, current services, and proposed plans.

Background:
Over the past few years, some significant developments have been driving change in the area of noncredit instruction. Those developments include noncredit Student Success Support Plan (SSSP), enhanced noncredit funding, and the Adult Education Block Grant (AB104). In response, Gavilan College’s noncredit program has been actively developing and implementing strategies and partnerships to increase student access and success. The college, led by Mary Ann Sanidad, has also spearheaded the establishment of an Adult Education Consortium (Gavilan Regional ACES) which has laid the groundwork for receiving a significant Adult Education Block Grant allocation. The presentation will outline the current status of the noncredit program, the work of the ACES, and plans for enhanced service to the community.

Budgetary Implications:
N/A

Follow Up/Outcome:
Noncredit/ACES representatives will provide regular updates to the board as to its progress.

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

Prepared By:
Dr. Randy Brown, Assoc. Dean, Community Development
Noncredit Adult Education
Mary Ann Sanidad, AB104 Project Director

Agenda Approval:
Dr. Steven M. Kinsella, Superintendent/President
Gavilan College Noncredit program and Gavilan Regional ACES

Randy Brown, Ph.D.
Mary Ann Sanildad

What is different about noncredit classes?

- Students do not receive credit for classes;
- Classes are free to all;
- Classes can be open-entry;
- Student full-time-equivalency data is tracked by positive attendance;
- Until recently, these classes received a lower apportionment rate for each FTES;
- Offerings are restricted to particular areas (ESL, high school equivalency preparation, basic skills, short-term vocational, courses for people with disabilities, and apprenticeship).

Current Gavilan Noncredit Program Areas

- ESL (e.g. ESL 784 Lifeskills Fundamentals 1A)
- High School Equivalency Preparation and Basic Skills (e.g. ENGL 756, GED Preparation)
- Career Preparation (e.g. AH 793, Career and Personal Development)
- Library Support Classes (e.g. LIB736, Developing Research Topics)
- Prior areas also included Parent Education, and Older Adult courses.
- 16 sites in the community (www.gavilan.edu/noncredit)

Data By Area

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
<th>FTES</th>
<th>Sections</th>
<th>Enrollment/Section</th>
</tr>
</thead>
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<tr>
<td>ESL (Noncredit)</td>
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<td>86.5</td>
<td>60</td>
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<td>GED Preparation/Basic Skills (ENGL)</td>
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<td>Job Preparation (AH)</td>
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<td>Library Support classes (LIB)</td>
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<tr>
<td>Total</td>
<td>15,241</td>
<td>190.72</td>
<td>223</td>
<td>676.2</td>
</tr>
</tbody>
</table>

Noncredit students are proportionally more female, more Hispanic, older, and lower income than credit student population.

Ground shifting

- Ongoing community need;
- Increase in apportionment for enhanced noncredit;
- SSSP Noncredit;
- Greater curriculum scrutiny from CCCCO;
- Greater course progress, assessment and accountability from CCCCO as a part of scorecard metrics;
- AB86/104 Adult Education funding restoration.
Our work

- Increased counseling support;
- Increased cooperation with the credit ESL program (e.g., referrals and joint planning and scheduling);
- More systematic enrollment, assessment, and placement, orientation and mobile assessment and enrollment;
- Greater curriculum consistency, common book and content;
- Level SLO assessment and common final exams;
- Schedule courses across time, levels, and regions;
- Preliminary discussions with groups interested in using noncredit as a way to support credit basic skills;
- Improved marketing effort and materials;
- Intensive involvement in AEBG planning and AB104 Adult Education Block Grant.

AEBG Accomplishments

- Establishment of Gavilan Regional Adult Education and Career Services (ACES) and receipt of state allocation of $750,000 for 15/16;
- Completion of a three-year plan and one-year budget, along with governance policies;
- ACES Website (http://aces.gavilan.edu);
- Three-day cross-disciplinary Curriculum Institute: Facilitated discussion and planning for context- and career-based pathways;
- Consortium curriculum cross-work;
- ALLIES mini-grant award which funded work on consortium process for intake, assessment, placement, and referrals.

New partnerships

- Vision Literacy (literacy classes)
- First 5 San Benito (child care provision)
- Community Education (development of new short-term vocational certificates)
- San Benito County Corrections (transition center)
- San Benito High School (new ESL class on pre-apprenticeship location)
- El Pajaro (small business nonprofit for entrepreneurial class and small business support)
- Hollister Youth Alliance (Intergenerational site downtown)

AEBG plan development

- Consortium Plan objectives: 1) strategies to create seamless pathways; 2) alignment and articulation; 3) approaches proven to accelerate progress toward academic and career goals; 4) professional development; 5) plan to leverage existing regional structures for partners;
- Regular meetings among consortium members including: GUSD, MHUSD, SJHS, San Juan-Aranzaz adult education programs, and representatives from Gavilan College program areas;
- Applied Research: Focus groups on community needs;
- Small, faculty-led work groups: High School Equivalency, High School Diploma, and ESL.

Noncredit Next Steps

- Continue to collaborate with credit ESL on joint planning and articulation;
- Continue to refine curriculum, SLO assessment, and strengthen support services;
- Continue discussions about noncredit with interested faculty, filling in with existing programs to support student access and success;
- As a part of Gavilan Regional ACES, develop vocational/ESL opportunities available to all students;
- Further reach underserved students in jails, prisoner reintegration programs, work locations, and in the community;
- Further build a noncredit program that provides access to an underserved population in community-based locations, while supporting students in achieving their personal, career, and educational goals.
AEBG Year One Highlights

- Create High School Diploma Program for GUSD;
- Develop Adult Basic Education (ABE) classes, workshops, and boot camps;
- Develop and implement contextualized vocational ESL curriculum;
- Increase course offerings, including short-term vocational and pre-apprenticeship, in addition to current program areas;
- Improve support services (counseling, disability services, child care) for off-campus consortium partners;
- Conduct joint professional development activities.
Gavilan Joint Community College District
Governing Board Agenda

Date 11/18/15

Consent Agenda Item No.             Department ASGC
Information/Staff Reports No.       12 (e)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Associated Students of Gavilan College (ASGC) Semester End Report

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal: ASGC Semester End Report

Background: The ASGC will be providing a semester end update.

Budgetary Implications: None

Follow Up/Outcome:

Recommended By: Priscilla Ahmed, ASGC President

Prepared By: David DiDenti, Region IV Representative/President Pro Tempore

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
Subject: Board Policies and Administrative Procedures

Proposal:
That the Board review and comment as appropriate regarding the proposed changes to Board policies and the administrative procedures as attached.

Background:
The policies and procedures have gone through the shared governance process and have been reviewed by the Board Policy Subcommittee.

Budgetary Implications:

Follow Up/Outcome:
The procedures will be posted online and implemented. The policies will be presented to the Board of Trustees for a second reading and action at the next Board meeting.

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

Prepared By: Nancy Bailey, Executive Assistant

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

AP 2410 – When and How Board Policy/Administrative Procedure Review is Initiated
AP 2430 – Delegation of Authority to the President
AP 2510 – Participation in Local Decision Making
AP 3050 – Institutional Code of Ethics
AP 3200 – Accreditation
AP 3250 – Institutional Planning
AP 3410 – Nondiscrimination
AP 3430 – Prohibition of Harassment
AP 3500 – Campus Safety
AP 3560 – Alcoholic Beverages
AP 3720 – Computer and Network Use

Board Policies:

BP 1200 – District Mission
BP 2010 – Board Membership
BP 2200 – Board Duties and Responsibilities
BP 2410 – Board Policies and Administrative Procedures
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
BP 3050 – Institutional Code of Ethics
BP 3200 – Accreditation
BP 3250 – Institutional Planning
BP 3410 – Nondiscrimination
BP 3540 – Sexual and Other Assaults on Campus
AP 2410  When and How Board Policy/Administrative Procedure Review is Initiated

Reference:
*Education Code Section 70902;*
*ACCJC Accreditation Standards I.B.7; I.C.5; IV.C.7; and IV.D.4 (formerly IV.B.1.b &e)*

- The process begins with updates from the CCLC (Community College League of California) or requests from internal and external sources.
- CCLC Provides templates, updates, and ongoing feedback on policies and procedures which are legally required, legally advised, or good practice.
- If the request is internal or from an external source, the interested parties may be requested to gather existing data as well as input regarding the proposed policy or procedure through surveys, interviews, polls, etc. from those whom the policy or procedure may affect.
- Procedures are approved by the Superintendent/President. Before approval they follow the same review process as policies. The procedures are processes used by the administration to implement policies. The procedures are numbered to align with the corresponding policy.

**CCLC Policy and Procedure Updates or Requests from internal or external sources**

- *Draft Policy or Procedure is reviewed by the Academic Senate for discussion, comments, and recommendations (other groups may be asked to review depending on interest and/or content).*
- *Feedback from Academic Senate, President’s Council, and any other constituency groups that are consulted is considered and the draft policy or procedure is modified as appropriate. The modified draft policy or procedure may be presented again to the Academic Senate and President’s Council if additional discussion is needed.*
- *Draft Policy or Procedure is reviewed by President’s Council for discussion, comments, and recommendations.*
- *Draft Policy or Procedure is reviewed by the Board Policy Subcommittee. Policy or Procedure may be sent back for further review or forwarded to the full Board.*

**PROCEDURE – Board of Trustees Information**

Procedures are submitted to the Board as an information item; they do not require Board action.

**POLICY – Board of Trustees Action**

Policy adoption requires a 1st and 2nd reading by the Board followed by majority vote of the whole board.
- Policies are submitted to the Board as an information item for a first reading
- Policies are submitted to the Board as an action item as a second reading

Gavilan College policies and procedures are kept updated and are posted on the District’s website at: [http://www.gavilan.edu/board/policies/index.html](http://www.gavilan.edu/board/policies/index.html)

Approved by the Board of Trustees: December 11, 2012
AP 2430 Delegation of Authority to the President

Reference:

- Education Code Section 70902;
- ACCJC Accreditation Standards IV.B.5, IV.C.12, and IV.D.1 (formerly IV.B.1.i and IV.B.2)

The President of the College may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The President of the College shall be responsible for reasonable interpretation of board policy. In situations where there is no board policy direction, the President of the College shall have the power to act, but such decisions shall be subject to review by the board. It is the duty of the President of the College to inform the Board of such action and to recommend written board policy if one is required.

The President of the College is expected to perform the duties contained in the President's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The President of the College shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

Approved by the Board of Trustees: June 12, 2001
AP 2510  Participation in Local Decision-Making

Reference:

*Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq; 51023.5; 51023.7
ACCJC Accreditation Standards IV.A, IV.D.7 40B, (formerly IV.A.2, IV.A.5)*

Gavilan College takes pride in its successful structure and institutional culture of participatory governance. The process of participatory governance guides and informs the college's decision-making activities, short and long-range planning, and problem solving tasks. With the exception of collective bargaining, personnel matters and legal issues, all aspects of the College conform to the participatory process.

Participatory governance is best described as a process of consultation, a framework of required interactions that ensures that all decisions are well informed by input from the four segments of the college community: management, faculty, Professional Support Staff and students. In this regard, the participatory process is grounded in Assembly Bill 1725 and in the policies of the Gavilan Joint Community College District Board of Trustees.

Gavilan College has taken an additional step, however, by endeavoring to govern its affairs by consensus. Even though the determinations reached through the process are advisory to the President of the College, who serves as the institution’s chief executive officer, the majority of institutional decisions are reached through consensus. This effort ensures a healthy give-and-take in debating ideas, as well as an operative system of checks-and-balances in the review of important matters. It also promotes trust and broadens the sense of “ownership” of the decisions reached, thereby reinforcing the structure of governance.

PRESIDENT'S COUNCIL
Purpose:

The President's Council serves as the college's central, participatory council, functioning as the institution's primary shared governance body. The structure and nature of the President's Council facilitate its interaction with all institutional constituencies. As the college's central decision-making body, the Council's planning role is enhanced by its familiarity with all functions of the college, ensuring both a knowledgeable and an integrated perspective.

Specialized projects are referred by the Council to other governance organizations for review, such as the Faculty-Academic Senate and Educational-Leadership Team-Administrative Council for instructional matters, the Professional Support Staff for inquiries to staffing issues and the Associated Students for student issues. These bodies report back to the Council with recommendations. For most issues, the determination of the President's Council is final. The President of the College is charged with representing Council determinations to the Board of Trustees.
The President's Council endeavors to integrate all aspects of communication, decision-making and planning tasks rather than permit the institution to become isolated or its activities to become fragmented due to the centrifugal impulses of this large and complete collegiate environment. The President's Council establishes ad hoc committees to assist with specialized projects of the college.

Membership:

President (Chair)
Vice President, Instructional Services
Vice President, Student Services
Vice President, Administrative Services
Faculty Senate Representatives (2)
Educational Leadership Team Representative Administrative Council Representative (1)
Confidential/Supervisory Directors and Confidential Council Representative (1)
Professional Support Staff Representatives (2)
Associated Students of Gavilan College Body Representatives (2)

Associated Students

The Associated Student Students of Gavilan College Body—(ASBASGC) will represent all students of Gavilan College with the right to participate effectively in shared governance.

To be provided the opportunity to participate in the policies, procedures and processes at Gavilan College, that has a "significant effect on students."

The ASGCASB—believes that the highest intellectual, social and moral life is achieved by the ordered pursuit of learning, ethics and involvement at Gavilan College.

The ASGCASB—will provide an open communication between students, the community and Gavilan College and represent all student's interests, goals and information.

The ASGCASB—will finance and sponsor a variety of cultural activities and events that benefit the students, the community and Gavilan College.

The ASGCASB—will work closely with college faculty to develop educational programs on an ongoing basis that affect students' educational needs.

To assure that the ASGCASB—recommendations are given "every reasonable consideration" within Gavilan College.

Educational Leadership Team Administrative Council

Meet regularly as a management group to address educational matters and to provide a leadership role in the collaborative review, interpretation, and implementation of policies and procedures as they relate to the mission and goals of the institution.

Provide an effective coordination of instructional and student services programs and activities. Represent the interest and concerns of instruction and student services.
Faculty-Academic Senate

To serve as the representative of the faculty in making recommendations to the administration of the College and to the Board of Trustees about academic and professional matters.

To work for the general welfare of Gavilan College, its students, staff and faculty.

To foster a sense of responsibility among faculty for maintaining a superior level of instruction and professional activity.

To address academic and professional issues including:
- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the governing board and the Faculty Senate

The Academic Senate serves as the representative of the faculty in making recommendations to the administration of the College and to the Board of Trustees with respect to academic and professional matters on which the Board of Trustees relies primarily upon the advice and judgment of the Academic Senate. The so-called "10+1" academic and professional matters over which faculty have primacy are the following:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.
While consulting collegially, the Academic Senate retains the right to meet with or appear before the Board of Trustees with respect to its views and recommendations. In addition, after consultation with the administration, the Academic Senate may present its recommendations to the Board of Trustees. The recommendation of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.

The Academic Senate also works for the general welfare of Gavilan College, its students, staff, and faculty and strives to foster a sense of responsibility among faculty for maintaining a superior level of instruction and professional activity.

Professional Support Staff

The Professional Support Staff representatives shall represent all professional support staff of Gavilan College within the participatory governance structure and decision making process of the College. The purpose includes, but is not limited to the following:

To represent the issues and concerns of the support staff in all aspects of governance and decision-making on matters that are not related to collective bargaining and contract negotiations.

To support the professionalism of the support staff

To encourage individual leadership, contribution, and development among the members of the support staff.

To assure that informed support staff is available for decision-making within the democratic processes of Gavilan College.

To provide a centralized method of communicating between the support staff and other areas of the College.

To collect and disseminate information of interest to the support staff.

To represent the interest of the support staff in all matters before any policy-making committee or governing body of the College.

Amended: November 14, 2006
Approved by the Board of Trustees: June 12, 2001
AP 3050 Institutional Code of Ethics

Reference:
ACCJC Accreditation Standard III.A.13

NOTE: The Accreditation Standard requires districts to uphold a written code of professional ethics for all of its personnel, including consequences for violation. Local practice may be inserted here.

Insertion of Principles of Community approved by Board of Trustees, December 2012

The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness.

Gavilan College aspires to be:

- **Diverse**
  We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.

- **Open**
  We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.

- **Purposeful**
  We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.

- **Just**
  We are committed to respect for individual dignity and equitable access to resources, recognition and security.

These Principles of Community, reflected in Board Policy 2715, guide the institution's actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. Behavior that is in conflict with the principle will be subject to administrative review. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals.
AP 3200 Accreditation Addendum for Board Meeting, 11/13/2001

Reference:
ACCJC Accreditation Eligibility Requirement 21 and ACCJC:
Accreditation Standards I.C.12 and 13 (formerly IV.B.11)
Title 5 Section 51016

External Accreditation

A. Approval

The President of the College shall approve the application to all organizations that accredit Gavilan College programs and shall notify the Governing Board of these approved accrediting organizations.

B. Funding for accreditation

1. The year prior to any accrediting visitation and report preparation, the Accreditation Officer shall notify the appropriate administrator of the upcoming accreditation so that budget allocations may be requested in a timely fashion within regular budget procedures.

2. The Accreditation Officer shall provide estimates of expenses, including fees required by the accrediting agency, and travel expenses of the accreditation team.

3. The Accreditation Officer shall submit the request for funding through the regular budget proposal process. Payments will be made following standard college fiscal procedures.

C. Administrative supervision of the process

1. The accreditation officer shall report regularly to the President of the College regarding status of the application for accreditation, the date, time, and duration of the team visit, and the number of team members.

2. No later than one year prior to the self-study submission deadline, the Accreditation Officer shall submit the plan for the self-study process including timelines, tasks, responsibilities, organization, and structure. At least 2 months prior to the submission deadline, the Accreditation Officer, President’s Council, and the Vice Presidents shall review a draft of the accreditation report. It shall then be submitted to the President of the College, who shall submit it to the Board.

3. The President of the College and other appropriate parties shall sign the self-study authorizing submission to the accrediting agency.

4. Meetings between team members and school officials shall be arranged as required by the accreditation agency and with the approval of the President of the College.
D. Recommendations of the accreditation team:

1. The accreditation officer shall submit copies of accreditation team reports to the Board and to President’s Council.

2. The Accreditation Officer shall submit a report describing actions taken or to be taken in response to recommendations in the accreditation report.

3. The Accreditation Officer shall submit appropriate requests through the usual process to secure funding, equipment, or services recommended by the accreditation report as appropriate.

4. The Accreditation Officer shall submit an annual report on progress on meeting recommendations.

Amended by the Board of Trustees: October 14, 2014
Amended by the Board of Trustees: August 14, 2012
Approved by the Board of Trustees: December 11, 2001
AP 3250 Institutional Planning

References: 
ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5; 
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55250, 55080, 55190, et seq., 55510, 56270 et seq.

Strategic planning provides direction to the college and provides to students the best possible learning experiences, high quality support systems, and an environment promotes learning. Institutional research and effectiveness will be integrated with and supportive of all institutional planning. The mission, values, objectives and institutional student learning outcome goals will be available on the college web site and in the college catalog. All plans will be distributed to college representative groups both during the development stages and after final approval. Strategic planning produces the following plans.

**Strategic Plan:** The strategic plan states the mission, values and institutional objectives of the college. The objectives have outcome measures that both determine if the objective has been reached and whether the objective has been effective. One or more of the college objectives addresses student learning outcome goals and related planning needs. This plan provides the framework for all the other plans that support it. This plan is a primary responsibility of the Board in collaboration with the staff. Each year the board prioritizes objectives in order to formulate budget guidelines for the next fiscal year, again in collaboration with the staff. Although the strategic plan is a five-year plan, it is updated each year. Updating will include assessment planning and prioritizing of objectives.

**Educational Master Plan:** The educational master plan implements the strategic plan by identifying the department and program activities that support the major objectives of the strategic plan plus the objectives and activities relevant to individual departments and programs. The educational master plan in essentially the compilation of all unit-program plans. The educational master plan is a five year plan that is updated each year. Updating will include assessment planning and prioritizing of objectives and activities.

**Student Learning Outcome Goals:** Student learning outcome goals are developed at the course, program, unit, and institutional levels. They identify what the student has learned and is able to demonstrate after completing each level.

**UnitProgram:** Department, program or service at the college.

**Unit-ActionProgram Plans:** Unit-actionProgram plans are those developed by departments, programs, and service areas. They identify activities, timelines and assigned responsibilities that support the objectives in the strategic plan and objectives, activities, timelines and assigned responsibilities unique to the unitprogram. Academic and student services units-programs also identify student learning outcome goals for their units-programs. Together the unit-actionprogram plans comprise the educational master plan. These plans form the basis and justification for
yearly budget development. These are three-year plans that are reviewed and updated each year. When the Institutional Effectiveness Committee (IEC) reviews departments and programs, these plans are reviewed, updated and developed into new action plans to implement IEC recommendations. They also form the basis for accreditation self-assessment.

Budget Request Form: Unit-Program plan requests for resources will be initiated and monitored through the use of a Budget Request Form. A form is prepared for each of the next three fiscal years and serves as the link between program review, unit-program plan and the college budget. Budget Request Forms are updated each year along with the annual update of the unit-program plans.

**Mission:** Official purpose statement of the college. What we do and provide. A promise made to the community and our students. The mission will identify the intended student population (e.g. transfer, older adult, career-technical and pre-collegiate preparation) and will emphasize improvement in student learning.

**Values:** The standards by which we determine what we do. The collective guiding principles that drive the institution and give us inspiration. Values are the context in which we establish the college climate and fulfill our mission.

**Objectives:** A concrete set of achievable actions and strategies that address a value and focus our energies within a defined timeframe.

**Outcome Measures:** The intended results from the implementation of an objective. How we know when an objective has been achieved and the significance of the results.

**Learning Outcomes:** The intended results of education and experiences at Gavilan College. What students are able to do as a result of our efforts. Competencies.

**Facilities Plan:** The facilities plan implements the educational master plan by identifying and prioritizing the facilities construction and remodeling that is required by the educational master plan. The facilities plan is a five-year plan that is reviewed and updated each year.

**Technology Plan:** The technology plan implements the technology aspects of the educational master plan by addressing such areas as distance education, management information services, technology support, management of technological resources and staffing. This is a five-year plan that is reviewed and updated each year.

**Staffing Plan:** The staffing plan addresses the staffing needs of the educational master plan, the technology plan and the facilities plan. It identifies and addresses equal employment issues as well as processes for identifying staff needs. This is a five-year plan that is reviewed and updated each year.

All plans are considered when developing the budget guidelines and the college budget each year. With the strategic plan driving all other plans, they are integrated, and together drive the budget development process. Each department will use their plan as support/justification for budget requests.

**Strategic Planning Committee:** The Strategic Planning Committee is a subcommittee of the President’s Council. The subcommittee will meet at least quarterly to review the progress on achievement of strategic plan goals and to develop updates to the strategic plan. The purpose
of the committee is to coordinate the development and the update of all district plans and to monitor their progress.

**Approval Process:** When the strategic planning committee conducts the yearly plan update, plans will be forwarded to the President's Council constituent groups and the board for review and comment. The president's council will then review and incorporate any comments, finalize the plans, and then present them as a recommendation to the president. The plans will then be forwarded to the board with the president's recommendation for their review, modification and final approval. If required, the plans will then be sent to the state chancellor's office.

Amended by the Board of Trustees: October 9, 2007
Approved by the Board of Trustees December 11, 2001
AP 3410 Nondiscrimination

Nondiscrimination References for Education Programs:
- Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;
- Penal Code Sections 422.55 et seq.;
- Title 5 Sections 59300 et seq.;
- ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements
- Accreditation Standard II.B.2.c

Education Programs
The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” means a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Nondiscrimination References for Employment:
- Education Code Section 87100 et seq.;
- Title 5; Section 53000 et seq.;
- Government Code Sections 11135 et seq. and 12940 et seq.

Employment
The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District’s needs.
The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Amended by the Board of Trustees: October 14, 2014
Amended by the Board of Trustees: December 10, 2013
Amended by the Board of Trustees: August 14, 2012
Amended by the Board of Trustees: December 12, 2006
Amended by the Board of Trustees: November 14, 2006
Approved by the Board of Trustees: December 11, 2001
AP 3430 Prohibition of Harassment

References:
Education Code Sections 212.5; 44100; 66281.5;
Government Code Section 12940
Title IX, Education Amendments of 1972; Title 5, Sections 59320 et seq.;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

This procedure and the related policy protects students, and–employees, unpaid interns and volunteers in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

Definitions

General Harassment: Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or military and veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Harassment shall be found where, in aggregate, the incidents are sufficiently pervasive, persistent, or severe that a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment or resource.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.
Physical: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Visual or Written: The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

Environmental: A hostile academic or work environment may exist where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment: In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

- submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or—progress, internship or volunteer activity;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment (as more fully described below); or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:
"Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual’s learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Examples: Harassment includes, but is not limited to the following misconduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual’s body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats, or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

- **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

- **Environmental:** An academic or work environment that is permeated with racially or sexually oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may
arise if the administrator, faculty or staff member must evaluate the student’s or employee’s work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

**Academic Freedom**

No provision of this Administrative Procedure shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. Freedom of speech and academic freedom are, however, not limitless and this procedure will not protect speech or expressive conduct that violates federal or California anti-discrimination laws. To the extent the harassment policies and procedures are in conflict with the District’s policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

Amended by the Board of Trustees: October 14, 2014
Amended by the Board of Trustees: August 14, 2012
Amended by the Board of Trustees: October 10, 2006
Amended by the Board of Trustees: Nov. 11, 2003
Approved by the Board of Trustees: December 11, 2001
AP 3500 Campus Safety

References:

Education Code Section 212, 67380, 87014;
Penal Code Section 245;
20 U.S. Code Sections 1092(f) and 1232g-4292(f);
34 Code of Federal Regulations 668.46;
34 Code of Federal Regulations 99.31(a)(13), (14);
Campus Security Act of 1990

A campus safety plan shall be developed, and is provided to students via the District's Internet homepage or as a handbook upon request.

The Director, Security and Support Services, prepares and annually updates a report of all occurrences reported to campus security personnel of and arrests for crimes that are committed on campus and that involve violence, hate violence, theft or destruction of property, illegal drugs, or alcohol intoxication, and of all occurrences of non-criminal acts of hate violence reported to campus authorities. A written report will be submitted to the Board.

Written records of non-criminal acts of hate violence shall include at least a description of the act of hate violence, the victim characteristics, and offender characteristics, if known.

Note: Education Code Section 67380 defines "hate violence" as: "any act of intimidation or physical harassment, physical force or physical violence, or the threat of physical force or physical violence, that is directed against any person or group of persons or the property of any person or group of persons because of the ethnicity, race, national origin, sex, sexual orientation, gender identity, gender expression, disability, or political or religious beliefs of that person or group." Section 67380 requires reporting of both occurrences reported to campus police or safety authorities of and arrests for crimes that involve hate violence (Section 67380(a) (1) (A)) and of "non-criminal acts of hate violence" (Education Code Section 67380(a) (1) (B)).

For purposes of reporting under the Clery Act, "hate crimes" include domestic violence, dating violence, and stalking.

Amended by the Board of Trustees: December 10, 2013
Amended by the Board of Trustees: August 14, 2012
Amended by the Board of Trustees: November 13, 2007
Approved by the Board of Trustees: December 11, 2001
AP 3560 Alcoholic Beverages

References:

Business and Professions Code Sections 24045.4, 24045.6, and 25608; 34 Code of Federal Regulations Section 668.46(b)

The possession, sale or the furnishing of alcohol on campus is governed by California state law and these procedures. The possession, sale, consumption or furnishing of alcohol is controlled by the California Department of Alcohol and Beverage Control. However, the enforcement of alcohol laws on-campus is the primary responsibility of the event coordinator. The campus has been designated “Drug free” and only under certain circumstances is the consumption of alcohol permitted. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the event coordinator. Violators are subject to disciplinary action, criminal prosecution, fine and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. It is also a violation of this policy for anyone to consume or possess alcohol in any public or private area of campus without prior District approval. Organizations or groups violating alcohol or substance policies or laws may be subject to sanctions by the District.

Alcoholic beverages on campus are permitted if:

- The alcoholic beverage is beer or wine for use in connection with a course of instruction, sponsored dinner, or meal demonstration given as part of a culinary arts program at a community college campus, and the instructor or individual has been authorized to acquire, possess, use, sell, or consume it by the Office of the President.
- A student at least 18 years of age tastes, but does not swallow or consume, beer or wine for educational purposes as part of the instruction in an enology or brewing degree program, and the beer or wine remains in the control of the instructor.
- The alcoholic beverage is for use during a non-college event at a performing arts facility built on district property and leased to a nonprofit public benefit corporation.
- The alcoholic beverage is wine produced by a bonded winery owned or operated as part of an instructional program in viticulture and enology.
- The alcoholic beverage is wine that is for use during an event sponsored by the district or Gavilan Educational Foundation in connection with the district's instructional program in viticulture or the district's instructional program in enology.
- The alcoholic beverage is for use at a professional minor league baseball game played at a college stadium pursuant to a contract between the district and a professional sports organization.
- The alcoholic beverage is possessed, consumed, or sold pursuant to a license or permit obtained for special events held at the facilities of a public community college during the special event. “Special event” means events that are held with the permission of the governing board of the community college district that are festivals, shows, private parties, concerts, theatrical productions, and other events held on the premises of the public community college and for which principal attendees are members of the general public or invited guests and are not full-time students of the public community college.
• The alcoholic beverage is acquired, possessed, or used during an event sponsored by the district or Gavilan College Educational Foundation at a community college-owned facility in which any grade from kindergarten to grade 12, inclusive, is taught, if the event is held at a time when students in any grades from kindergarten to grade 12, inclusive, are not present at the facility.

• The alcoholic beverage is for use during a fundraiser held to benefit Gavilan College Educational Foundation that has obtained a license under the Business and Professions Code to do so provided that no alcoholic beverage can be acquired, possessed or used at a football game or other athletic contest sponsored by the District.

• The alcoholic beverage is acquired, possessed, or consumed pursuant to a license or permit obtained for special events held at facilities of a community college district at a time when pupils are not on the grounds. “Facilities” includes, but are not limited to, office complexes, conference centers, or retreat facilities.

ALCOHOL ON CAMPUS

ABC-221 (Special Daily License to Serve Beer and Wine”) must be filled out.

• ABC-certified pourers must be available at event. Four-hour training from the ABC office in San Jose is available (no fee) at 100 Paseo de San Antonio, room 119, San Jose, CA 95113 (408) 277-1200. Call ahead to schedule and have an estimate number of people attending event. Once certification is received, it is valid indefinitely.

• Gavilan College Director of Security acknowledgement indicating adequate security will be available on campus during the event must accompany application

• Sheriff’s Office approval must accompany application

Once form comes back from Sheriff’s Office, completed paperwork is sent to ABC. The ABC requires no less than two weeks’ notice before the event.
Application for Permit to Serve Alcoholic Beverages

Applicant and Sponsoring Organization

Date of Application __________________ Date of Event ______________

Location of Event __________________ Time of Event __________________

Type of Alcoholic Beverages to be Served __________________

Serving Hours ______________________ Food Served __________________

Number of People attending __________ __Faculty _Staff _Other (specify):__

Alcohol Beverage Control Permit Completed: YES (attached) / NO

ABC-Trained Pourers: YES (attach copy of ABC card) / NO

ABC Training: 100 Paseo de San Antonio, Room 119, San Jose, CA (408) 277-1200

Adequate Campus Security Available: YES (attach Security acknowledgement) / NO

Sponsor Representative Signature __________________ Date __________________

OFFICIAL USE ONLY

Permission Denied ________________ Permission Granted __________________

Permission Granted with Conditions: _______________________________________

______________________________________________

Steven M. Kinsella, Superintendent/President __________________ Date ____________

PLEASE NOTE: After Gavilan College permission is granted, applicant must obtain approval from Sheriff’s Office and send completed paperwork to ABC no less than two weeks before event. A copy of the approved ABC license must be filed in the President’s Office.
AP 3720  Computer and Network Use

Reference:
17 U.S.C.ode Sections 101 et seq.;
Penal Code Section 502, Cal. Const., Art. 1 Section 1;
Education Code Section 70902;
Government Code Section 3543.1(b)
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, 45

The District Computer and Network systems are the sole property of Gavilan Joint Community College District. They may not be used by any person without the proper authorization of the District. The Computer and Network systems are for District instructional and work related purposes only.

This procedure applies to all District students, faculty and staff and to others granted use of District information resources. This procedure refers to all District information resources whether individually controlled or shared, stand-alone or networked. It applies to all computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes personal computers, workstations, mainframes, minicomputers, and associated peripherals, software and information resources, regardless of whether used for administration, research, teaching or other purposes.

Conditions of Use
Individual units within the District may define additional conditions of use for information resources under their control. These statements must be consistent with this overall procedure but may provide additional detail, guidelines and/or restrictions.

Legal Process
This procedure exists within the framework of the District Board Policy and state and federal laws. A user of District information resources who is found to have violated any of these policies will be subject to disciplinary action up to and including but not limited to loss of information resources privileges; disciplinary suspension or termination from employment or expulsion; and/or civil or criminal legal action.

Copyrights and Licenses
Computer users must respect copyrights and licenses to software and other on-line information.

- **Copying** - Software protected by copyright may not be copied except as expressly permitted by the owner of the copyright or otherwise permitted by copyright law. Protected software may not be copied into, from, or by any District facility or system, except pursuant to a valid license or as otherwise permitted by copyright law.

- **Number of Simultaneous Users** - The number and distribution of copies must be handled in such a way that the number of simultaneous users in a department does not exceed the number of original copies purchased by that department, unless otherwise stipulated in the purchase contract.
• **Copyrights** - In addition to software, all other copyrighted information (text, images, icons, programs, etc.) retrieved from computer or network resources must be used in conformance with applicable copyright and other law. Copied material must be properly attributed. Plagiarism of computer information is prohibited in the same way that plagiarism of any other protected work is prohibited.

**Illegal Distribution of Copyrighted Materials**
- Gavilan College will publish bi-annually in the Schedule of Classes the college’s policies related to illegal distribution of copyrighted materials. A summary of penalties for violation of both Federal copyright laws and local policies with respect to unauthorized peer-to-peer file sharing, including disciplinary actions that are taken will be included.
- Gavilan College students are prohibited from using the College’s computers and information network to illegally download or share music, video, and all other copyrighted intellectual property. Gavilan College supports the Higher Education Opportunity Act and Digital Millennium Copyright Act, including efforts to eliminate the illegal distribution of copyrighted material.
- Illegal forms of downloading and file sharing as well as the unauthorized distribution of copyrighted materials are violations of the law and Board Policy as contained in the Standards of Student Conduct and may subject a student to academic and/or disciplinary sanctions from the college as well as criminal and civil penalties, including a lawsuit by the Recording Industry Association of America (RIAA).
- The college has developed policies and consequences to ensure that students and employees are properly utilizing the district’s computer resources.

**Integrity of Information Resources**
Computer users must respect the integrity of computer-based information resources.

**Modification or Removal of Equipment** - Computer users must not attempt to modify or remove computer equipment, software, or peripherals that are owned by others without proper authorization.

**Unauthorized Use** - Computer users must not interfere with others access and use of the District computers. This includes but is not limited to: the sending of chain letters or excessive messages, either locally or off-campus; printing excess copies of documents, files, data, or programs, running grossly inefficient programs when efficient alternatives are known by the user to be available; unauthorized modification of system facilities, operating systems, or disk partitions; attempting to crash or tie up a District computer or network; and damaging or vandalizing District computing facilities, equipment, software or computer files.

**Unauthorized Programs** - Computer users must not intentionally develop or use programs which disrupt other computer users or which access private or restricted portions of the system, or which damage the software or hardware components of the system. Computer users must ensure that they do not use programs or utilities that interfere with other computer users or that modify normally protected or restricted portions of the system or user accounts. The use of any unauthorized or destructive program will result in disciplinary action as provided in this procedure, and may further lead to civil or criminal legal proceedings.

**Unauthorized Access**
Computer users must not seek to gain unauthorized access to information resources and must not assist any other persons to gain unauthorized access.
Abuse of Computing Privileges - Users of District information resources must not access computers, computer software, computer data or information, or networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software, data, information, or network in question is owned by the District. For example, abuse of the networks to which the District belongs or the computers at other sites connected to those networks will be treated as an abuse of District computing privileges.

Reporting Problems - Any defects discovered in system accounting or system security must be reported promptly to the appropriate system administrator so that steps can be taken to investigate and solve the problem.

Password Protection - A computer user who has been authorized to use a password-protected account may be subject to both civil and criminal liability if the user discloses the password or otherwise makes the account available to others without permission of the system administrator.

Usage

Computer users must respect the rights of other computer users. Attempts to circumvent these mechanisms in order to gain unauthorized access to the system or to another person's information are a violation of District procedure and may violate applicable law.

Unlawful Messages - Users may not use electronic communication facilities to send defamatory, fraudulent, harassing, obscene, threatening, or other messages that violate applicable federal, state or other law or District policy, or which constitute the unauthorized release of confidential information.

Commercial Usage - Electronic communication facilities may not be used to transmit commercial or personal advertisements, solicitations or promotions.

Information Belonging to Others - Users must not intentionally seek or provide information on, obtain copies of, or modify data files, programs, or passwords belonging to other users, without the permission of those other users.

Rights of Individuals - Users must not release any individual's (student, faculty, and staff) personal information to anyone without proper authorization.

User identification - Users shall not send communications or messages anonymously or without accurately identifying the originating account or station.

Political, Personal and Commercial Use - The District is a non-profit, tax-exempt organization and, as such, is subject to specific federal, state and local laws regarding sources of income, political activities, use of property and similar matters.

Political Use - District information resources must not be used for partisan political activities where prohibited by federal, state or other applicable laws.

Personal Use - District information resources should not be used for personal activities not related to appropriate District functions, except in a purely incidental manner.

Commercial Use - District information resources should not be used for commercial purposes. Users also are reminded that the "cc" and "edu" domains on the Internet have rules restricting or prohibiting commercial use, and users may not conduct activities not appropriately authorized within those domains.

Nondiscrimination

All users have the right to be free from any conduct connected with the use of Gavilan Joint Community College District network and computer resources which discriminates against any
person on the basis of race, religion, creed, color, national origin, ancestry, disability, sex (i.e., gender), marital status, sexual orientation. No user shall use the District network and computer resources to transmit any message, create any communication of any kind, or store information which violates any District procedure regarding discrimination or harassment, or which is defamatory or obscene, or which constitutes the unauthorized release of confidential information.

**Disclosure**

No Expectation of Privacy - The District reserves the right to monitor all use of the District network and computer to assure compliance with these policies. Users should be aware that they have no expectation of privacy in the use of the District network and computer resources. The District will exercise this right only for legitimate District purposes, including but not limited to ensuring compliance with this procedure and the integrity and security of the system.

Possibility of Disclosure - Users must be aware of the possibility of unintended disclosure of communications.

Retrieval - It is possible for information entered on or transmitted via computer and communications systems to be retrieved, even if a user has deleted such information.

Public Records - The California Public Records Act (Government Code Sections 6250 et seq.) includes computer transmissions in the definition of "public record" and nonexempt communications made on the District network and/or computers must be disclosed if requested by a member of the public.

Litigation - Computer transmissions may be discoverable in litigation.

**Dissemination and User Acknowledgment**

All users shall be provided copies of these procedures and be directed to familiarize themselves with them.

A “pop-up” screen addressing the e-mail portions of these procedures shall be installed on all e-mail systems. The “pop-up” screen shall appear prior to accessing the e-mail network. Users shall sign and date the acknowledgment and waiver included in this procedure stating that they have read and understand this procedure, and will comply with it. This acknowledgment and waiver shall be in the form as follows:

**Computer and Network Use Agreement (Sample Language)**

I have received and read a copy of the District Computer and Network Use procedures and this Agreement dated, ________________, and recognize and understand the guidelines. I agree to abide by the standards set in the Procedures for the duration of my employment and/or enrollment. I am aware that violations of this Computer and Network Usage Procedure may subject me to disciplinary action, including but not limited to revocation of my network account up to and including prosecution for violation of State and/or Federal law.

Amended: November 14, 2006, November 10, 2009
Approved by the Board of Trustees: December 11, 2001
BP 1200 District Mission

Reference:
WASC/ACCJC Standard One ACCJC Accreditation Standard 1.A

The mission of the Gavilan Joint Community College District is:

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 to prepare students for success in a dynamic and multicultural world.

The mission is evaluated and revised on a regular basis.

Amended by the Board of Trustees: December 11, 2012
Amended by the Board of Trustees: April 8, 2008
Approved by the Board of Trustees: June 12, 2001
BP 2010  Board Membership

Reference:

Education Code Sections 72023, 72103; 72104;
ACCJC Accreditation Standard IV.C.6

The Gavilan Joint Community College Board shall consist of seven (7) members elected by trustee area as defined in Board Policy 2100.

Any employee of the District may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee.

No member of the governing board shall, during the term for which he or she is elected, hold an incompatible office.

Any person who meets the criteria as described in the Education Code Section 72103 is eligible to be elected or appointed as a member of the Board.

Upon election to the Board of Trustees, new board members will go through an orientation process. Veteran board members can go through the orientation upon request.

New Board Member Orientation
General – Discussion with the Superintendent/President

1. Overview of California Community Colleges
   a. Missions of California community colleges
   b. California Community Colleges Board of Governors
   c. State Chancellor’s Office
   d. Education Code
   e. California Code of Regulations Title 5

2. Role of the Board of Trustees
   a. Policy setting body
   b. Legal authority and responsibility to govern
   c. Financial management
   d. Hiring/Firing of CEO
   e. College shared governance structure

3. Conducting Board Meetings
   a. The Brown Act
      i. Open Session
      ii. Closed Session

4. Relationship Between Board and CEO

5. Board Member Compensation and Benefits
6. Involvement in Community and College Events

7. Student Demographics

8. Strategic Plan and Mission of the College

9. Organizational Chart

Accreditation Process

1. Accreditation Standards

2. Team Members and development of self study

3. Site visit

Financial Management

Modified and moved to BP2200 Board Duties and Responsibilities

1. To select and appoint the President of the District

2. To approve the expenditure of all funds

3. To approve the annual budget

4. To appoint, or dismiss employees upon the recommendation of the President of the District

5. To fix the rate of compensation for all employees and to review all salary schedules annually

6. To adopt policies and procedures for the governance of the district and to review them periodically

7. To pass upon recommendations of the President on site utilization and physical plant development

8. To require and consider reports from the President of the District concerning the program and condition of the college

9. To consider and pass upon the curricular offerings of the college upon the recommendation of the President of the District

10. To consider and pass upon the annual calendar

Approved by the Board of Trustees: June 12, 2001
Amended by the Board of Trustees: February 8, 2005
Amended by the Board of Trustees: January 10, 2006
BP 2200 Board Duties and Responsibilities

Reference:

ACCJC Accreditation Standard IV

Note: This policy is suggested as good practice. Board duties and responsibilities are also reflected throughout the Board Policy Manual and are addressed in BP 2715 titled Code of Ethics/Standards of Practice.

The Board of Trustees governs on behalf of the citizens of the Gavilan Joint Community College District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board of Trustees is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the President of the District
- Delegate power and authority to the chief executive to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

Duties and responsibilities of the Board of Trustees: from BP 2010 Board Membership

1. To approve the expenditure of all funds
2. To approve the annual budget
3. To appoint, or dismiss employees upon the recommendation of the President of the District
4. To fix the rate of compensation for all employees and to review all salary schedules annually
5. To pass upon recommendations of the President on site utilization and physical plant development
6. To require and consider reports from the President of the District concerning the program and condition of the college
7. To consider and pass upon the curricular offerings of the college upon the recommendation of the President of the District
8. To consider and pass upon the annual calendar
BP 2410 Board Policies and Administrative Procedures

Reference:

\textit{Education Code Section 70902}

\textit{ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (formerly IV.B.1.b & e)}

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District’s mission.

Administrative procedures are to be issued by the President of the College as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the President of the College.

The President of the College shall provide each member of the Board with any revisions. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board’s judgment, be inconsistent with the Board’s own policies.

Copies of all board policies and administrative procedures shall be readily available to District employees the public through the Office of the President.

Approved by the Board of Trustees: June 12, 2001
BP 2430 Delegation of Authority to the President of the College

Reference:
Education Code Sections 70902(d), 72400;
ACCJC Accreditation Standards 40.A.3IV.B.5, IV.C.12, and IV.D.1

The Board delegates to the President of the College the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The President of the College may delegate any powers and duties entrusted to him or her by the Board, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The President of the College is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the President of the College shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the President of the College to inform the Board of such action and to recommend written board policy if one is required.

The President of the College is expected to perform the duties contained in the job description and fulfill other responsibilities, as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the President of the College.

The President of the College shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The President of the College shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the President of the College, they are not unduly burdensome or disruptive to District operations. Information that is provided to any trustee shall be available to all trustees.

The President of the College shall act as the professional advisor to the Board in policy formation.

See Administrative Procedure #2430

Approved by the Board of Trustees: June 12, 2001
BP 2431 CEO Selection

Reference:
Title 5 Sections 53000 et seq.;
ACCJC Accreditation Standards, IV.B.1, IV.B.1.j; IV.B and IV.C.3

In the case of a CEO vacancy, the board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations.

Generally, the process will include consideration of the following factors at the discretion of the Board:

1. Use of a search consultant
2. Candidate – desired qualifications determination
3. Recruitment area – national or statewide
4. Screening Committee and membership
   a. Community representation
   b. Faculty, staff and administration composition
   c. Student representation
   d. Board designated representative
5. Interviews
6. Candidate forums
7. Reference checks, site visits
8. Selection and contract negotiations

Approved by the Board of Trustees: October 11, 2005
BP 2435 Evaluation of the President of the College

Reference:  
ACCJC Accreditation Standard 10.A.4.-IV.C.3

The Board shall conduct an evaluation of the President of the College at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the President of the College as well as this policy.

The Board shall evaluate the President of the College using an evaluation process developed and jointly agreed to by the Board and the President of the College.

The criteria for evaluation shall be based on board policy, the job description for the President of the College and performance goals and objectives developed in accordance with Board Policy 2430 titled Delegation of Authority to the President of the College.

Guidelines to be used in the review process

1. The President of the College and the Board of Trustees shall mutually agree upon the goals and objectives to be considered for the following year as well as the format of any additional instruments.

2. The review will be at a scheduled time and place, with no other items on the agenda.

3. The Board, as a whole, will meet with the President of the College to discuss the final review.

4. The review shall include a discussion of strengths, weaknesses, and future goals and objectives.

5. The Board will focus its review on those items that have been previously and mutually agreed upon by the Board and the President of the College.

6. All materials pertaining to the review will be retained in an “Access by Board Only” file located in the Office of the President.

7. The final review shall be signed and dated by the President of the Board and the President of the College.

Details for the review process

1. Preparation for the annual review of the President of the College will be completed by May 15 of each year.
2. The review will be based upon a format, which may reflect the requirements of the job description, goals, and objectives of the past year, characteristics, of performance and other elements previously agreed upon. This review shall consider comments from constituent groups of the college community.

Process to Obtain Information for Evaluation of the Superintendent/President

Biannually, members of the Board of Trustees will interview employees holding key leadership positions and a limited number of other employees to obtain first hand impressions about the President's performance in areas of interest to the Board. The following general guidelines will be used:

1. A Board ad-hoc subcommittee consisting of three board members will be appointed to conduct interviews with College personnel. The number of people interviewed will be determined by the Board. Generally, between 10 and 12 people will be interviewed. Individuals serving in key leadership positions of the constituency groups of the College will be interviewed. The key positions are:

   a. Academic Senate President
   b. GCFA President
   c. CSEA President
   d. One Professional Support staff representative from President’s Council
   e. A member of the confidential/managers/supervisors group

Several other employees will be selected at random to ensure a broad range of employees are provided with an opportunity to meet with members of the Board. Additional employees will be selected at random using the following numbers:

   f. Four faculty members: one each from the counseling department, the library, academic instructional faculty, and technical instructional faculty.
   g. At least one administrator
   h. At least one student
   i. Others at the discretion of the Board

Employees selected for an interview who do not want to meet with members of the Board of Trustees will be excused and another name will be drawn.

2. A questionnaire should be established in advance and reviewed with the President. It is recommended that the questionnaire be considered as a general guide for an open ended discussion covering several areas. Each topic area on the questionnaire should be discussed with each interviewee. Areas that frequently of concern on a college campus include:

   a. Collaboration – Did the President solicit input and adjust plans based on input received?
   b. Vision – Is there a sense of the College's long-range objectives?
c. Communication – Are you informed about activities occurring that affect the operation of the College?
d. Campus Climate/Culture- Do you feel that the working environment allows you to do your best work?
e. Unaddressed Problems/Concerns – Identify three areas or concerns that the President should be aware of or seek to make changes to.
f. Confidence in the Administration of the College – Are you confident that the administration of the college demonstrates sound judgment in providing leadership and direction of the institution?

3. Information obtained from the interviews is to be considered one source of input. The Board always retains its authority to evaluate the President independently of comments received during the interviews.

4. Retaliation for comments is a concern that is vocalized with great frequency. Interviewees should be informed that the information will be provided in a summary format to the President. No comments will be attributed to any one individual.

5. The President will have an opportunity to respond to comments received during the interviews.

3. The final review will take place in closed session with the President of the College.

4. Annual goals and objectives for the next year will be agreed upon prior to the end of the review process. The President of the Board will schedule progress reviews.

Instructions for the President of the College

As part of the review process, a written summary will be prepared by the President of the College outlining progress made toward previously established goals and objectives.

Instructions for the Board members

1. A quorum of the Board shall orally review the President’s written summary described above and other supplementary materials that may be part of the review process.

2. Complete the annual review form by May 15 of each year.

Amended by the Board of Trustees: September 12, 2006
Approved by the Board of Trustees: June 12, 2001
BP 2740  Board Education

Reference:  
ACCJC Accreditation Standard 40.A.6.IV.C.9

The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation.

To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education. Appropriate training activities necessary to prepare members to fulfill their responsibilities as members of a governing board for a California community college.

Approved by the Board of Trustees: June 12, 2001
BP 2745  Board Self-Evaluation

Reference:  
ACCJC Accreditation Standard–IV.B.1.e & g/V.C.10

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. All self-evaluation results are available to the public.

Based on the results of the Board's self-evaluation, the Board will assess its practices and its effectiveness in promoting and sustaining academic quality. Self-evaluation results should include any recommendations to improve board performance, academic quality and institutional effectiveness.

Amended by the Board of Trustees: November 13, 2012
Approved by the Board of Trustees: June 12, 2001
BP 3050 Institutional Code of Ethics

Reference:
ACCJC Accreditation Standard III.A.13

Text from Principles of Community approved by Board of Trustees, December 2012

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect.

See Administrative Procedure #2715 and #3050
BP 3200  Accreditation

Reference:
ACCJC Accreditation Eligibility Requirement 21 and ACCJC Accreditation, Standards I.C.12 and 13 (formerly IV.B.1.f)
Title 5 Section 51016

The President of the College shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The President of the College shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The President of the College shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The President of the College shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

See Administrative Procedure #3200

Amended by the Board of Trustees: November 10, 2014
Amended by the Board of Trustees: October 9, 2012
Approved by the Board of Trustees: December 11, 2001
BP 3250 Institutional Planning

Reference:
ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5 I.B;
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55250, 55080, 55190, et seq., 55510, 56270 et seq.

The President of the College shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to,
- Long range educational or academic master plan, which shall be updated periodically as deemed necessary by the Governing Board
- Facilities Plan
- Equal Employment Opportunity Plan
- Student equity plan
- Student Success and Support Program plan
- Transfer Center Plan
- Cooperative Work Experience Plan
- EOPS Plan

The President of the College shall submit those plans to the Board for approval as required by Title 5.

The President of the College shall inform the Board about the status of planning and the various plans.

The President of the College shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure #3250

Amended by the Board of Trustees: November 10, 2014
Approved by the Board of Trustees: December 11, 2001
BP 3410 Nondiscrimination

Reference:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;
Title 5, Sections 53000 et seq. and 59300 et seq.;
Penal Code Section 422.55;
Government Code Sections 12926.1 and 12940 et seq.
ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements II.B.2.e

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The President of the College shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual perceived characteristics.

See Administrative Procedure #3410

Amended by the Board of Trustees: November 10, 2014
Amended by the Board of Trustees: January 14, 2014
Amended by the Board of Trustees: October 9, 2012
Amended by the Board of Trustees: November 13, 2007
Amended by the Board of Trustees: February 8, 2005
Approved by the Board of Trustees: December 11, 2001
BP 3540  Sexual and Other Assaults on Campus

References:

Education Code Section 67382, 67385, and 67386;
20 US Code, Section § 1092(f);
34 Code of Federal Regulations Section 668.46(b (11)

Any sexual assault or physical abuse, including rape as defined by California law, whether committed by an employee, student, or member of the public, that occurs on District property, is a violation of the following District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The President of the College shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385, 67385.7, and 67386, and 34 Code of Federal Regulations Section 668.46 and shall include assurances that:

All victims of sexual assault on District property shall be provided with information regarding options and assistance available to them.

All alleged victims of sexual assault shall be provided with the following, upon request:

1. A copy of this Board Policy containing the District's policy regarding sexual assault;

2. A list of personnel on campus who should be notified of the assault, and procedures for such notification, if the alleged victim consents;

3. A description of available services, and the persons on campus available to provide those services, including but not limited to transportation to a hospital, counseling by District staff or referral to a counseling center, notice to the police, if desired, and a list of other available campus resources or appropriate off campus resources;

4. A description of available procedures, including criminal prosecution, civil prosecution (i.e., lawsuit), District disciplinary procedures, and modification of class schedules and tutoring, if necessary; and

5. Information regarding any ongoing investigation, including the status of any student or employee disciplinary proceedings or appeal.

The District shall maintain the identity of any alleged victim of sexual assault on District property in confidence unless the alleged victim specifically waives that right to confidentiality. The District shall maintain the identity of any alleged assailant who is a student or an employee in confidence unless the alleged assailant waives that right to confidentiality.

See Administrative Procedure #3540
Amended by the Board of Trustees: November 13, 2007
Approved by the Board of Trustees: December 11, 2001
SUBJECT: Board Policy 2350 Speakers

Resolution: BE IT RESOLVED,

Information Only

Proposal:
That the Board review and comment as appropriate regarding the proposed to Board Policy 2350, Speakers.

Background:
The Board Policy Subcommittee made the recommendation to change the maximum minutes allowed for a speaker at a board meeting.

Budgetary Implications:

Follow Up/Outcome:
The policy will be presented to the Board of Trustees for a second reading and action at the next Board meeting.

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

Prepared By: Nancy Bailey, Executive Assistant

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
BP 2350  Speakers

References:
Government Code Sections 54950, et seq.;
Education Code Section 72121.5

Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda shall be heard before a vote is called on the item.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The President of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive.

- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.

- They shall complete a written request to address the Board at the beginning of the meeting at which they wish to speak.

- The request shall include the person's name and name of the organization or group represented, if any, and a statement noting the agenda item or topic to be addressed.

- No member of the public may speak without being recognized by the President of the Board.

- Each speaker will be allowed a maximum of five-three minutes per topic. Twenty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the BoardChair, these time limits may be extended.

- Each speaker coming before the Board is limited to one presentation per specific agenda item before the Board, and to one presentation per meeting on non-agenda matters.

- The Board will designate “Public Comments” on the agenda before any action is taken.
Gavilan Joint Community College District
Governing Board Agenda

December 8, 2015

Consent Agenda Item No.  Resolution: BE IT RESOLVED,
Information/Staff Reports No. 12(h)  Information Only
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT:  Draft 2016 Board Goals

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal:
That the Board of Trustees review and comment as appropriate regarding the 2016 draft board goals developed through their self-evaluation and October 12, 2015 Special Board Meeting.

Background:

Budgetary Implications:

Follow Up/Outcome:
This item will be brought back for a second reading.

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

Prepared By:  Kent Child, Chair of Board Self Evaluation Committee

Agenda Approval:  Dr. Steven M. Kinsella, Superintendent/President
Board Goals for 2016

(Composite drafted by K. Child)

Note - not in priority order

1. A. Complete Phase 1 development of the Coyote Valley Educational site.
B. Finalize instructional offerings that balance the Public Safety Consortium and the general education needs.
C. Develop the staffing and support requirements to operate the site.

2. Develop a realistic plan that will lead to an educational site/center located in the Hollister area that is achievable within the near future.

3. Complete the San Martin Airport facility project and relocate the aviation program to the new site.

4. Solidify joint efforts with feeder high school districts that will enhance incoming students' preparation and readiness for college-level coursework.

5. Implement the by-district election of trustees by the November 2016 election cycle.

6. Address contract negotiation related issues such as sustainability of benefits and possible training options such as win/win bargaining.

7. Plan for necessary accreditation second-half actions and start planning for initial preparation for the next cycle.

8. Begin initial discussion and planning for a future facilities bond issue proposal.

9. Enhance the collaborative and collegial climate on campus so that active engagement in shared governance is broadly embraced by the campus community.

10. Successfully conduct an effective search for a new superintendent/president to succeed the retiring president. Work with Dr. Kinsella to plan appropriate transitional training on operations and finance related topics.
OLD BUSINESS
Gavilan Joint Community College District
Governing Board Agenda

Date 11/18/15

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

SUBJECT: Associated Students of Gavilan College (ASGC) Bylaws

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

Proposal: To approve the revised ASGC bylaws.

Background: The ASGC have updated their bylaws to comply with ACCJC format. The bylaws expand and define leadership positions.

Budgetary Implications: None

Follow Up/Outcome:

Recommended By: Priscilla Ahmed, ASGC President

Prepared By: David DiDenti, Region IV Representative/President Pro Tempore

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

Section 1. Name
The name of this nonprofit organization shall be the Associated Students of Gavilan College. This organization shall be referred to throughout these Bylaws as ASGC.

Section 2. Purpose
ASGC is a nonprofit organization whose purpose is to valiantly advocate for students. The ASGC creates and maintains an environment in which integrity, character, courage, and scholarship are of the utmost importance. This organization informs students of campus and community resources, and their rights and responsibilities as students of Gavilan College. It consists of exemplary, academic, and diplomatic leaders who take initiative and strive to meet the educational, multicultural, and socioeconomic needs of students. The ASGC makes fair, ethical, and informed decisions at the college, district, and state levels.

Section 3. Principal Office
The principal office of ASGC is located at 5055 Santa Teresa Blvd, SC 154N, Gilroy, CA, 95020, or at such other location as the ASGC shall decide. The ASGC may establish branch or subordinate offices.

ARTICLE II
THE ASGC

Section 1. Membership
The ASGC consists of 12 officers all of whom are elected by the Gavilan College student body and six (6) senators who are appointed by the ASGC Senate. General purpose senators are appointed by the ASGC Senate and there is no maximum number for that position. Membership in the ASGC is granted to all registered students of Gavilan Community College in accordance with Article 2, Section 2 (Membership Requirements). All new ASGC members are highly encouraged to enroll in the Contemporary Leadership course (Pse/Pols/Guid 27) by the following semester after becoming a member and will be required to attend a Robert's Rules of Order training provided by the ASGC advisor and/or ASGC Officers. Interested candidates must download and complete a membership application found on the ASGC website.

Section 2. Membership Requirements
Candidates must be registered in a minimum of five (5) units, hold an accumulative GPA of 2.5 or higher, and must be current ASGC Cardholders. (ASGC Advisor will monitor members' academic progress every semester. ASGC members will be required to submit a progress report every semester excluding summer and winter.) Candidates seeking an officer position must have spent at least one semester in the ASGC Senate. If the candidate has not held an ASGC Senate position and seeks an officer position, all requirements must be first verified by the ASGC Advisor and the officer candidate must present a recommendation letter from a member of the faculty, staff, a current officer of ASGC, or from their place of work. If a member obtains a recommendation letter that is not from a member of the faculty or staff, a two-thirds (2/3) favorable majority vote by the ASGC Senate will be needed for approval of the applying candidate.

Section 3. Election of Officers
Officers will be elected by the general student body to serve one (1) term commencing on the first day of June following the election. Officer candidates seeking election must complete the ASGC Senate application including the signatures of one hundred seventy-five (175) currently registered students. Student Trustee candidates seeking election must complete the ASGC Senate application including the signatures of ten percent (10%) of the total enrollment from the most recent fall semester in accordance with the California Education Code. (Write in candidates for the Student Trustee position is not allowed.) Elected officers will serve from the time of appointment until June 30. All officer positions are required to reapply for the spring elections should they choose to continue in ASGC.
Bylaws of the Associated Students of Gavilan College (ASGC)

Section 3. Appointment of Members
Appointed members will serve from the time of appointment until June 30. Appointed officers who wish to continue in ASGC the next term must follow the same nomination procedures as new officers. Senator candidates seeking appointment must complete the ASGC Senate application including the signatures of seventy-five (75) currently registered students. Prior to appointment, ASGC candidates are required to attend one (1) ASGC Senate meeting on time. This rule may be waived if the ASGC Senate is trying to establish quorum with vacant positions.

Section 5. Term Limits
ASGC Officers are elected for a one (1) year term. A term for membership is one (1) academic calendar year; beginning July 1 and ending June 30. An officer may only seek or hold one elected position at one time. Vice presidents may serve a maximum of four (4) terms. After the four terms are up, vice presidents may move to a senator position or to a President’s Cabinet position for a maximum of two (2) additional terms. The president can serve a maximum of three (3) terms total as president, regardless if the terms are consecutive or not. After four (4) consecutive terms, senators must move to a vice president position unless they have already met the maximum terms for president and vice president. ASGC members who begin on or later than the eighth ASGC Senate meeting of the fall or spring semester will be considered as having served a semester in office.

Section 6. Vacancies During a Term
If a position in the ASGC becomes vacant, whether through resignation, removal, or death, the President will recommend replacements for member vacancies. A two-thirds (2/3) favorable majority vote by the ASGC Senate is required to confirm recommendations. The president and the ASGC Advisor can collaborate and appoint replacements to open positions if standard quorum numbers cannot be satisfied.

The position of ASGC President will be filled within twenty-one (21) calendar days of vacancy by the ASGC Senate, unless vacancy occurs during the last three (3) weeks of the fall or spring semester. (Only current ASGC Officers may be appointed by the ASGC Senate). If no student runs for ASGC President during the spring elections, the ASGC Senate may appoint an ASGC President from the ASGC Senate in accordance with Article 2, Section 1 of these Bylaws. Should the ASGC Senate fail to appoint a president due to officers declining the appointment because they prefer to remain in their current position, Article 2, Section 1 of these Bylaws may be waived. An ASGC officer may hold two positions (current and President) until an ASGC Senate member assumes the position of President.

Section 7. Removal of a Member
Members who fall under a 2.5 cumulative GPA, six (6) semester units, or have a semester GPA of less than a 2.0 GPA will be placed on probation. Probationary terms will be assigned by the ASGC Advisor in writing and signed by the advisor and the member. Failure to comply with probationary terms will result in immediate removal from office.

ASGC members may be removed from their office if the duties and responsibilities as described in the Roles and Responsibilities Policy are not fulfilled, members violate the Gavilan College Code of Conduct, too many unexcused absences, or if the actions of the member reflect negatively on the ASGC and its mission and programs.

Excused absences require notice and/or official documentation of absence to be provided to ASGC Advisor. ASGC members who arrive more than fifteen (15) minutes late without prior notice to the ASGC Advisor will be considered a late arrival. Two late arrivals is equivalent to one (1) unexcused absence. ASGC members who have two unexcused (2) absences in a row or four unexcused (4) absences in a semester constitutes grounds for a vote of no-confidence which will result in loss of voting privileges. The president must attempt to communicate with absent members prior to beginning a no-confidence action. Attempted communication with absent members must be documented.

Members who are absent will be required to produce a detailed, typed report for the next the ASGC meeting. The report includes, but is not limited to, projects currently in progress, projected projects with start dates, and current visions and ideas moving forward.
Bylaws of the Associated Students of Gavilan College (ASGC)

The process for recommending the removal of a member may be initiated by any member of the ASGC Senate. The action for removal will be brought to the president or advisor. Documentation for removal must be submitted to the president or advisor delineating the reason(s) for the removal. The reason(s) for removal will be explained by the advisor to the member to determine if a solution other than removal is possible. If a solution is not obtainable a recommendation for removal will be brought to ASGC Senate for final approval. (Roberts Rules of order will be followed for the process of removal.) A lesser decision may be made in the form of censorship and the loss of voting privileges for a specifically defined period of time.

Section 8. Resignation
An ASGC member may resign at any time and such resignation shall become effective at the time the member provides written notice to the Advisor, President, or Secretary of ASGC.

ARTICLE III
ASGC ELECTION PROCESS

Section 1. Election
ASGC elections will be governed by these procedures in conjunction with the ASGC Election Policy. All petitions for office must be received at least ten (10) open school days (not including weekends or holidays) prior to the first day of balloting. Elections shall be held no later than the last two (2) weeks of April, except for special elections. Elections shall be made available to all Gavilan students.

Section 2. Campaigning
No campaigning in the ASGC office at any time. Campaign posters and advertising will adhere to the Gavilan College and ASGC posting policies. An election forum or other means of announcing candidates and their views may be held at least five (5) election days (not including weekends or holidays) prior to the election to allow each candidate to express his/her views and opinions to the college community. All candidates who have followed established election procedure may place a fact sheet and photo at voting locations. Election committee shall approve candidate fact sheets. Deadlines will be posted on ASGC website and ASGC office prior to election.

Employees of Gavilan College and members of the Board of Trustees shall refrain from endorsing any candidate or campaigning in student elections.

Section 3. Election Results
Candidates must receive a majority of the votes cast in order to win. If no candidate receives a majority, the two students receiving the highest number of votes shall run in a runoff election. Write-in candidates will only be considered official candidates for a runoff election if they receive at least 25% of the total votes cast in the election, except for the Student Trustee position, in which a special election will then be enacted. An election may be protested by any student if an alleged violation of the election procedures occurs. Protests are to be submitted to the ASGC Senate within five (5) school days (not including weekends and holidays) of the alleged violation. The ASGC Senate will determine the outcome.

ARTICLE IV
THE PRESIDENT'S CABINET

Section 1. Membership
The President's Cabinet will consist of the President, Student Trustee, Region IV Representative, and the VP's of Finance and Senators.

Section 2. Overview
The President's Cabinet shall propose goals and policies for the ASGC Senate, present for student approval, and are responsible for implementation. The ASGC Senate may authorize expenditures not to exceed a total of one thousand dollars ($1,000) during the summer and/or winter breaks and must submit a report of all expenditures to the ASGC Senate by the third meeting of the fall or spring semester, respectively.
Section 3. Roles and Responsibilities of the President’s Cabinet
Amend the Bylaws as needed and where applicable. (The President’s Cabinet may amend Bylaws during the summer session, if quorum is met). Assist in the planning of ASGC programs, services and activities. Engage in revenue enhancing projects and activities.

ARTICLE V
THE VICE PRESIDENT’S CABINET

Section 1. Membership
The Vice President’s Cabinet will consist of the VP’s of Activities, Athletics, Clubs, Community Outreach, Marketing, Records, and Technology.

Section 2. Overview
The Vice President’s Cabinet shall develop projects that include, but are not limited to, technology on campus, sustainability, and Student Center maintenance and upgrades (where necessary).

Section 3. Roles and Responsibilities of the Vice President’s Cabinet
Oversee the planning and implementation of ASGC student body card sales.

ARTICLE VI
THE BOARD OF SENATORS

Section 1. Membership
The Board of Senators will consist of the Senators of Clubs, Community Outreach, Finance, Marketing, Records, Region IV, Technology, and General Purpose.

Section 2. Overview
The board of Senators shall assist with research for ongoing ASGC projects.

Section 3. Roles and Responsibilities for the Board of Senators
Senators are expected to be actively involved in promoting and sponsoring ASGC fundraising activities.

ARTICLE VII
ASGC MEETINGS

Section 1. The Time and Place
Meeting dates and times shall be set by members based upon need, class schedule and work schedule. The minimum is at least one (1) meeting monthly.

Section 2. The Agenda
All ASGC policy language being considered for ASGC approval shall be considered in public session. Attendees are provided the opportunity to address the ASGC in accordance with the California Brown Act on Open Meetings with Legislative Bodies.

Section 3. Minutes
The ASGC shall maintain minutes of all of its meetings. Clerical responsibility for minutes shall be assigned to the VP of Records or designee.

Section 4. Operational Policies
From time to time, the ASGC may adopt, amend, or repeal policies that deal with the internal operation of the ASGC and its staff. Action on such policies may take place at any ASGC meeting, in open session.
Bylaws of the Associated Students of Gavilan College (ASGC)

Section 4. Quorum
Quorum for all ASGC meetings will consist of half of the currently occupied positions plus one. However, if there are not enough members to meet quorum in the President's Cabinet, Vice President's Cabinet, or Senator Cabinet, members may still hold an unofficial meeting and make recommendations to the ASGC Senate.

ARTICLE VIII
SPECIAL MEETINGS

Special meetings of the ASGC may be called by the ASGC President or by a majority of the ASGC Senate membership.

ARTICLE IX
STANDING RULES

Robert's Rules of Order shall govern all meetings of the Board, the ASGC and committees, except in the case where ASGC has adopted standing rules. All standing rules of the ASGC shall take precedence over Robert's Rules of Order.

ARTICLE X
CLUBS

Section 1. Inter-Club Council (ICC) Overview
All clubs shall be governed under the auspices of the ASGC and ICC Bylaws. Club Constitutions and Bylaws shall be subject to the approval of ICC. Should ICC be unable to meet quorum to amend the ICC Bylaws, the ASGC Senate has the authority to amend ICC Bylaws. The ASGC VP of Clubs, or designee, shall serve as the Chair of the ICC and serve as the liaison between the ASGC and campus clubs. Club requirements are outlined by the ICC Bylaws. Violations of ASGC, ICC or campus policies on behalf of any club shall void the ASGC's responsibility for, and sponsorship of, the club.

Section 2. Club Finances
1. The finances of all clubs shall be processed through the ASGC's fiscal agent. Clubs may receive formation funds as denoted in the ICC Bylaws. Apart from ICC contributions, clubs are expected to manage their own fundraising per the ASGC Campus Club Fund Raiser Policy. Additional funding may be rewarded to clubs who agree to assist, cooperate, or organize with sponsored ASGC activities. Clubs who wish to have a fundraising event must follow the fundraising steps as delineated in the Fundraising Approval Request form. The ASGC Campus Club Fundraiser Approval Request form may be found on the ASGC website.

Section 3. Club Requirements
Clubs must have a campus advisor (full-time staff) who will ensure active membership is restricted to currently registered students. Clubs must initially submit their constitution or bylaws to the ICC for review. Clubs must have a minimum of five (5) registered students in order to be recognized by the ICC. Clubs must provide the ICC with a current slate of contact information of officers and club members and name of advisor at the beginning of each semester or upon any change of the above. Clubs must have an active President, Vice President, and a Communication officer, or a position similar to a communication officer, and must consistently have at least two (2) of the three (3) positions filled at all times. Clubs must attend ICC meetings to ensure active status within ICC.

ARTICLE XI
ASGC CARDS

Section 1. Overview
The price for student body cards shall be established by the ASGC Senate. Student body cards will be valid for one (1) semester. Fees may be based upon semester rates. Students have the ability to opt out of the ASGC Cards by logging into their myGav account.
Bylaws of the Associated Students of Gavilan College (ASGC)

Section 2. Cardholder Benefits
ASGC cards are a primary source of revenue for the ASGC. The benefits of being a cardholder may include:

a. Textbook scholarships of up to $200.00 per semester.
b. ASGC card fees help support campus activities and club events.
c. Free Scantrons and/or green books donated by the Gavilan College Bookstore. Students must pick these up in the ASGC Office during scheduled office hours.
d. Free admission to all Gavilan College Athletic Events.
e. Discounts at stores and restaurants through the Student Savings Club.
f. Discounts in other colleges and universities that have signed up for GeoPerks.
g. Computer hardware and software discounts through College Buys.
h. Movie/theater discounts.
i. Senior and Gavilan Faculty (S & F) Price on eligible Cosmetology Services offered through the Gavilan College Cosmetology Department.
j. Buy one regular priced Gavilan College Theater ticket and get second ticket for half price.

ARTICLE XII
ASGC FACULTY ADVISOR

Section 1. Roles and Responsibilities of the ASGC Faculty Advisor
Be the designee of the administration of Gavilan College. Attend ASGC Senate meetings. Serve as a consultant to the ASGC Senate and Cabinets. Review all promotional materials developed by the ASGC Senate and ASGC representatives related to the ASGC Senate. Coordinate student representation on campus committees. Oversee student elections. Facilitate leadership development.

ARTICLE XIII
ASGC DIRECTOR OF STUDENT ACTIVITIES

Section 1. Roles and Responsibilities of the ASGC Director of Student Activities ASGC Senate
Be the designee of the administration of Gavilan College. Attend ASGC Senate meetings. Serve as a consultant to the ASGC Senate and Cabinets regarding the ASGC budget, events, and activities. Review all promotional materials developed by the ASGC Senate and ASGC representatives related to events and activities. Facilitate the day to day operation of the ASGC organization. Oversee the ASGC budgets.

Section 2. Roles and Responsibilities of the ASGC Director of Student Activities ICC
Attend ICC meetings. Serve as a consultant to the ICC regarding ICC events and activities. Oversee campus clubs and ICC budget.

Section 3. Vacancy
Should the Director of Student Activities position become vacant, the ASGC Advisor and ASGC VP of Finance will oversee the ASGC budget and the ASGC Advisor, ASGC VP of Finance, and ASGC VP of Clubs will oversee the ICC budget.
SUBJECT: Curriculum

Proposal:
That the Board review and approve the recommendations of the Curriculum Committee as reflected in the attached Curriculum Summary.

Background:
The Curriculum Summary lists courses and programs approved by the Curriculum Committee.

Budgetary Implications:
None.

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

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

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

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

Modification to course - Form C:
JFT 205, Fire Continued Professional Training
Correct hours: .5 – 2 units, 0 – 1.37 Lec, 1.37 – 3.2 Lab
Correction to lecture and lab hours based on feedback from Chancellor’s Office.

Place courses on hold:
CSIS 18, UNIX/C++ Programming
CSIS 18L, UNIX/C++ Programming Lab
CSIS 44, C#.NET Programming
CSIS/DM 73, Desktop Publishing – Adobe InDesign

Inactivate course:
CMUN 11, Business Communication
MUS 13, Concert Choir
MUS 26, Symphony

NEW COURSE PROPOSAL – SECOND READING

ESL 737   NC Integrated Reading/Writing II       0 Units, 6 Hours
This is the second course in a series of integrated skills courses designed to continue the development of reading, writing and grammar skills of low-intermediate ESL students. The course focuses on vocabulary development through the application of different reading strategies to a variety of selections of topics of interest to academically-bound students. It also involves the practice and refinement of sentence and paragraph skills, structure and pronunciation.

ESL 738   NC Integrated Listening/Speaking II    0 Units, 6 Hours
This is the second in a series of integrated skills courses designed to develop the listening, speaking and pronunciation skills of low intermediate ESL students. Activities, which include listening exercises, role play, pair-work, small and large group discussions, interviews, oral presentations, and pronunciation (focusing on English sounds, rhythm and intonation), are presented in the context of relevant, contemporary and intellectually challenging themes. This course is designed especially for students with academic objectives but is highly appropriate for students with personal language goals as well.

ESL 746   NC Introduction to Computers for ESL Students      0 Units, 1 Hour
Introduction to basic computer hardware functions and terminology; overview of Windows operating environment and word processing for ESL students.

ESL 747   NC Integrated Reading/Writing III      0 Units, 6 Hours
This is the third course in a series of integrated skills courses designed to expand the development of reading, writing, and grammar skills of high-intermediate ESL students. The course focuses on vocabulary development through the application of different reading strategies to a variety of selections of topics of interest to academically-bound students. It also involves the further practice and refinement of sentence and paragraph skills, structure and punctuation.
This is the third in a series of integrated skills courses designed to develop listening, speaking and pronunciation skills of high intermediate ESL students. Activities, which include listening exercises, roleplay, pair work, small and large group discussions, interviews, oral presentations, and pronunciation drills (focusing on English sounds, rhythm and intonation), are presented in the context of relevant, contemporary, and intellectually challenging themes. This course is designed especially for students with academic objectives but is highly appropriate for students with personal language goals, as well.

**JFT 211 Fire Company Officer 2A**
**Prerequisite:** JFT 8, Fire Academy
This course provides information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene.

**JFT 212 Fire Company Officer 2D**
**Prerequisite:** JFT 8, Fire Academy
This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multiunit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting pre-incident planning, and develop and conduct a post-incident analysis.

**JFT 216 Fire Company Officer 2E**
**Prerequisite:** JFT 8, Fire Academy
This course is designed to provide information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports.

**JFT 217 Fire Company Officer 2B**
**Prerequisite:** JFT 8, Fire Academy
This course provides information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image, and mission to the public.

**JLE 301 Dispatch Radio Communications**
This course is designed for students to enhance dispatcher skills, specifically focusing on radio communications. Students will study codes and departmental procedures and will respond to calls ranging from traffic emergencies to potentially dangerous situations.

**JLE 302 Counselor/Officer Training**
Provides students training in Gangs, Homicide, Counseling, Counselor expectations, legal issues, child development, programs, youth development, safety and emergency procedures, active shooter and evacuations. The training ranges from active listening and behavioral management to lecture and case scenarios. Training complies with POST, American Association Standards for Counselors and ADA.
**MODIFICATIONS TO EXISTING COURSES – FORM C**

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<th>Course Title</th>
<th>Units, Hours, Credits</th>
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<tr>
<td>AH 180</td>
<td>Fundamentals of Nursing</td>
<td>8.5 Units, 6 Lec, 8 Lab</td>
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<tr>
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<tr>
<td></td>
<td>From: AH180 Fundamentals of Nursing</td>
<td>8.0 units, 6.0 Lec, 7.0 Lab</td>
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<td></td>
<td>To: AH180 Fundamentals of Nursing</td>
<td>8.5 units, 6.0 Lec, 8.0 Lab</td>
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<td></td>
<td>Change grading to standard letter grade.</td>
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<td></td>
<td>General update: update textbook, student learning outcomes and methods of evaluation.</td>
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<tr>
<td>AH 182</td>
<td>Home Health Aide</td>
<td>3.0 Units, 23 Lec, 23 Lab, 2 Weeks</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: AH 180</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change hours and units:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From: AH182 Home Health Aide</td>
<td>2.0 units, 22.5 Lec, 21 Lab, 2 Weeks</td>
</tr>
<tr>
<td></td>
<td>To: AH182 Home Health Aide</td>
<td>3.0 units, 23 Lec, 23 Lab, 2 Weeks</td>
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<td></td>
<td>Change description:</td>
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<td></td>
<td>This two (2) week, eight (8) day course is designed to prepare students to provide basic health care in the home environment. This course includes interpretation of medical/social needs, personal care services, cleaning tasks, nutrition, and the scope of limitations of a home health aide. All students who achieve a grade of &quot;C&quot; or better will be eligible for a Home Health Aide Certificate from the State of California Department of Public Health. PREREQUISITE: Active California C.N.A. certification or successful completion with a minimum score of 75% or equivalent in AH 180. Also eligible for English 250 and English 260. Clearance from the Department of Health Services (Form HS283B), fingerprint clearance, negative drug screen, required immunizations, negative TB screen, and health clearance required prior to clinical placement.</td>
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<td>General update: update textbook, student learning outcomes.</td>
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<tr>
<td>AJ 21</td>
<td>Narcotics and Drug Abuse</td>
<td>3 Units, 3 Lec, 0 Lab</td>
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<td>General update: Update textbook and student learning outcomes.</td>
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<tr>
<td>ART 1A</td>
<td>Art History</td>
<td>3 Units, 3 Lec, 0 Lab</td>
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<td>General update: Update textbook and student learning outcomes.</td>
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<tr>
<td>BIO/AH 8</td>
<td>General Microbiology</td>
<td>5 Units, 4 Lec, 3 Lab</td>
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<td>General update: update textbook and student learning outcomes.</td>
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<tr>
<td>CD/PSYC 2</td>
<td>Early Child Development</td>
<td>3 Units, 3 Lec, 0 Lab</td>
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<td>General update: update textbook, student learning outcomes and content.</td>
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<tr>
<td>CD/PSYC 3</td>
<td>Child Growth and Development During the School Years</td>
<td>3 Units, 3 Lec, 0 Lab</td>
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<td>General update: update textbook, student learning outcomes and content.</td>
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<tr>
<td>CD 20</td>
<td>Children's Language and Literature</td>
<td>3 Units, 3 Lec, 0 Lab</td>
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<td>General update: update textbook, methods of instruction, student learning outcomes and content.</td>
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<tr>
<td>CHEM 1A</td>
<td>General Chemistry</td>
<td>5 Units, 4 Lec, 3 Lab</td>
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<tr>
<td>CHEM 1B</td>
<td>General Chemistry</td>
<td>5 Units, 4 Lec, 3 Lab</td>
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<td></td>
<td>General update: Update textbook and student learning outcomes.</td>
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</tbody>
</table>
CMUN/CSIS 129  Presentation Graphics - MS PowerPoint  1 Unit, 1 Lec, 0 Lab
General update: update textbook and student learning outcomes.

CSIS/DM 6  Webpage Authoring  3 Units, 3 Lec, 0 Lab
LIB 6  Un-cross list LIB 6 from CSIS/DM 6.
The Library and the CSIS department agree that there is no longer a need to cross list this class with LIB 6.
Change units and hours:
From: 2 Units, 2 Lec, 0 Lab
To:  3 Units, 3 Lec, 0 Lab
Change description:
An introduction to using Hypertext Mark-Up Language (HTML) to create webpages which can be uploaded and displayed on the World Wide Web. Students will use HTML to create pages with text in various sizes and colors, links to other sites, lists, background color or patterns, graphics, tables and email links. Interactive forms, scripting languages (jQuery for simple animation) and css media queries to make a web page responsive to multiple device sizes will also be covered.
Update textbook, student learning outcomes and content.

CSIS 12  Assembly Language Programming  3 Units, 3 Lec, 0 Lab
General update: update textbook and student learning outcomes.

CSIS 12L  Assembly Language Programming Lab  1 Unit, 0 Lec, 3 Lab
General update: update textbook and student learning outcomes.

CSIS 48  UNIX/Linux Operating System  4 Units, 3 Lec, 3 Lab
General update: update textbook and student learning outcomes.

CSIS 49  UNIX/Linux Shell Programming  4 Units, 3 Lec, 3 Lab
General update: update textbook and student learning outcomes.

CSIS 51  Visual Basic Programming  4 Units, 3 Lec, 3 Lab
Change title:
FROM: Visual Basic .NET Programming
TO: Visual Basic Programming
Change description:
An introduction to the GUI software applications using Microsoft Visual Basic. This course will give students the opportunity to learn how to create applications using Visual Basic. This course will show the students to use forms, boxes, buttons, labels, menus, scroll bars, and drawing objects. Students will develop professional looking and deployable Visual Basic applications.

ESL 537  Integrated Reading/Writing II  6 Units, 6 Lec, 0 Lab
Remove this course from hold.
ESL 537 Prerequisite: Change prerequisite: ESL 527 or ESL Assessment Recommendation
Update textbook and student learning outcomes and methods of evaluation.

ESL 538  Integrated Listening/Speaking II  6 Units, 6 Lec, 0 Lab
Remove this course from hold.
ESL 538 Prerequisite: Change prerequisite: ESL 528 or ESL Assessment Recommendation
Update textbook and student learning outcomes.
ESL 546  Introduction to Computers for ESL      1 Unit, 1 Lec, 0 Lab
Remove this course from hold.
ESL 546 Advisory: Change advisory: CSIS 122 or other keyboarding experience and eligible for Gavilan College ESL Intermediate I level.
Update textbook and student learning outcomes.

ESL 547  Integrated Reading/Writing III      6 Units, 6 Lec, 0 Lab
Remove this course from hold.
ESL 547 Prerequisite: Change prerequisite: ESL 537 or ESL Assessment Recommendation.
Update textbook and student learning outcomes.

ESL 548  Integrated Listening/Speaking III    6 Units, 6 Lec, 0 Lab
Remove this course from hold.
ESL 548 Prerequisite: Change Prerequisite: ESL 538 or ESL Assessment Recommendation
Update textbook and student learning outcomes.

GEOG 1  Physical Geography 3 Units, 2 Lec, 3 Lab
General update: Update textbook, student learning outcomes and content.

GEOG 2  Cultural Geography 3 Units, 3 Lec, 0 Lab
Reactivate course.
General update: Update textbook, student learning outcomes and cultural diversity.

GEOL 1  Introduction to Geology 3 Units, 3 Lec, 0 Lab
General update: Update textbook and student learning outcomes.

HIST/HUM 12  Mexican American Cultural History 3 Units, 3 Lec, 0 Lab
General update: Update textbook, student learning outcomes, content and methods of evaluation.

JFT 218  Fire Instructor II  1 Unit, .97 Lec, 1.31 Lab
Note: Course JFT 9B and JFT 218 are the same course in the California State Fire Training organizational chart for required courses for promotion. The new course replaces the old one for the updated lesson plan per California State Fire Training.
Change number, title and hours:
From: JFT 9B  Fire Instructor 1B  1.0 unit, .8 Lec, 1.48 Lab
To: JFT 218  Fire Instructor II  1.0 units, .97 Lec, 1.31 Lab
Change description:
This course provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course, candidates will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Instructor II will also be able to analyze resources and formulate a program budget.
Update content, textbook and student learning outcomes.

JFT 219  Fire Instructor I  1 Unit, .8 Lec, 1.48 Lab
Note: Course JFT 9A and JFT 219 are the same course in the California State Fire Training organizational chart for required courses for promotion. The new course replaces the old one for the updated lesson plan per California State Fire Training.
Change number and title:
From: JFT 9A  Fire Instructor 1A
To: JFT 219  Fire Instructor I
Change description:
This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively and competently.

Update content, textbook and student learning outcomes.

**JFT 220**  Fire Company Officer 2C  1 Unit, .91 Lec, 1.37 Lab
Note: Course JFT 1B and JFT 220 are the same course in the California State Fire Training organizational chart for required courses for promotion. The new course replaces the old one for the updated lesson plan per California State Fire Training.

Change course number, title and hours:
From: JFT 1B  Fire Command 1B  1 Unit, .45 Lec, 1.77 Lab
To: JFT 220  Fire Company Officer 2C  1 Unit, .91 Lec, 1.37 Lab

Change description:
Course provides information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence.

Update content, textbook and student learning outcomes.

**JOUR/SOC 10**  Mass Media and Society  3 Units, 3 Lec, 0 Lab
Align with C-ID JOUR 100.
General update: Update textbook and student learning outcomes.

**MATH 7**  Finite Mathematics  3 Units, 3 Lec, 0 Lab
Prerequisite: Math 240 or 235, Algebra II or equivalent.
Change description:
Systems of linear equations and matrices, introduction to linear programming, finance, counting techniques and probability, properties of probability and applications of probability.
PREREQUISITE: Mathematics 240 OR 235 or equivalent with a grade of 'C' or better.
General update: Update textbook and student learning outcomes.

**PHIL 1**  Introduction to Philosophy  3 Units, 3 Lec, 0 Lab
Align with C-ID PHIL 100.
General update: Update textbook and student learning outcomes.

**PHIL 6**  Comparative Religions  3 Units, 3 Lec, 0 Lab
General update: Update textbook and student learning outcomes.

**SOC 1B**  Introduction to Sociology: Social Problems  3 Units, 3 Lec, 0 Lab
Align with C-ID SOCI 115.
General update: Update textbook and student learning outcomes.

**SOC 4**  Sociology of Women and Men  3 Units, 3 Lec, 0 Lab
Align with C-ID SOCI 140
General update: Update textbook and student learning outcomes.

**DISTANCE EDUCATION – FORM D**

**CD/PSYC 2**  Early Child Development  3 Units, 3 Lec, 0 Lab
Justification: Course is aligned with all community colleges and state education programs. Course is taken by students connected by distance education. We have students in Hollister, Morgan Hill and all areas in between.
CD/PSYC 3  Child Growth and Development During the School Years  3 Units, 3 Lec, 0 Lab  
Justification: Course is aligned with all community colleges and state education programs. Course is taken by students connected by distance education. We have students in Hollister, Morgan Hill and all areas in between.

NEW CERTIFICATE OF PROFICIENCY – FORM J

Home Health Aid Certificate of Proficiency

<table>
<thead>
<tr>
<th>Course #</th>
<th>Courses</th>
<th>Unit Value</th>
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<tbody>
<tr>
<td>AH 182</td>
<td>Home Health Aide</td>
<td>3</td>
</tr>
<tr>
<td>AH 180</td>
<td>Fundamentals of Nursing-Convalescent</td>
<td>8.5</td>
</tr>
<tr>
<td>AH 32</td>
<td>Basic Cardiac Life</td>
<td>1</td>
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</table>

Total units for the Certificate of Proficiency  12.5

Nursing Assistant Certificate of Proficiency

<table>
<thead>
<tr>
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<th>Courses</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 180</td>
<td>Fundamentals of Nursing</td>
<td>8.5</td>
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</table>

Total units for the Certificate of Proficiency  8.5

ESL Intermediate Level Certificate of Proficiency

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<th>Unit Value</th>
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<td>ESL 541</td>
<td>Intermediate Listening/Speaking II</td>
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<tr>
<td>ESL 542</td>
<td>Intermediate Reading/Vocabulary II</td>
<td>3.0</td>
</tr>
<tr>
<td>ESL 543</td>
<td>Intermediate Grammar/Writing II</td>
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</tr>
<tr>
<td>OR</td>
<td>Integrated Skills Listening/ Speaking III</td>
<td>6.0</td>
</tr>
<tr>
<td>ESL 547</td>
<td>Integrated Skill Reading/Writing III</td>
<td>6.0</td>
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</tbody>
</table>

Total units for the Certificate of Proficiency  12.0
Peer Education Leadership Certificate of Proficiency

**Basic Certificate**: 4 units.  
Complete a minimum of 4 units from any of the courses below for the Basic Certificate of Proficiency:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Courses</th>
<th>Unit Value</th>
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</thead>
<tbody>
<tr>
<td>GUID/PSYC 52</td>
<td>Peer Mentoring</td>
<td>1.0</td>
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<tr>
<td>GUID 28</td>
<td>Tutoring Techniques</td>
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<tr>
<td>ENG 12A</td>
<td>Tutoring Writers: Training</td>
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<tr>
<td>PSYC 27</td>
<td>Contemporary Leadership</td>
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<td><em>Total units for the Basic Certificate of Proficiency</em></td>
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**Advanced Certificate**: 8 units.  
Complete 4 additional units from courses not used above and/or from the following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Courses</th>
<th>Unit Value</th>
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<tbody>
<tr>
<td>ENG 12B</td>
<td>Tutoring Writers: Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 12C</td>
<td>Tutoring Writers: Theory</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 12D</td>
<td>Tutoring Writers: Research</td>
<td>1.0</td>
</tr>
<tr>
<td>CMUN1A</td>
<td>Introduction to Public Speaking</td>
<td>3.0</td>
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<tr>
<td>CMUN 4</td>
<td>Intercultural Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>CMUN/POLS/PSYC 6</td>
<td>Introduction to Conflict Resolution</td>
<td>3.0</td>
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<tr>
<td>CMUN 8</td>
<td>Interpersonal Communication</td>
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<tr>
<td>CMUN 10</td>
<td>Small Group Communication</td>
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<td><em>Total units for the Advanced Certificate of Proficiency</em></td>
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Gavilan Joint Community College District
Governing Board Agenda

December 8, 2015

CONSENT AGENDA

ITEM NO.

INFORMATION/STAFF REPORTS NO.

DISCUSSION ITEM NO.

OLD BUSINESS AGENDA ITEM NO.

NEW BUSINESS AGENDA ITEM NO. III.2(b)

SUBJECT: Student Equity Plan

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees approve the attached Student Equity Plan Summary Sheet.

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 $140 million for 2015-2016 statewide for Student Equity funding which will be based on the socioeconomic status of the District. The Student Equity allocation was determined by the State Chancellor’s Office in October 2015.

Follow Up/Outcome:
Upon approval, submit the Student Equity Plan.

Recommended By: 
Kathleen Moberg, Vice President of Student Services

Prepared By: 
Dr. Eduardo Cervantes, Coordinator TRIO Student Support Services / MESA

Agenda Approval: 
Dr. Steven M. Kinsella, Superintendent/ President/ Dr. Kathleen Rose, Executive Vice President
Gavilan Joint Community College District

Student Equity Plan

December 18th, 2015
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## Degree and Certificate Completion

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## Transfer

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<td>Conclusions: Disproportionately Impacted Student Groups</td>
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## Other College or District-wide Initiatives Affecting Several Indicators

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<td>77</td>
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</tbody>
</table>

## Summary Budget

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Budget Spreadsheet</td>
<td>79</td>
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</tbody>
</table>

## Evaluation Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
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</thead>
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<tr>
<td>Attachments</td>
<td>91</td>
</tr>
</tbody>
</table>
Gavilan Joint Community College District

Student Equity Plan Signature Page

District: Gavilan Joint Community College  
Board of Trustees Approval Date: 

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]  skinsella@gavilan.edu  
College President: Dr. Steven Kinsella  
Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]  fhanis@gavilan.edu  
College Chief Business Officer: Frederick E. Harris  
Email

[Signature]  fhanis@gavilan.edu  
District Chief Business Officer¹: Frederick E. Harris  
Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]  kmoberg@gavilan.edu  
Chief Student Services Officer: Kathleen Moberg  
Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]  krose@gavilan.edu  
Executive Vice President and Chief Instruction Officer: Dr. Kathleen Rose  
Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]  blawn@gavilan.edu  
Academic Senate President: Bea Lawn  
Email

¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the college Chief Business Officer need sign.
I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]  
CSEA President: Denise Apuzzo  
dapuzzo@gavilan.edu  
Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]  
Associated Student of Gavilan College President: Priscilla Ahmed  
asgcPres@my.gavilan.edu  
Email

[Signature]  
Student Equity Coordinator/Contact: Dr. Eduardo Cervantes  
ecervantes@gavilan.edu  
Email  
408-848-4887  
Phone
EXECUTIVE SUMMARY
EXECUTIVE SUMMARY

Context

Gavilan College is a single college district that serves a vast area encompassing 2700 miles of all of San Benito County and South Santa Clara County. The College is located 35 miles south of San Jose, California. The College District is characterized by contrast; several small cities and towns are interspersed between agricultural and semi-mountainous areas. The southern portions of the District include Gilroy, population 49,000, and Hollister, population 34,000. These two areas have lower income families with lower levels of educational attainment and higher unemployment; they also have larger migrant populations where English is not the first language spoken at home. The northern part of the District, which encompasses Morgan Hill, population 38,000, has higher income families with higher educational attainment, lower unemployment, and less diversity. As a comparison, the poverty rate in Morgan Hill is 9.9 percent while the poverty rate in Gilroy is 15.5 percent. The percentage of residents with less than a 9th grade education in Morgan Hill is 5.5 percent in contrast to 17.3 percent in Hollister. The contrast between the northern and southern portions of the District also is apparent in regard to ethnicity. In Morgan Hill 34 percent of the population is Latino and in Hollister Latinos comprises 65.7% of the population. There are also fewer social services in the San Benito portion of our district, and in the southern portion of Santa Clara County relative to the Bay Area portion of Santa Clara County.

The Gavilan College Equity Committee began with the overarching goal of providing disproportionately impacted populations the best pathways to fulfilling and meaningful lives. As the Equity Committee considered its populations, it looked to California Education Code §66010.2c, which calls for conditions where each student “has a reasonable chance to fully develop his or her potential” and the Board of governors Student Equity Policy of 1992 “to ensure that groups historically underrepresented in higher education have an equal opportunity for access, success, and transfer”.

Student Equity Plan 9
Target Groups

The Committee reviewed the research and then identified the four groups that are disproportionately impacted at Gavilan:

1. Foster youth
2. Latino
3. Low income, and
4. Male students

Once the concept of Equity had been discussed from both philosophical and campus-specific perspectives, the Committee considered the way in which the disproportionate impact has occurred and the methods that might reduce or eliminate these imbalances. Identified inequities were: Access for Asian students; Course Completion for low income and foster youth; ESL and Basic Skills Completion for low income, Latino, and students with disabilities; Degree and Certificate Completion for Latino and male students; and in Transfer for low income, Latino, Veterans, and students with disabilities.

Goals

The 1-year goals became:

- to increase the number of Asian students accessing Gavilan college by 1%
- to improve completion rates for Foster Youth students by 3%
- to improve completion rates for Low Income students by 2%
- to improve completion rates for Latino students by 2%
- to increase completion in ESL & basic skills classes for Latino students by 2%
- to increase completion in ESL and Basic Skills classes for Low Income students by 2%
- to increase completion in ESL and Basic Skills classes for Foster Youth students by 2%
- to increase completion in ESL & Basic Skills classes for Students with Disabiliies by 1%
- to raise the number of degrees and certificates awarded to Foster Youth students by 3%,
- to raise the number of degrees and certificates awarded to Male students by 5%
- to raise the number of degrees and certificates awarded to Latinos students by 3%
- to raise transfer rates for Latino students by 2%
- to raise transfer rates for Students with disabilities by 2%
- to raise transfer rates for Veterans by 2%

The table below illustrates target populations with higher disproportionate gaps and the number of activities to implement per gateway/success indicator:
<table>
<thead>
<tr>
<th>Gateway</th>
<th>Groups Experiencing Inequities</th>
<th>Current Gap (Percent point below average)</th>
<th>Goal</th>
<th>Number of Activities to implement in each gateway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Asians</td>
<td>-3</td>
<td>-2</td>
<td>1</td>
</tr>
<tr>
<td>Course Completion</td>
<td>Foster Youth</td>
<td>-10</td>
<td>-7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Low Income</td>
<td>-10</td>
<td>-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>-4</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td>ESL &amp; Basic Skills</td>
<td>Latino</td>
<td>-4</td>
<td>-2</td>
<td>5</td>
</tr>
<tr>
<td>Completion</td>
<td>Low Income</td>
<td>-4</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
<td>-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Degree &amp; Certificate</td>
<td>Foster Youth</td>
<td>-13</td>
<td>-10</td>
<td>3</td>
</tr>
<tr>
<td>Completion</td>
<td>Males</td>
<td>-5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>-3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>Latino</td>
<td>-8</td>
<td>-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
<td>-13</td>
<td>-11</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Veterans</td>
<td>-9</td>
<td>-7</td>
<td></td>
</tr>
<tr>
<td>All gateways</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total activities</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

When the conversation turned to methods, the Committee reviewed effective student support models on campus. Exemplary programs such as EOPS, CalWORKs and MESA were examined for effective strategies, and ways the programs could be expanded to include more students. The Committee recognized that capitalizing on existing successful structures would be one way of serving more students in established programs, yet also understood that scalability and casting a wider net for students who were not already participating in targeted programs was essential. The goal of the Committee was to create an integrated plan with maximum effectiveness. Thus, the following concepts emerged:

1. Solidify and expand services through the EOPS, MESA, TRIO, CalWORKs and Disability Resource Center by providing additional counseling and clerical support, and provide direct student support for the new Fresh Success program.

2. Address low income, Latino, foster youth, and students with disabilities in Basic Skills with 1) a counselor, 2) a retention specialist who works in conjunction with the counselor to ensure course completion, 3) Supplemental Instruction Leaders who work with both the counselor and retention specialist to support retention and persistence, and 4) a program specialist who addresses low income, Latino, and students with disabilities in non-traditional locations, such at the off sites and online.

3. Support academic success for low income, Latino students and students with disabilities through the Learning Commons with peer mentors, online, and face to face tutors.

4. Support key staff positions in data gathering, career transfer, mental health, and inreach/outreach so that students can be recruited, learning analytics can be applied to academic and support programs to measure effectiveness, students can address issues that adversely affect their performance, and students can be guided along productive future pathways.
5. Help support professional learning to expand the Equity vision across campus and foster classroom innovation and cultural sensitivity for the impacted populations.

6. And finally, provide direct student support in such areas as book, food, and transportation vouchers and university visits.

Activities

Access
Historically Gavilan College has been successful in outreach and creating Access to college despite our wide, and varied service area. One of the strengths of the College is its ability to connect with students on an individual basis, and the staff’s dedication to providing personal service. The general sense of caring for students, wide-spread Spanish speaking support staff, and closely bonded community lead many students to naturally gravitate to Gavilan. The College’s persistence rate is also very good, which reflects the culture as nurturing and welcoming. However, there are district regional differences that need to be addressed, such as transportation and other barriers to education existing for low income, undocumented, or geographically distant students.

Course Completion

Under the Course Completion gateway, Equity and SSSP resources will fund a part-time counselor in EOPS who will provide program outreach to Foster Youth, low income and and Latino students. This position will also provide registration assistance, education plans, progress monitoring and follow-up. The EOPS effort to address Foster Youth will include collaboration with local Foster Youth agencies as well as the RISE coach from the Silicon Valley Children’s Fund and the Independent Living Program. The outcome goal is a 10% increase in foster youth EOPS participation over the next two years. The increased outreach to foster youth, low income, and Latino students will result in EOPS program growth from 424 to 500 students. Students will gain confidence, explore their strengths, and navigate college more successfully. These outcomes will be tracked by traditional success markers, SARS reports on counseling interventions, and Student Satisfaction surveys. Additional tracking will be done for students who graduate or transfer; these students will be recognized at an Awards Banquet.

A second planned position under the Course Completion gateway is the Peer Tutoring Program Specialist. Working through the recently created Learning Commons, which is a facility where classroom instruction is integrated with student services and academic support, this person will provide ongoing recruitment and coaching for peer tutors and development of tutors at satellite campuses, in evening courses, and online to serve low income and Latino students. The goal is to increase student completion and success rates in gateway courses by 2% by 2017. Success will be tracked through the Scorecard, the Gavilan College GIDS database, and student surveys.

The third effort under the Course Completion gateway is to address the needs of low income, Latino, and DS students by increasing hours in the Tutoring Center by 29% in order to increase the number of students served by 20% within one year of service. The greater access will allow more students to have the key services that will enable them to complete their courses at a rate 2% higher than in the previous year. Tracking will include the number of students using the Tutoring Center, the number of students completing courses, and the number enrolling in subsequent courses. Data will be collected through the Tutoring Center Timekeeper, the Scorecard, the Gavilan College GIDS database, and student surveys.
The fourth effort under the Course Completion gateway is providing mental health intervention. Currently the College uses Kognito as a resource, and general counselors are available for crisis intervention. However, student surveys and the general climate of campus mental health across the nation require more directed services. The College is currently exploring contracting with agencies to provide mental health counseling similar to that provided for CalWORKs students. Direct counseling services will be combined with workshops, resources, software and off-campus referrals to address student mental health needs on campus. The goal is to reduce this factor as it interferes with course completion. Initially coordination of these services will be done in partnership with Counseling, special programs and the Mental Health Task Force. Members of a subcommittee will make presentations throughout the College community to inform students, staff, and faculty about mental health risks and triggers, and services available to students. Data will track use of services and subsequent success in courses for those who have used the services. Using the Maxient student intervention software that is currently being implemented, students with mental health or other challenges will be identified earlier and interventions initiated more quickly. Ideally, the effort will lead to not only greater understanding of students needing help, but also supporting students through difficult times in ways that lead to greater persistence and success.

ESL & Basic Skills

Under the ESL and Basic Skills Completion gateway, Equity will fund 4-5% of the positions in the CalWORKs Fresh-Success program; this focuses on students eligible for food stamps (200% federal poverty level) who face increased barriers for Basic Skills course completion. The program also aims to increase the number of units in which low income, Latino, and foster youth students are enrolled. The goal is for 100% of students to meet with a counselor to complete the registration and orientation requirements for Fresh-Success. In addition, 70% of these students will complete an Education Plan within the first semester as well as maintain full employment and a 2.0 grade point average. Student unit enrollment and course completion are projected to increase 4% each. Assessment for barriers, assistance in such areas as transportation, counseling, progress reports, tutoring, job readiness and case management will all be utilized to provide support to the low income, Latino, and foster youth students. Quantitative analysis will measure course completion with special emphasis on basic skills courses. Non-cognitive assessments will include college identity and self-awareness using pre- and post- surveys.

A second initiative under the ESL and Basic Skills Completion gateway is the Basic Skills Retention Specialist in collaboration with SSSP. This position will involve paraprofessional work in in-reach and referral, combined with peer mentor classroom liaisons. The Retention Specialist will assist students in one on one session and refer them as needed to SI leaders, peer mentors, and counselors. In addition, the specialist will provide a conduit between students and instructional faculty with a goal of decreasing the gap in course completion for Latino students from 4% to 2%, increasing Basic Skills course completion by 2%, and decreasing the success gap for foster youth by 2 percentage points. Success will be measured by persistence and completion data through the Chancellor’s Office Basic Skills tracker and student satisfaction surveys administered each semester.

The third effort under the Basic Skills Completion gateway is the Peer Mentor/Supplemental Instruction initiative, which is designed to address the large number of disproportionately impacted students who are enrolled in pre-transfer English courses, as well as in gateway courses in Social Sciences. SI leaders will be trained in collaborative learning strategies, information literacy, peer mentoring, and methods for tutoring reading and writing skills. They will be assigned to courses where they will help facilitate collaborative learning activities, such as writing workshops or reading discussions. Supplemental Instruction leaders will also facilitate study groups outside the classroom.
The Peer Mentors/Supplemental Instruction leaders will work collaboratively with the Retention Specialist and the Basic Skills counselor to provide comprehensive support for pre-transfer level students. The goal is support the students at two levels below transfer when they move to English one level below transfer, where only 26% of them currently succeed. The second goal is to further prepare students at one level below transfer so that more than 43% of them will be able to succeed at the English transfer level.

A fourth effort under the Basic Skills Completion gateway is the part-time Basic Skills counselor. This position will be funded by Basic Skills and Equity in a shared partnership where the needs of low income and Latino students will be addressed through population-specific orientations, acceleration advising, classroom workshops, education plans, and one-on-one counseling. The Basic Skills counselor will work hand in hand with the Retention Specialist and the Peer Mentor/Supplemental Instruction leaders to decrease the gap in course completion for Latino students from 4% to 2% and increase Basic Skills course completion by 2%.

The last effort for the Basic Skills gateway is the Math Lab Coordinator. This position will double the number of hours the Math Lab can be open under the guidance of a specialist and allow the Lab to serve low income and Latino students at the satellite campuses as well as at the main Gavilan facility. The goals are increased use of the Math Lab and elevated student success and persistence numbers. Participation will be tracked through Timekeeper, and persistence and success through the Scorecard and the Gavilan College GIDS database.

**Degree/Certificate Completion**
Under the Degree and Certificate Completion gateway, a Program Specialist with an emphasis on Retention will be integrated into the co-located MESA and TRIO programs. With this support the programs will provide a heartier set of core services: tutoring, academic support, and college and transfer orientations. Because students will have a venue for feedback from a professional and guidance in academic matters, the expectation is that a higher percentage of students will file for a certificate or degree or seek to transfer. SARS will allow tracking of retention counseling data and graduation data will be disaggregated by program participants with a goal of a 3% increase in TRIO program degree and certificate completion and an 8.5% increase in transfer rates. An additional 60 students will be served, and the position will be funded TRIO and Equity.

**Transfer**
Under the Transfer gateway, a full-time Transfer/Career Coordinator has been restored to the College. Associated activities include a Transfer/Career Center, supplemental instruction, a Transfer/Career day on campus, university visits, and a job placement and intern database. Coordination with CTE and Categorical programs to increase transfer and graduation awareness is also intended to support Latino, foster youth and low-income students. A new part-time Veterans and DRC counselor will support these particular groups to increase transfer rates. Outcomes will be measured by tracking workshop and university visit attendance through Banner and SARS, campus surveys, and transfer data.

**Student Equity Funding and Other Resources**
The initiatives outlined in this plan reflect the Gavilan College Equity Committee’s vision that integrated efforts are the surest avenues for success. Thus, in addition to working collaboratively through the inclusive membership on the Equity Committee, the Committee members have created efforts that involve resources and/or funding from their programs, such as EOPS, DRC, MESA, TRIO, and CalWORKs, and grants such as SSSP, Basic Skills, STEM, and Title V. The intent is to
have continuous dialogue through the Equity Committee meetings so that all efforts contribute to the goal of ensuring that those students who have been disproportionately impacted have an equal opportunity for access, success, and transfer.

The total amount allocated by the chancellor's office for Equity is $536,278. The total amount from other initiatives is: $434,818. The total amount for equity efforts is around: $857,596.

**Contact Person**

Equity Committee Chairperson **Dr. Eduardo Cervantes** can be reached at **408-848-4887** or by e-mail at ecervantes@gavilan.edu.
PLANNING COMMITTEE AND COLLABORATION
PLANNING COMMITTEE PROCESS AND COLLABORATION

Equity Funds Application and Planning Process

With the intention of engaging broader campus participation, the Equity committee developed proposal forms so that staff and faculty could apply for Equity funds in spring 2015. The proposal forms: (see attachment 1).

1. Ensured that the proposed activity would impact and target the groups in which the College is producing inequitable outcomes.
2. Asked that applicants explain how the activity is socially and/or culturally relativistic to the populations that were experiencing inequities.
3. Required appropriate data, research or relevant information to make their cases.
4. The application also asked how targeted/direct services to the students experiencing inequities would be implemented. This is based on the premise that the College must be proactive in reaching out to students instead of expecting students to come to the services.
5. The applications also asked for specific objectives for their proposed activity, plans to collect data, how they would evaluate the proposed objectives, and whether the outcomes and interventions were measureable. Each plan also asked for an appropriate budget.

The development of the application was guided by contemporary scholarly work. The application took into consideration and used the following cultural assumptions that hinder institutional transformation. The assumptions are adapted from Jayakumar, U., & Musues, S. D. (2012). Mapping the intersections of campus culture and equitable outcomes among racially diverse student populations. In Musues, S.D. & Jayakumar, U. (Eds.), Creating campus cultures: Fostering success among racially diverse student populations. New York, NY: Routledge Press. For example:

<table>
<thead>
<tr>
<th>Assumptions That Hinder The Development of An Equity Oriented Campus Culture</th>
<th>Proposal Framework Questions That Reflected The Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The displaced responsibility assumption. If we offer it, they will come. This perspective assumes that if services are offered then it is the student's responsibility to seek out and utilize the services rather than the institution's responsibility to engage students.</td>
<td>How do you propose to specifically target the population that you indicated in question #1? (Note: the populations are those experiencing inequity.) Explain how activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research, or relevant information to make your case.</td>
</tr>
<tr>
<td>The out of sight, out of mind assumption. Everything must be okay. This perspective entails that college staff, faculty and or leaders assume that their experiences in the campus environment mirror that of their students. Furthermore, this assumes that the social and cultural perspectives of staff are the same as their students, so it is important that faculty and staff are conscious of social and cultural relativism.</td>
<td></td>
</tr>
</tbody>
</table>

Student Equity Plan 17
Review of Equity Proposals, Rankings and Funding Decisions

During the summer of 2015, the committee conducted a retreat. At the retreat, committee members reviewed a summary of academic literature on defining an equity-oriented campus culture. The conversation about the literature led to discussions about campus cultural assumptions, followed by individuals presenting proposals that could impact the College’s identified inequities.

The committee went on to consider the applications at several more Equity meetings and had intensive and meaningful discussions about the impact of the proposals. The committee asked for adjustments for some of the proposals so that they reflected appropriate data outcomes. The committee went on to rank each of the proposals and recommendations were made. However, there were still questions about the scale of the proposals, who will “own” those new staff and responsibilities and be accountable for their performance? Once the proposals were reviewed, details discussed, and budget determined, they were forwarded to the College’s executive cabinet for final decisions on funding.

The Office of Institutional Research Director developed a matrix to contain the main aspects of the proposals. This was known as the “Equity grid” (see Attachment 2). The grid allowed the committee members and different campus constituencies to review and compare the different proposals and eventually to rank them. The Equity grid helped manage the documentation of the funding allocation, goals, target populations, gaps founded, the point person and specific measurable outcomes. The following table shows the fields included:
During the summer of 2015 the Equity committee formed a subcommittee to create Bylaws. The bylaws were reflective of the bylaws of other campus committees as well as of the structures and culture of Gavilan College. The Bylaws were discussed at several Equity Committee meetings and were fine-tuned so that they are inclusive and have the greatest potential for institutional impact. The bylaws were finalized in November 2015. It is still the committee’s goal to have representatives that will provide the greatest campus-wide participation, especially increased Instruction participation, and build a cultural awareness of Equity related issues and goals.

Coordination with Institution Wide Planning Efforts

The following outlines the current coordinated efforts with institution wide planning efforts.

1. Principles of Community
2. Strategic Planning
3. Program review
4. Program planning which articulates with the Budget Committee
5. Gavilan College Collaborative Funding Partners Committee
6. Coordination with Categorical support programs
7. Participants on the Equity Committee

1. Principals of Community
A campus culture that is equity oriented will possess espoused values toward diversity and equity in which the College wishes to enact. (Schein, 1992; Jayakumar & Musues, 2013, and Cervantes, 2015)
In coordinating campus wide efforts it is important to highlight Gavilan College’s Principles of Community as they relate to the development and implementation of this Equity plan. In valuing the worth of every person and nurturing democratic citizenship, Gavilan College has begun efforts that strive to ensure that students are provided with opportunities that create equitable outcomes. The Principals of Community are as follows:

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect. The Principles of Community provide the foundation, which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness.

Gavilan College aspires to be:

Diverse
We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.

Purposeful
We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.

Open
We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.

Just
We are committed to respect for individual dignity and equitable access to resources, recognition and security.

These Principles of Community, reflected in Board Policy 2715, guide the institution’s actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. Behavior that is in conflict with the principles will be subject to administrative review. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals.

2. Strategic Plan
The Strategic Planning Committee adopted a new strategy and goal in alignment with the College’s equity plan. The following strategy and goal was added to the College’s strategic plan as it relates to equity:

STRATEGY #4. Recruit and develop staff to foster success for our diverse students in their attainment of educational and/or career goals.
Goal #7. Assess and remedy any identified gaps in the College's Equal Opportunity Employment Plan and Equity Plan to comply with current legislation and reflect the community's diversity.

3. Institutional Effectiveness Committee (I.E.C.)/Program Review
Currently efforts are underway to include appropriate questions and measures that are reflective of the College's inequities. Additional questions are being proposed for the I.E.C. evaluation forms. Each department or area would be asked to provide data on how the performance of target groups relates to their own departmental outcomes; how they are addressing those inequities through proposed interventions, changes to teaching and learning, quantifiable improvement goals and how they are planning to assess their progress and revised their goals as needed.

4. Program Plans
At the time of this report the Student Services divisions were all instructed to include how each of the department/areas will be helping to impact and target the groups in which the college is producing inequitable outcomes. The program plan objectives can be aligned with the colleges strategic plan goal, which in turn align with the inequities, presented as part of the equity plan.

5. Gavilan College Collaborative Funding Partners
The Equity Committee will belong to a newly formed committee on campus named the Collaborative Funding Sources, which was formed to create a more systematic, and institution wide approach to implementing and maximizing campus initiatives being funded by multiple sources. The various initiatives and activities across campus include Equity, SSSP, Title V, Latino Serving Institution grants, STEM Grants, Distance Education, and Basic Skills.

6. Coordination with Categorical Program
Gavilan Colleges Equity plan was coordinated with categorically funded programs. Each of the categorical programs on campus had a representative participate on the equity committee. These representatives included the Associate Dean of EOPS/CalWORKS, CalWORKS Coordinator, Coordinator of MESA, Associate Dean of Disability Resource Center, Basic Skills Coordinator, and the SSSP chairperson. Furthermore, students that were part of the categorical programs participated on the committee.

Some of the equity programing helped to expand upon some of these categorical program best practices. The Extended Opportunity Programs and Services (EOPS) took the lead in serving additional foster youth that the program could not typically serve without additional resources.

California Work Opportunity and Responsibility to Kids (CalWORKS) helped to develop a Fresh Success program to serve low-income students eligible for food stamps, Fresh Success.
7. **Student Equity Plan Committee Membership List**

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Title</th>
<th>Organization(s), Program(s) or Role(s) Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Ratto</td>
<td>Associate Dean, EOPS &amp; CalWORKs</td>
<td>Administration/Categorical Programs</td>
</tr>
<tr>
<td>Bea Lawn</td>
<td>Faculty Senate President</td>
<td>Faculty Senate President</td>
</tr>
<tr>
<td>Celia Marquez</td>
<td>Counselor</td>
<td>Faculty/General Counseling</td>
</tr>
<tr>
<td>Dr. Douglas Achterman</td>
<td>Librarian</td>
<td>Faculty</td>
</tr>
<tr>
<td>Dr. Eduardo Cervantes</td>
<td>Coordinator MESA and TRIO SSS.</td>
<td>Administrator/Categorical Programs and Equity Chairperson</td>
</tr>
<tr>
<td>Dr. Randy Brown</td>
<td>Associate Dean, Community Development and Grants Management</td>
<td>Administration</td>
</tr>
<tr>
<td>Elizabeth Quijada</td>
<td>Student Peer Leader</td>
<td>Student</td>
</tr>
<tr>
<td>Esteban Talavera</td>
<td>Department Assistant, TRIO Student Support Services, MESA &amp; STEM</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>Fran Lopez</td>
<td>Associate Dean, Disability Resource Center</td>
<td>Administration/Categorical Programs</td>
</tr>
<tr>
<td>Fran Lozano</td>
<td>Dean, Liberal Arts and Sciences</td>
<td>Administration</td>
</tr>
<tr>
<td>Jacquelyn Richburg</td>
<td>Career/Transfer Coordinator</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>Jenivi Zambrano</td>
<td>Student Peer Leader</td>
<td>Student</td>
</tr>
<tr>
<td>Johanna Stewart</td>
<td>Counselor</td>
<td>Faculty/General Counseling</td>
</tr>
<tr>
<td>Karen Warren</td>
<td>English Faculty</td>
<td>Faculty</td>
</tr>
<tr>
<td>Kathleen Moberg</td>
<td>Vice President, Students Services</td>
<td>Administration</td>
</tr>
<tr>
<td>Kimberly Smith</td>
<td>English Faculty</td>
<td>Faculty</td>
</tr>
<tr>
<td>Leslie Tenney</td>
<td>Counselor</td>
<td>Faculty/General Counseling</td>
</tr>
<tr>
<td>Maryam Fard</td>
<td>Basic Skills Counselor</td>
<td>Faculty</td>
</tr>
<tr>
<td>Natalia Córdoba-Velásquez</td>
<td>Director, Office of Institutional Research</td>
<td>Resource</td>
</tr>
<tr>
<td>Susan Sweeney</td>
<td>Coordinator, CalWORKs</td>
<td>Administrator/Categorical Programs</td>
</tr>
<tr>
<td>Tiffany Victory</td>
<td>Student Peer Leader</td>
<td>Student</td>
</tr>
<tr>
<td>Veronica Martinez</td>
<td>Director, Financial Aid</td>
<td>Directors &amp; Confidential and SSSP Chairperson</td>
</tr>
</tbody>
</table>
ACCESS
## ACCESS

### Indicator Definition
The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

### Campus-Based Research Data
Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th># of your college's total enrollment in Fall 2014 - Spring 2015</th>
<th>% of your college's total enrollment (proportion)</th>
<th>% of adult population within the community served (proportion)</th>
<th>Gain or loss in proportion (Percentage point difference with +/- added)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>46</td>
<td>0.5%</td>
<td>2.7%</td>
<td>-2.2</td>
</tr>
<tr>
<td>Asian</td>
<td>392</td>
<td>4.1%</td>
<td>6.8%</td>
<td>-2.7</td>
</tr>
<tr>
<td>Black or African American</td>
<td>234</td>
<td>2.4%</td>
<td>1.4%</td>
<td>+1.0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5,352</td>
<td>55%</td>
<td>44%</td>
<td>+11</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>40</td>
<td>0.4%</td>
<td>0.5%</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>2,957</td>
<td>31%</td>
<td>39%</td>
<td>-8</td>
</tr>
<tr>
<td>Filipino</td>
<td>170</td>
<td>1.8%</td>
<td>1.0%</td>
<td>+0.8</td>
</tr>
<tr>
<td>Unknown</td>
<td>320</td>
<td>3.3%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>More than one race</td>
<td>159</td>
<td>1.6%</td>
<td>4.2%</td>
<td>-2.6</td>
</tr>
<tr>
<td>Total of cells above</td>
<td>9,670</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>(Orange cells should = 100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>4,836</td>
<td>50%</td>
<td>50%</td>
<td>0</td>
</tr>
<tr>
<td>Females</td>
<td>4,740</td>
<td>49%</td>
<td>50%</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>94</td>
<td>1%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Total of 3 cells above</td>
<td>9,670</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>(Orange cells should = 100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current or former foster youth</td>
<td>166</td>
<td>2%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>799</td>
<td>8.3%</td>
<td>7.0%</td>
<td>+1.3</td>
</tr>
<tr>
<td>Low-income students</td>
<td>3,000</td>
<td>31%</td>
<td>12%</td>
<td>+19</td>
</tr>
<tr>
<td>Veterans</td>
<td>232</td>
<td>2%</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Overview

According to Lew Change and Wang (2008) some community colleges overlook Asians by not targeting them in programs and services and by operating on a belief that they are not disadvantaged because of the Model Minority Stereotype. First, strategies will be developed to help recruit Asian students to Gavilan from the local high schools via a summer bridge math acceleration program.

Demographic data regarding the Asian ethnic backgrounds of these new students will be reviewed with the intent of increasing staff and faculty awareness of this population. (The College has been typically seen as a White/Latino campus and expanding cultural sensitivity for other populations is important.) The students still must meet the program requirements of being first generation and/or low-income students. In addition coordination and partnership with the local CalSOAP program will take place in developing and implementing recruitment strategies. Each of the identified students will receive personalized phone calls about applying for Summer Bridge and will receive directed mailings. The funds being allocated in this activity are based in the graduation completion section. The Program Specialist position will have a wide range of activity duties as part of a holistic set of programing, which also includes Summer Bridge. As part of these efforts in the TRIO and MESA areas the Program Specialist position will help to facilitate several areas.

Furthermore, Musues and Maramba (2011) found that many Asian students still experience a challenge in having a sense of belonging at colleges. Many of the students in their research did not feel a sense of cultural congruency to the College and felt as if they were detached from their heritage. Workshops and activities will be implemented that will help students develop community at the College. Given the low enrollment numbers, it is important to ensure that students have a community at Gavilan College to help attract additional students to want to attend Gavilan. The In­reach Student Development position funded elsewhere in this proposal can help develop and explore creating organizations and activities that are based on Asian’s socio-cultural norms to help attract students to the College.

Conclusions: Disproportionately Impacted Student Groups

The student groups with the greatest negative (underrepresented) gaps are White at -8, Asian at -3, and American Indian/Alaska Native at -2.

- The American Indian/Alaska Native count is too small to provide a reliable reading on its own.
- For this particular year, the White population won’t be addressed primarily, but rather as part of other special populations such Foster Youth, Veterans, etc.
- Asians are unrepresented with a -3 percentage gap and for this and which is consistent with the data of the previous two years so this would be the focus population for this year in Access.

Graph 1 below depicts the percentage of students enrolled and the percentage of that population within the community.

Graph 2 below shows the gap and makes evident the groups that show disadvantages.
Graph 1

ACCESS

<table>
<thead>
<tr>
<th></th>
<th>% of college's enrollment</th>
<th>% of population in the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>55%</td>
<td>44%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>More than one race</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Males</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Females</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Low-income students</td>
<td>31%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Student Equity Plan

26
Goals, Activities, Funding and Evaluation

Goal A

The goal is to improve access for the following target populations identified in the College research as experiencing a disproportionate impact:

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>-3</td>
<td>-2</td>
<td>2017</td>
</tr>
<tr>
<td>White***</td>
<td>-8</td>
<td>NA</td>
<td>2017</td>
</tr>
</tbody>
</table>

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.
*** More research needs to be done to reflect how white students are also members of other target populations; such as, low income and basic skills, and how this impacts Access. Conversely more of the region’s White students may be more apt to attend 4-year institutions or have Access to other community colleges outside of our service area.

ACTIVITIES: A. ACCESS

A.1: Summer Bridge Math Acceleration Program

- Activity Type(s)

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
</tr>
<tr>
<td></td>
<td>Research and Evaluation</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>
Target Student Group(s) & # of Each Affected*:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>Asian</td>
<td>392</td>
<td>10%</td>
<td>40</td>
</tr>
</tbody>
</table>

- **Activity Implementation Plan**
  1. Summer Bridge is a five-week experience that is part of the TRIO and MESA Student Support Services Program.
  2. Every Asian student that is BOG eligible will be contacted and encouraged to be part of the Summer Bridge Acceleration Program.
  3. Student that completed Summer Bridge remained students in the TRIO Student Support Services Program.
  4. The program involves a strong unified approach with academic and student services along with the natural sciences division.

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>4/1/2016 to 8/30/2016</td>
<td>NA*</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

*Reflected in the Activity D1 (TRIO/MESA Follow up)

- **Measurable Outcomes:**
  A. The number of enrolled Asian students will increase from 392 to 432 in 2017.
  B. Students will be encouraged to create an Asian Support Club.
  C. 100% of Asian students participating in the Summer Bridge will register for the Fall 2016 semester.

- **Link to the Goals:**
  The Summer Bridge Acceleration program will help the transition-incoming students that recently graduated from high school to be successful students at Gavilan College. The goal of Summer Bridge is to help advance students in their mathematics coursework, develop skills to be successful students, and become part of a community of support.

- **Evaluation**
  - New Summer Bridge students will complete Pre and Post survey.
  - Number of New Asian students will be tracked and followed up on other metrics.
  - Student satisfaction surveys will be conducted among students participating in the Summer Bridge.

Activities to Improve Access for Target Student Groups

A1. Summer Bridge Acceleration

Expected Outcomes for Target Student Groups

A.1. 1. The number of enrolled Asian students will increase from 392 to 432 in 2017.
A.1. 2. Students will be encouraged to create an Asian Support Club.
Success Indicator: Course Completion
SUCCESS INDICATOR: COURSE COMPLETION

Indicator Definition: Course Completion (Retention²)

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit. Calculate course completion rates by dividing:

<table>
<thead>
<tr>
<th>Rate of Course Completion</th>
<th>Denominator</th>
<th>Numerator</th>
</tr>
</thead>
<tbody>
<tr>
<td>The # of courses students enrolled in, and were present in, on census day in the base term.</td>
<td>The number of courses out of (the denominator) in which students earned an A, B, C, or credit in the goal term.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of courses students enrolled in &amp; were present in on census day in base year</th>
<th>The # of courses in which students earned an A, B, C, or credit out of</th>
<th>The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in &amp; were present in on census day in base year</th>
<th>Total (all student average) pass rate</th>
<th>Comparison to the all student average (% point difference with +/- added)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>141</td>
<td>100</td>
<td>71%</td>
<td>73%</td>
<td>-3</td>
</tr>
<tr>
<td>Asian</td>
<td>1,736</td>
<td>1435</td>
<td>83%</td>
<td>73%</td>
<td>+10</td>
</tr>
<tr>
<td>Black or African American</td>
<td>831</td>
<td>572</td>
<td>69%</td>
<td>73%</td>
<td>-4</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>19,522</td>
<td>13,563</td>
<td>69%</td>
<td>73%</td>
<td>-4</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>145</td>
<td>104</td>
<td>72%</td>
<td>73%</td>
<td>-1</td>
</tr>
<tr>
<td>White</td>
<td>9,372</td>
<td>7,365</td>
<td>79%</td>
<td>73%</td>
<td>+6</td>
</tr>
<tr>
<td>Unknown</td>
<td>890</td>
<td>684</td>
<td>77%</td>
<td>73%</td>
<td>+4</td>
</tr>
<tr>
<td>More than one race</td>
<td>657</td>
<td>478</td>
<td>73%</td>
<td>73%</td>
<td>0</td>
</tr>
<tr>
<td>All Students</td>
<td>33,284</td>
<td>27,301</td>
<td>73%</td>
<td>73%</td>
<td>0</td>
</tr>
<tr>
<td>Males</td>
<td>15,712</td>
<td>11,311</td>
<td>72%</td>
<td>73%</td>
<td>-1</td>
</tr>
<tr>
<td>Females</td>
<td>17,306</td>
<td>12,804</td>
<td>74%</td>
<td>73%</td>
<td>+1</td>
</tr>
<tr>
<td>Unknown</td>
<td>266</td>
<td>186</td>
<td>70%</td>
<td>73%</td>
<td>NA</td>
</tr>
<tr>
<td>Current or Former Foster Youth^</td>
<td>765^</td>
<td>467^</td>
<td>61%^</td>
<td>71%^</td>
<td>-10^</td>
</tr>
<tr>
<td>Individuals with Disabilities</td>
<td>2,936</td>
<td>2,200</td>
<td>75%</td>
<td>73%</td>
<td>+2</td>
</tr>
<tr>
<td>Low-Income Students</td>
<td>5,023</td>
<td>3,146</td>
<td>63%</td>
<td>73%</td>
<td>-10</td>
</tr>
<tr>
<td>Veterans^</td>
<td>641^</td>
<td>474^</td>
<td>74%^</td>
<td>71%^</td>
<td>+3^</td>
</tr>
<tr>
<td>Athletes^</td>
<td>1,407^</td>
<td>983^</td>
<td>70%^</td>
<td>71%^</td>
<td>-1^</td>
</tr>
</tbody>
</table>

^ 2014-15 data from local course success rate report with corresponding all student rate as the comparison standard to measure the gap against.

² Although title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.
Overview

As with many colleges, Gavilan students do not necessarily complete courses at the level we would like. There are several reasons this might be the case here, including student barriers to education such as low income, first generation, low income status, etc. Many student surveys have also indicated our students have mental health and other unmet basic needs. Seeing mental health as an important aspect to student success, Gavilan will provide mental health support in an effort to improve course completion rates. Katz and Davison’s (2014) study found that community college students have more severe psychological concerns and less institutional mental health resources than students that attend traditional four-year universities. In particular, community college students reported higher rates of diagnosis or treatment with respect to bipolar disorder, schizophrenia, substance abuse or addiction to drugs and alcohol (Katz & Davison, 2014). Gavilan College currently does not provide mental health services despite the fact that nearly 90% of California Community Colleges have some sort of mental health services (ACHA-NCHA II SP2010).

Another factor in student success is connection to the campus and a robust Student Life program. Typically low income; first generation students do not have a reference for the value of campus engagement, which is a detriment to their development as college students and community members. According to Astin’s (1999) model of student development the quantity and quality of the psychological and physical energy students invest in their college experience, the greater the amount of student learning and personal development. When students feel a sense of belonging on campus research has found that academic achievement is improved (Nora and Cabrera, 1996; Nora et al., 1996). Currently Gavilan does not have Student Life/Development staff. An In-reach/Student Life position will support student clubs, oversee student leadership/peer mentor groups, and encourage completion of a Leadership Certificate. The position will also work with the Title V grant elements of Civic Engagement and Service Learning to create an overarching focus on students’ extracurricular development, which we hope leads to increased connection to the College, leadership opportunities, success, and enhanced transfer opportunities via an enriched “resume.” The College will collect data connecting enhanced student engagement with improved course completion and transfer to determine effectiveness of these efforts.

For additional research regarding the importance of student engagement, see http://www.yorku.ca/retain/rdata/Unmaskingtheeffects.pdf.

Counseling support will also be provided to Foster Youth that cannot qualify for any program on campus. This effort is supported by empirical research conducted by Tovar (2015), which examined students’ interactions with institutional agents that included faculty, academic counselors and select student support programs. He found that the greater the number of Latino students’ interaction, the greater the influence on success, grade point averages and persistence of Latina/o students.

Various forms of academic support are also going to be developed such as, a math tutoring lab coordinator, a peer tutoring coordinator, and Nettutoring, which will provide essential support so students can successfully complete their courses. Peer tutoring support is vital. For example, Treisman (1990) explored how to create institutional programming that helps to promote the success of students of color in STEM based majors. He found that one-way minority students could be successful in math and science was through collaborative/group peer learning approaches. Positions such as the peer tutoring coordinator will directly support efforts such as
peer tutoring and group/peer learning approaches. Furthermore, these academic support efforts will provide a comprehensive system of academic support services. Underrepresented students attending institutions that employ comprehensive systems of complementary initiatives that include academic and tutoring support perform better academically, be more satisfied, and persist (Kinzie, Gonyea, Shoup, et al., 2008). Gavilan will work with Institutional Research to evaluate baseline data and compare tutoring interventions with course completion data.

**Conclusions: Disproportionately Impacted Student Groups:**

The three groups with the greatest gaps are:

- Foster Youth with a gap of -10,
- Low-income with a gap of -10, and
- Latino and Black/African American with a gap of -4 each

The Foster Youth group is about 2.5% of enrollments and it substantially underperforms and thus is a potential target group.

Low-income students make up about 12% of the student census enrollments it also substantially underperforms and thus is a potential target group.

Black/African American represents 1.4%.

<table>
<thead>
<tr>
<th>Equity Gap</th>
<th>Student Group</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>Example Group</td>
<td>14%</td>
<td>.14</td>
<td>x</td>
<td>2567</td>
</tr>
<tr>
<td>Largest Gap</td>
<td>Low-income</td>
<td>10%</td>
<td>0.10</td>
<td>x</td>
<td>5,023</td>
</tr>
<tr>
<td>Second Largest</td>
<td>Foster Youth</td>
<td>10%</td>
<td>0.10</td>
<td>x</td>
<td>765</td>
</tr>
<tr>
<td>Third Largest</td>
<td>Latino</td>
<td>4%</td>
<td>0.04</td>
<td>x</td>
<td>19,522</td>
</tr>
</tbody>
</table>

Graph 3 below depicts the percentage of students that pass the courses (red bars) vs. the total passing rate (blue line).

Graph 4 below shows the gap and makes evident the groups that show disadvantages.
Graph 3

Course Completion

- American Indian / Alaska Native: 71%
- Asian: 83%
- Black or African American: 69%
- Hispanic or Latino: 69%
- Native Hawaiian or other Pacific Islander: 72%
- White: 79%
- Unknown: 77%
- More than one race: 73%
- Males: 73%
- Females: 72%
- Current or former foster youth+: 74%
- Individuals with disabilities: 75%
- Low-income students: 61%
- Veterans+: 63%
- Athletes+: 74%

The % of courses passed: 71% 83% 69% 69% 72% 79% 77% 73% 72% 74% 61% 75% 63% 74% 70%

Total pass rate: 73% 73% 73% 73% 73% 73% 73% 73% 73% 73% 71% 73% 73% 71% 71%
Graph 4: Red arrows show target group(s)
GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.
The goal is to improve course completion for the following target populations identified in the College research as experiencing a disproportionate impact:

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current Gap Year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>-10</td>
<td>-7</td>
<td>2017</td>
</tr>
<tr>
<td>Low Income</td>
<td>-10</td>
<td>-8</td>
<td>2017</td>
</tr>
<tr>
<td>Latino*</td>
<td>-4</td>
<td>-2</td>
<td>2017</td>
</tr>
</tbody>
</table>

*For the third target it was decided to focus on “Latino” instead of “Black/African American” since this last group proportion is smaller than the Latino representation (2.4% vs 55%).

ACTIVITIES: B. COURSE COMPLETION

B.1: Hire EOPS and Foster Youth part time counselor

- Activity Type(s)

<table>
<thead>
<tr>
<th>X</th>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X</th>
<th>Student Services or other Categorical Program</th>
<th>Curriculum/Course Development or Adaptation</th>
<th>Research and Evaluation</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Target Student Group(s) & # of Each Affected*:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>Low Income</td>
<td>3,000</td>
<td>8%</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Foster Youth</td>
<td>166</td>
<td>100%</td>
<td>166</td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>5352</td>
<td>2%</td>
<td>107</td>
</tr>
</tbody>
</table>

- Activity Implementation Plan
  1. Hire a Part-time EOPS/FY Counselor that will contact all registered foster youth by letter and phone, fall and spring semesters, to invite them to participate in EOPS services if full-time or receive counseling services if part-time. The counselor will provide registration assistance, comprehensive education plans and follow-up.
  2. EOPS staff will collaborate on Foster Youth Committees in San Benito and Santa Clara Counties to ensure that incoming foster youth obtain information about enrolling at Gavilan College. Staff will collaborate with RISE coach from Silicon Valley Children’s fund and Independent Living Program to ensure foster youth receive additional support. Assist students in applying for YES and Burton Scholarships.

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>1/15/2016 to 2/1/2017</td>
<td>$18,666</td>
<td>$22,333 SSSP</td>
</tr>
</tbody>
</table>
Measurable Outcomes:
A. The number of enrolled foster youth students that participate in EOPS/FY Center will increase from 42 in 2015-16 to 60 in 2016-2017.
B. 10-20 part-time foster youth will receive SSSP counseling services resulting in closing the course completion gap by -3% from-10% to -7% by 2017.
C. Foster youth will have a direct connection to EOPS to assist them in the transition from high school to college, thereby increasing the Foster Youth course completion rate by 3% by 2017.
D. EOPS will increase by 75 students to serve 500 students in 2016-2017.

- Link to the Goals:
The counselor will act as a liaison for foster youth to access college services, academic support and college life skills. Students will increase awareness of and access to EOPS services. Students will gain confidence, explore their strengths and navigate college more successfully. Students will access support services that will help them to complete their courses successfully.

- Evaluation
  - New EOPS students and Foster Youth students will be tracked on their academic progress by using quantitative measures (success & completion).
  - Students will complete a "Student Satisfaction Survey" to evaluate the program services.
  - EOPS students who graduate or transfer will be invited as motivational speakers to the end of year Awards Banquet. These milestones will be tracked.
  - Once the counselor is hired, data will be collected. Counseling interventions will be tracked using SARS. All students receiving services will be tracked each semester for success and course completion.

B.2: Provide more hours of tutoring

- Activity Type(s)

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Target Student Group(s) & # of Each Affected:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to Reach Out</th>
<th># of Students Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2</td>
<td>Low Income:</td>
<td>3,000</td>
<td>8%</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>5352</td>
<td>5%</td>
<td>268</td>
</tr>
</tbody>
</table>

- Activity Implementation Plan
  Augment staff time to
  a) Increase center hours by 29% from 28 to 36 hours weekly.
  b) Increase tutors/tutee hrs. (Will allow the current coordinator to recruit additional tutors to increase the availability of subjects tutored and service to off-sites).
c) Promote center within target pops (the current coordinator will also be able to devote more time to marketing the tutoring center services to the target populations (DRC, low-income and Latino students). The coordinator will be freed to make presentations across campus sites and in the evenings in addition to day times).

d) Additional staff time will also allow Friday service, which will provide greater service to athletes.

<table>
<thead>
<tr>
<th>ID</th>
<th>Timeline(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2</td>
<td>12/15/2015 to 12/15-2016</td>
<td>$12,000</td>
<td></td>
</tr>
</tbody>
</table>

- **Measurable Outcomes:**
  A. Increase students' completion by 2% for targeted populations within 1 year of service.
  B. Increase the number of students served at the tutoring center by 20% within 1 year of service.

- **Link to Goal**
The Tutoring center will increase time in hours of operations as well as tutors' availability. This will allow students to have more access and opportunities to receive services making them most likely to acquire materials, solve doubts and respond to homework, which will contribute to completion. Furthermore, the center will be able to increase the number of students served by providing more hours and more tutors available at all times.

- **Evaluation**
  - Students who received tutoring and that access the Tutoring center will be tracked for course completion.
  - Number of students accessing the center will also be tracked. Number of students enrolling in the subsequent class will be tracked.
  - All these data elements will be gathered using GIDS, and Scorecard data.
  - Data will be collected and tracked for the whole academic year.
  - Director of Research will receive ID's of Tutoring center served students to track in their progress and course completion.

**B.3: Hire Program Specialist Basic Skills, Cover Supplemental instruction**

- **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>X Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
<td>Direct Student Support</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

- **Target Student Group(s) & # of Each Affected***:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.3</td>
<td>Low Income:</td>
<td>3,000</td>
<td>13%</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>5352</td>
<td>5%</td>
<td>271</td>
</tr>
</tbody>
</table>

- **Activity Implementation Plan**
Hire 1 half-time Program Specialist in the Learning Commons focusing on ongoing recruitment and coaching peer tutors, collaborating with faculty on developing tutoring at off-sites, evenings and online. Supplemental Instruction Leaders
B.3. 12/15/2015 to 12/15-2016 $62,500
$25,000 Basic Skills Program Specialist
$29,000 Supplemental Instruction
$ 8,500 Student Staff (Peer leaders)

- **Measurable Outcomes:**
  A. Provide online and off-site tutoring for the first time in Gavilan campus.
  B. Increase the tutoring outreach to 800 students annually.
  C. Increase students’ completion and success rates in gateways courses by 2% on 2017.
  D. Increase served students’ persistence and retention by 2% on 2017.

- **Link to Goal**
The Learning Commons specialist will contribute to strengthening the student tutors pool by recruiting, mentoring and coaching excellent tutors. This will provide additional tutoring resources to the student population.
  - In addition increased evening and online tutoring services will be provided. Students who receive tutoring services will be tracked during the year.
  - Persistence and retention (quantitative data) for students receiving online, evening and off-site tutoring will also be tracked using Score cards, and college databases.
  - Each activity will be measured after it concludes.
  - Students will be tracked on a semester basis.
  - Campus surveys regarding supplemental instruction will be conducted on a semester basis as well.

B.4: Provide Book, Food and Transportation Vouchers

- **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
<td>X Direct Student Support</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

- **Target Student Group(s) & # of Each Affected**:  

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.4</td>
<td>Low Income</td>
<td>3,000</td>
<td>11.5%</td>
<td>345 ~ 350</td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>5352</td>
<td>18.5%</td>
<td>990 ~ 1000</td>
</tr>
</tbody>
</table>
• **Activity Implementation Plan**
  - Provide book vouchers to students who pass their first Basic Skills class and enroll in the next level.
    - ✓ A specific level will be determined but will be either 400 level or 200 level English and Math students.
    - ✓ Each book voucher will amount $100 each.
    - ✓ The handling and delivering of the vouchers will be managed with the Financial Aid and bookstore office.
    - ✓ About 350 students would receive the vouchers.
    - ✓ Research would be conducted once Fall 2015 and Spring 2016 grades are available to determine the number of students who typically move from one level to another the following term.
  - The food vouchers would be $20 per term to be used in the cafeteria (two semesters).
    - ✓ Eligibility would be based on Financial Aid verifying low income status.
    - ✓ Only one per student per term.
    - ✓ About 1000 students per term could be eligible.
    - ✓ Students who are not already on some form of aid like CalFresh would get priority.
  - **Transportation** vouchers would be similar for the bus or gas cards.
    - ✓ A criteria still needs to be developed for the eligibility
    - ✓ The work and arrangements will be done directly with the VTA and the San Benito for the Spring 2016 and Fall 2016 semester.
    - ✓ 500 gas cards at $20/each
    - ✓ 71 monthly bus passes at $70/each.
    - ✓ Research will be conducted to determine students’ transportation or gas cards,

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.4.</td>
<td>12/15/2015 to 12/15/2016</td>
<td>Total: $70,910</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book Vouchers: $35,910</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Vouchers: $20,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transportation: $15,000</td>
<td></td>
</tr>
</tbody>
</table>

• **Link to Goal**
  Students who do not have their basic skills met and who have physical and financial barriers to education need additional support.

• **Measurable Outcomes**
  A. 75% of the basic skills English and Math students who receive food, book or transportation vouchers will enroll in the next level course
  B. Basic skills persistence will increase in a 2% within a year timeframe
  C. Basic skills completion will increase in a 3% for the targeted groups within a year timeframe
• **Evaluation**
  - Students who receive Books, Food and transportation voucher will be tracked to determine their persistence, completion and success before and after receiving the vouchers
  - Conduct Students surveys for those receiving these benefits to determine effectiveness and degree of helpfulness.
  - Review persistence, completion and success rates for students receiving these benefits.

**Activities to Improve Course Completion for Target Student Groups (4)**

B1: EOPS & Foster Youth Counselor
B2: Increase hours at Tutoring Center
B3: Program Specialist-Basic skills; Supplemental Instruction
B4: Book, food & transportation vouchers

**Expected Outcomes for Target Student Groups**

B1. A. The number of enrolled foster youth students that participate in EOPS will increase from 42 in 2014-15 to 60 in 2015-2016.
B1. B. 10-20 part-time foster youth will receive SSSP counseling services resulting in closing the course completion gap by -3% from -10% to -7% by 2017.
B1. C. Foster youth will have a direct connection to EOPS to assist them in the transition from high school to college, thereby increasing the Foster Youth course completion rate by 3% by 2017.
B1. D. EOPS will increase by 75 students to serve 500 students in 2015-2016.
B2. A. Increase students’ completion by 2% for targeted populations within 1 year of service.
B2. B. Increase the number of students served at the tutoring center by 20% within 1 year of service.
B3. A. Provide online and off-site tutoring for the first time in Gavilan campus.
B3. B. Increase the tutoring outreach to 800 students annually.
B3. C. Increase students’ completion and success rates in gateways courses by 2% on 2017.
B3. D. Increase served students’ persistence and retention by 2% on 2017.
B4. A. 75% of the basic skills English and Math students who receive food, book or transportation vouchers will enroll in the next level course.
B4. B. Basic skills persistence will increase in a 2% within a year timeframe.
B4. C. Basic skills completion will increase in a 3% for the targeted groups within a year timeframe.
ESL AND BASIC SKILLS COMPLETION
ESL AND BASIC SKILL COMPLETION

Indicator Definition: ESL and Basic Skills Completion

The 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 ESL or basic skills course.

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy. Calculate ESL and Basic Skill completion rates by dividing:

<table>
<thead>
<tr>
<th>Rate of ESL and Basic Skills Completion</th>
<th>Denominator</th>
<th>Numerator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of ESL and Basic Skills Completion</td>
<td>The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year</td>
<td>The # of students out of ( \leftarrow ) (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of students who complete a final ESL or basic skills course with an A, B, C or credit</th>
<th>The number of students out of ( \leftarrow ) (the denominator) that complete a degree applicable course with an A, B, C, or credit</th>
<th>The rate of progress from ESL and Basic Skills to degree-applicable course completion</th>
<th>Total (all student average) completion rate</th>
<th>Comparison to the all student average (Percentage point difference with +/- added)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td>25</td>
<td>1</td>
<td>4%</td>
<td>32%</td>
<td>-28</td>
</tr>
<tr>
<td>Asian</td>
<td>47</td>
<td>14</td>
<td>30%</td>
<td>32%</td>
<td>-2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>50</td>
<td>21</td>
<td>42%</td>
<td>32%</td>
<td>+10</td>
</tr>
<tr>
<td>Latino or Latino</td>
<td>1,053</td>
<td>294</td>
<td>28%</td>
<td>32%</td>
<td>-4</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>10</td>
<td>7</td>
<td>70%</td>
<td>32%</td>
<td>+38</td>
</tr>
<tr>
<td>White</td>
<td>445</td>
<td>182</td>
<td>41%</td>
<td>32%</td>
<td>+9</td>
</tr>
<tr>
<td>Some other race</td>
<td>118</td>
<td>44</td>
<td>37%</td>
<td>32%</td>
<td>+5</td>
</tr>
<tr>
<td>Filipino</td>
<td>22</td>
<td>7</td>
<td>32%</td>
<td>32%</td>
<td>0</td>
</tr>
<tr>
<td>All Students</td>
<td>1,770</td>
<td>570</td>
<td>32%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>688</td>
<td>201</td>
<td>29%</td>
<td>32%</td>
<td>-3</td>
</tr>
<tr>
<td>Females</td>
<td>1,035</td>
<td>354</td>
<td>34%</td>
<td>32%</td>
<td>+2</td>
</tr>
<tr>
<td>Unknown</td>
<td>47</td>
<td>15</td>
<td>32%</td>
<td>32%</td>
<td>0</td>
</tr>
<tr>
<td>Current or former foster youth</td>
<td>27^</td>
<td>5^</td>
<td>18%^</td>
<td>32%</td>
<td>-14^</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>225</td>
<td>69</td>
<td>31%</td>
<td>32%</td>
<td>-1</td>
</tr>
<tr>
<td>Low-income students</td>
<td>1,039</td>
<td>288</td>
<td>28%</td>
<td>32%</td>
<td>-4</td>
</tr>
<tr>
<td>Veterans</td>
<td>24^</td>
<td>11^</td>
<td>46%^</td>
<td>32%</td>
<td>+14^</td>
</tr>
<tr>
<td>Athletes</td>
<td>33^</td>
<td>13^</td>
<td>39%^</td>
<td>32%</td>
<td>+7^</td>
</tr>
</tbody>
</table>

Note: All data from CCCCO Basic Skills Completion Report 2015 for the 2008-09 Cohort Year except Foster Youth, Veterans, and Athletes from local report mimicking the CCCCO report methodology using 2009-10 Cohort Year (2008-09 unavailable).^Data from local report mimicking the CCCCO BS Completion report methodology.
Overview

In an effort to reduce this inequity, a Basic Skills Retention Specialist will be hired to help build close relationships and support between peers and staff. The position will also coordinate tutoring efforts for non-native speakers. In addition, a bilingual math lab coordinator will be hired to help provide math-tutoring support in students’ home language. This effort is supported by empirical research. For example, Smith (2010) found that participating in curricular arrangements that developed close relationships and feelings of support positively impacted Basic Skills students who speak English as a second language. The study’s findings suggest that institutions can support basic skills students by creating environments to work with their peers. Furthermore, the study found that receiving tutoring was more important for non-native English speakers than for native English speakers. The majority of Gavilan College’s E.S.L. Students are Latino. The Arteaga (2015) study stressed the importance of providing culturally relevant counseling services as part of the student’s graduation and transfer pathways. As part of this plan two counseling positions will help provide cultural relevant support to students. Realizing that on average less than 10% of students beginning Basic Skills two levels below transfer level ever make it to a college level math/English class, Basic Skills Course completion is vital to overall academic persistence and success. Enrollment in basic skills courses can decrease a community college student’s odds of transferring to a four-year university. (Crisp and Delgadillo, 2013). Therefore, finding identifying strategies and interventions leading to higher levels of basic skills course completion is essential in improving Gavilan’s transfer rates.

Conclusions: Disproportionately Impacted Student Groups

The American Indian / Alaska Native and Foster Youth groups have the largest gaps with -28 and -14, respectively. Due to the size of American/Alaska this group won’t be targeted this time. The next largest greatest gaps are for Latino and Low-income groups at -4 percentage points, and Disabilities with -1. Setting aside the Disabilities group because it’s gap is well within a “closed gap” bracket of -3 to +3, leaves Latino, Low-income and Foster Youth as target groups. Both Latino and Low Income have cohort sizes of about 1,000 and represent the largest cohorts in this outcomes indicator.

<table>
<thead>
<tr>
<th>Equity Gap</th>
<th>Student Group</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>Example Group</td>
<td>7%</td>
<td>.07</td>
<td>1457</td>
<td>101</td>
</tr>
<tr>
<td>Largest Gap</td>
<td>Latino</td>
<td>4%</td>
<td>0.04</td>
<td>1,053</td>
<td>42</td>
</tr>
<tr>
<td>Second Largest</td>
<td>Low-income</td>
<td>4%</td>
<td>0.04</td>
<td>1,039</td>
<td>42</td>
</tr>
<tr>
<td>Third Largest</td>
<td>Foster Youth</td>
<td>-14</td>
<td>0.14</td>
<td>27</td>
<td>4</td>
</tr>
</tbody>
</table>

Student Equity Plan 14
Graph 5 below depicts the percentage of rate to progress from ESL to Basic Skills rate (red bars) vs. the total completion rate (blue line).

Graph 5
Graph 6 below shows the gap and makes evident the groups that show disadvantages.

**Graph 6**: Red Arrow shows target group(s).

### ESL & BASIC SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Gain or Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td>-28</td>
</tr>
<tr>
<td>Asian</td>
<td>-2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>10</td>
</tr>
<tr>
<td>Latino or Other Pacific Islander</td>
<td>-4</td>
</tr>
<tr>
<td>White</td>
<td>9</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>5</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
</tr>
<tr>
<td>Males</td>
<td>-3</td>
</tr>
<tr>
<td>Females</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
</tr>
<tr>
<td>Current or Former Foster Youth</td>
<td>-14</td>
</tr>
<tr>
<td>Individuals with Disabilities</td>
<td>-1</td>
</tr>
<tr>
<td>Low-income Students</td>
<td>-4</td>
</tr>
<tr>
<td>Veterans</td>
<td>14</td>
</tr>
<tr>
<td>Athletes</td>
<td>7</td>
</tr>
</tbody>
</table>
GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL C.
The goal is to improve ESL and basic skills completion for the following target populations identified in the College research as experiencing a disproportionate impact:

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>-14</td>
<td>-12</td>
<td>2017</td>
</tr>
<tr>
<td>Latino</td>
<td>-4</td>
<td>-2</td>
<td>2017</td>
</tr>
<tr>
<td>Low Income</td>
<td>-4</td>
<td>-2</td>
<td>2017</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>-1%</td>
<td>0</td>
<td>2017</td>
</tr>
</tbody>
</table>

*Expressed as either a percentage or number

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1: Fresh Success Support Center
- Activity Type(s)

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

  - Student Services or other Categorical Program
  - Research and Evaluation

  - Target Student Group(s) & # of Each Affected*:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1</td>
<td>Low Income</td>
<td>3,000</td>
<td>5%</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>5352</td>
<td>2%</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Foster Youth</td>
<td>166</td>
<td>3%</td>
<td>5</td>
</tr>
</tbody>
</table>

- Activity Implementation Plan
  - Fund 4-5% of 4 staff members (counselor, specialist, coordinator, office assistant and administrator) and supportive services such as books, transportation, employment development for the Fresh Success for the CalWORKs office to provide 1-1 support to the students enrolled in CTE, ESL, GED, Adult Ed, CWE courses to support them to eliminate barriers to course completion and increase units enrolled.
  - These 150+ students would not be eligible for and/or participate in other categorical programs at Gavilan.
  - Participants must be eligible and/or participating in the Fresh Success E & T program and enrolled in at least one course that has a CTE top code or 4930-4932 (ESL) or work experience (CWE), GED, adult basic Ed.
  - Focus would be on assessing existing barriers in effort to reduce and/or eliminate barriers, assist with the completion of the matriculation process (orientation, Ed Plans, Assessment), provide early alert & follow up support, work based learning/employment skill development, job development and placement, career and personal counseling, books, transportation as well as financial literacy.
<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1</td>
<td>3/1/2016 to 12/1/2017</td>
<td>$30,000</td>
<td>120,000 from general funds, 120,000 federal funds</td>
</tr>
</tbody>
</table>

- **Measurable outcomes:**
  A. 100% of the participant students will meet with counselor to complete registration and orientation to be part of Fresh Success.
  B. 70% of the students’ participants will enroll in the next academic term.
  C. 70% of participant students will complete Ed Plan during their first semester.
  D. 70% of the students retained unsubsidized or keep full time employment.
  E. 70% of the students maintain 2.0 GPA.
  F. Increase student unit enrollment by 4%.
  G. Increase course completion by 4% within 1 year.

- **Link to Goal**
  A Georgetown University report forecasts that by 2018, 63 percent of jobs will require at least some postsecondary education. As evidenced by Gavilan College’s equity plan data; student populations such as: low income, Latino, foster youth and those with a verified disability experience personal, financial and institutional challenges at a higher rate than their peers in completing a degree or certificate. Moreover, most of these populations enroll in classes without understanding, which programs lead to jobs, and leave college without substantially increasing their employability. These students need to be supported along a clear pathway to community college completion, and pragmatic occupational choices.

  DeAnza College coordinated Cal SUCCESS in 2009/2010 on which Fresh Success is based. Student surveys revealed that after participating in this program:
  ✓ 90% took more units per semester
  ✓ 91% stated the program helped them stay in school.

  Students will be assessed to identify barriers to successfully obtaining their personal, career and academic goals. Students will receive supportive services such as books, transportation assistance, academic counseling, early alert/progress monitoring, matriculation, ancillary, job readiness, tutoring, and case management with County as well as community resources to eliminate barriers.

- **Evaluation**
  - New Fresh Success participants’ academic progress will be tracked by using quantitative measures (ESL, CTE, CWE, GED and Basic skills completion). Students will be also assessed in College Identity and self-awareness by using Non-cognitive instruments.
  - Students Reading, English, Math will be tracked for remedial (below college level) to see how many make it to the transfer level and how long it takes them. Most measures will be quantitative due to the volume of students.
  - A focus group will be conducted with Foster Youth students that are part of the Fresh Success program to determine the effect of the support services provided by the center
  - Pre- and post-semester surveys
  - Extraction of success and completion of Basic Skills, ESL, CTE and GED using scorecard and also internal data (end of the semester).
C.2: Hire full time Retention Specialist for Basic Skills

- **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
<td>Direct Student Support</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

- **Target Student Group(s) & # of Each Affected***:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.2.</td>
<td>Latino</td>
<td>3,000</td>
<td>14%</td>
<td>427</td>
</tr>
<tr>
<td>Basic Skills English</td>
<td>488</td>
<td>100%</td>
<td>488</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Math</td>
<td>500</td>
<td>100%</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>166</td>
<td>36%</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

- **Activity Implementation Plan**

  - Hire FT Person (w/SSSP) to provide EOPS model of student support for 400 level Basic Skills students.
  - The Retention Specialist performs paraprofessional work that involves in-reach and referral, leading to increased student retention and success.
  - Peer mentors provide in class liaison with faculty for immediate classroom support and referral to Retention Specialist.

<table>
<thead>
<tr>
<th>ID</th>
<th>Timeline(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.2.</td>
<td>1/15/2016 to 1/15/2017</td>
<td>$70,000</td>
<td></td>
</tr>
</tbody>
</table>

- **Measurable Outcomes**

  A. Decrease the Latino student gap from (-4%) to (-2%) in course completion by 2017.
  B. Increase Basic skills course completion by 2% in an academic year.
  C. Decrease former or current foster youth success gap by 2% points from (-14%) to (-12%)

- **Link to Goal**

  The Retention Specialist will work closely with students to assure they remain in their classes by providing 1-1 meetings connecting them to SI and peer leaders, as well as referral to any other support needed. The Retention Specialist will perform a series of interventions and continuity for Basic Skills students. Peer leaders will liaise with faculty to create easier opportunities for students to ask questions, to optimize their strengths and identify and reduce challenges with the course material.

- **Evaluation**

  - Basic skills students will be tracked for course persistence and completion.
  - In addition, there will be student satisfaction surveys for the peer mentor process and for the evaluation of the Retention Specialist service
  - Each activity will be measured after it concludes
  - Students will be tracked on a semester basis
  - Campus surveys will be conducted on a semester basis as well.

---

*Note: The table cells are not visible in the text.*
C.3: Hire Part-time Basic Skills Counselor

- **Activity Type(s)**

<table>
<thead>
<tr>
<th></th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

- **Target Student Group(s) & # of Each Affected***:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.3.</td>
<td>Latino</td>
<td>1053</td>
<td>3%</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Basic Skills English</td>
<td>1770</td>
<td>10%</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td>Low Income</td>
<td>1039</td>
<td>4%</td>
<td>42</td>
</tr>
</tbody>
</table>

- **Activity Implementation Plan**

  Fund 40% of the salary for a Basic skills FT Counselor who will provide "whole student" counseling (learning, academic, career goal, orientation, peer mentoring among other) Counselor will outreach with classrooms visits, presentations, orientations, 1-1 apppt.

<table>
<thead>
<tr>
<th>ID</th>
<th>Timeline(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.3.</td>
<td>2/15/2016 to 2/15/2017</td>
<td>$18,666</td>
<td>$23,000 SSSP, BSI</td>
</tr>
</tbody>
</table>

- **Measurable Outcomes**

  A. Increase outreach to Latino and Basic Skills students for counseling support by 150 students Spring 2016, Fall 2016, and Spring 2017.
  B. 50 additional students are counseled into accelerated courses Spring 2016, Fall 2016, and Spring 2017.
  C. Offer one new Guidance 210 class for Basic Skills students Spring 2016, Fall 2016, and Spring 2017.

- **Link to Goal**

  The Basic skills counselor will provide complete student counseling services addressing academic learning, academic goals, career goals, guiding them into college life, referring them to peer mentoring, identifying those ready to enroll in accelerated courses. The counselor will conduct classrooms visits, working closely with instructors, will do presentations and set up 1-1 appointment supporting ESL and Basic skills students toward their class completion.

- **Evaluation**

  - Basic skills students will be tracked for course ESL, Math and English completion.
  - Number of students participating in the outreach campaigns will be counted and tracked
  - Number of students enrolling in the accelerated 210 Classes will be counted and tracked
  - The quantitative data will be analyzed using SARS, GIDS, and Scorecard data
  - Each activity will be measured after it concludes
  - Students will be tracked on a semester basis
  - Campus surveys will be conducted on a semester basis as well.
C.4: Bilingual Math Lab Coordinator

- **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Services or other</td>
<td>Coordination/Planning</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Curriculum/Course</td>
<td>Development or Adaptation</td>
</tr>
</tbody>
</table>

- **Target Student Group(s) & # of Each Affected***:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.4.</td>
<td>Latino</td>
<td>1053</td>
<td>4%</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Basic Skills -Math</td>
<td>800</td>
<td>10%</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Low Income</td>
<td>1039</td>
<td>4%</td>
<td>42</td>
</tr>
</tbody>
</table>

- **Activity Implementation Plan**

The Math Lab coordinator will be a new half-time tutoring specialist/coordinator position. This will allow the Math Lab to add 30+ hours. The Lab coordinator will have credentials and the ability to tutor and work with tutors for Basic Skills students. This position will enable the Math Lab to begin to offer tutoring specialist services in Hollister and/or Morgan Hill sites. This expansion to the off-sites is an important step to bringing support services to Hollister and Morgan Hill. This will also assist in fulfilling an accreditation requirement for the College to provide equivalent support services at each of its locations.

<table>
<thead>
<tr>
<th>ID</th>
<th>Timeline(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.4</td>
<td>12/15/2015 to 12/15/2016</td>
<td>$25,000</td>
<td></td>
</tr>
</tbody>
</table>

- **Measurable Outcomes**

A. Students receiving tutoring services will be tracked for persistence/completion data.
B. Create a baseline of completion/success rate for the students served in the center.

- **Link to Goal**

- The Math lab will begin expansion to one or both (or all three with Coyote Valley of the off-sites). This will allow more students to be served.
- The use of the Math lab during the slower hours will increase as the students realize there is a Tutoring Specialist they can count on seeing there every day. This will be measured using the Timekeeper system.
- Having a bilingual coordinator will allow math tutoring in their home language thus more consistency to follow up on errors, doubts and confidence level with the materials as well as assuring assignment instructions are clearly understood.

- **Evaluation**

- The use of the Math lab during the slower hours will increase as the students realize there is a tutoring specialist they can count on seeing every day. This will be measured using the Timekeeper system.
- Students success in Math classes will be tracked on a semester basis
- Math Lab center satisfaction surveys will be conducted on a semester basis as well
C.5: Nettutor

- **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
<td>X Direct Student Support</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

- **Target Student Group(s) & # of Each Affected***:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.5.</td>
<td>Latino</td>
<td>1053</td>
<td>15%</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>Low Income</td>
<td>1039</td>
<td>15%</td>
<td>156</td>
</tr>
</tbody>
</table>

- **Activity Implementation Plan**

  - The new online tutoring system will be installed and launched Spring 2016. A series of training and marketing efforts will be conducted prior to and during the term. (This will replace the SmarThinking product used in 14-15)
  - The system will be available for students to access at any point during the remainder of the calendar year.
  - The new online tutoring system will be installed and launched Spring 2016. A series of training and marketing efforts will be conducted prior to and during the term. The system will be available for students to access at any point during the remainder of the calendar year.

<table>
<thead>
<tr>
<th>ID</th>
<th>Timeline(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.5</td>
<td>12/15/2015 to 12/15/2016</td>
<td>$7,500</td>
<td></td>
</tr>
</tbody>
</table>

- **Measurable Outcomes**

  - 80% of students utilizing the service will report improvement in their content knowledge and likelihood for success in the targeted course.

- **Link to Goal**

  It is important to offer students access to additional online tutoring when in person tutoring is not available. Gavilan College serves several rural communities where transportation can be an issue for its low income and Latino student populations. Therefore, access to online tutoring may be the only tutoring support some students can afford to access to help in their course completion.

- **Evaluation**

  - The use of the Nettutoring tool will be measured using the system feedback dashboard.
  - Students’ success in Tutored subjects will be tracked on a semester basis
  - (Math) Tutoring center satisfaction surveys will be conducted on a semester basis as well.
Activities to Improve ESL & Basic Skills Course Completion for Target Student Groups
C1: Fresh Success Support Center
C2: Retention Specialist
C3: Basic Skills Coordinator
C4: Math Lab Coordinator
C5: Nettutor

Expected Outcomes for Target Student Groups
C.1. A. 100% of the participant students will meet with counselor to complete registration and orientation to be part of Fresh Success.
C.1. B. 70% of the students’ participants will enroll in the next academic term.
C.1. C. 70% of participant students will complete Ed Plan during their first semester.
C.1. D. 70% of the students retained unsubsidized or keep full time employment
C.1. E. 70% of the students maintain 2.0 GPA
C.1. F. Increase student unit enrollment by 4%.
C.1. G. Increase course completion by 4% within 1 year
C.2. A. Decrease the Latino student gap from (-4%) to (-2%) in course completion by 2017.
C.2. B. Increase Basic skills course completion by 2% in an academic year.
C.2. C. Decrease former or current foster youth success gap by 2% points from (-14%) to (-12%)
C.3. B. 50 additional students are counseled into accelerated courses Spring 2016, Fall 2016, and Spring 2017.
C.4. A. Students receiving tutoring services will be tracked for persistence/completion data.
C.5. A. 80% of students utilizing the service will report improvement in their content knowledge and likelihood for success in the targeted course.
Degree and Certificate Completion
# DEGREE AND CERTIFICATE COMPLETION

## Degree and Certificate Completion

The 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 as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

<table>
<thead>
<tr>
<th>Rate</th>
<th>Denominator</th>
<th>Numerator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree and Certificate Completion</td>
<td>The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.</td>
<td>The number of students out of (the denominator) that earned a degree or certificate within one or more years, as decided by the College.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree</th>
<th>The number of students out of (the denominator) who earned a degree or certificate within one or more years.</th>
<th>The rate of degree and certificate completion</th>
<th>Total (all student average) completion rate</th>
<th>Comparison to the all student average (Percentage point difference with +/- added)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td>9</td>
<td>2</td>
<td>22%</td>
<td>25%</td>
<td>-3</td>
</tr>
<tr>
<td>Asian</td>
<td>37</td>
<td>10</td>
<td>27%</td>
<td>25%</td>
<td>+2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>23</td>
<td>3</td>
<td>13%</td>
<td>25%</td>
<td>-12</td>
</tr>
<tr>
<td>Latino or Latino</td>
<td>474</td>
<td>106</td>
<td>22%</td>
<td>25%</td>
<td>-3</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>8</td>
<td>1</td>
<td>13%</td>
<td>25%</td>
<td>-12</td>
</tr>
<tr>
<td>White</td>
<td>351</td>
<td>105</td>
<td>30%</td>
<td>25%</td>
<td>+5</td>
</tr>
<tr>
<td>Filipino</td>
<td>14</td>
<td>7</td>
<td>50%</td>
<td>25%</td>
<td>+25</td>
</tr>
<tr>
<td>Unknown</td>
<td>87</td>
<td>21</td>
<td>24%</td>
<td>25%</td>
<td>-1</td>
</tr>
<tr>
<td>All Students</td>
<td>1,003</td>
<td>255</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>422</td>
<td>86</td>
<td>20%</td>
<td>25%</td>
<td>-5</td>
</tr>
<tr>
<td>Females</td>
<td>562</td>
<td>167</td>
<td>30%</td>
<td>25%</td>
<td>+5</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>2</td>
<td>11%</td>
<td>25%</td>
<td>-14</td>
</tr>
<tr>
<td>Current or former foster youth</td>
<td>25</td>
<td>1</td>
<td>4%</td>
<td>17%^</td>
<td>-13</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>84</td>
<td>26</td>
<td>31%</td>
<td>25%</td>
<td>+6</td>
</tr>
<tr>
<td>Low-income students</td>
<td>623</td>
<td>171</td>
<td>27%</td>
<td>25%</td>
<td>+2</td>
</tr>
<tr>
<td>Veterans</td>
<td>24</td>
<td>2</td>
<td>20%</td>
<td>17%^</td>
<td>+3</td>
</tr>
<tr>
<td>Athletes</td>
<td>65</td>
<td>18</td>
<td>28%</td>
<td>17%^</td>
<td>+11</td>
</tr>
</tbody>
</table>

Note: All data from CCCCO Scorecard Report 2015 using the 2008-09 Cohort except Foster Youth, Veterans, and Athletes from local report mimicking the CCCCO report methodology using 2009-10 Cohort Year (2008-09 unavailable). This local tracking report produces a somewhat different total cohort than the CCCCO report due to access to students without valid SSN’s and more complete data than that sent to the CCCCO in MIS files but not access to all system-wide data. Thus its award rate for all students differs and is used in this table where local data is used for comparison consistency.

^ Award rate for all students from local report mimicking the CCCCO report methodology (see note above).
Overview
A Program Specialist will be hired to extend best practices that help students get connected with intrusive case management, personalized guidance from various staff, events with substantial advertising to ensure it is worth the student’s time, personal phone calls from staff to explain major events, workshops on the use of technology, and access to a laptop loan program. This effort is supported by research that focused on students that do not graduate even after attending college for more than a year. Bers and Shetz (2014) recognize that many interventions focus on first year success, but that many students will complete more than a year of college course credit without completing a degree or transferring. They explored why students left college without completing their degree, and referred to the students and “nearbies”, who were close to completion who leave higher education. They found that the students did not complete their degrees for several reasons. First, the students expressed dissatisfaction with formal advising which they found was too general and brief to be of any benefit. They expressed the need for more personalized guidance than they had been offered. These students also observed that they were “stretched” for time. They typically worked part- or full time while they were enrolled in college. The lack of time that the students experienced made them weary of wasting time and money by taking courses that did not count toward their degrees or transferring. When asked if they would attend a campus event, they were doubtful unless they were offered details that the event was worth their limited time. Another key finding was that students had low expectations for the quality of instruction and faculty. Technology was also a major point of concern because the students found technological barriers to course mastery and completion. They cited it was more difficult for many of them to master the technological proficiency required to pass the course than mastering the course content.

Conclusions: Disproportionately Impacted Student Groups
Setting aside African-American, Pacific Islander, and Unknowns as having cohort sizes too small to be reliable or targetable, the groups with the next greatest gaps are Foster Youth with a gap of -13, Latino with a gap of -3, and Males with a gap of -5. All these groups are potential target groups for this metric.
Graph 7 below depicts the percentage of students that complete degree and certificates (red bars) vs. the total certificates completion rate (blue line).
Graph 8 below shows the gap and makes evident the groups that show disadvantages Red Arrow shows target group(s).
GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.
The goal is to improve degree and certificate completion for the following target populations identified in the College research as experiencing a disproportionate impact:

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>-13</td>
<td>-10</td>
<td>2017</td>
</tr>
<tr>
<td>Males</td>
<td>-5</td>
<td>No gap</td>
<td>2017</td>
</tr>
<tr>
<td>Latinos</td>
<td>-3</td>
<td>No gap</td>
<td>2017</td>
</tr>
</tbody>
</table>

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1: TRIO and MESA Programs Specialist

- **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

- **Target Student Group(s) & # of Each Affected***:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1</td>
<td>Latino*</td>
<td>474</td>
<td>3%</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Males*</td>
<td>422</td>
<td>5%</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Foster Youth*</td>
<td>25</td>
<td>13%</td>
<td>3</td>
</tr>
</tbody>
</table>

*Number of first time students who enrolled in the base year with the purpose to obtain certificate/degree.

- **Activity Implementation Plan**

Hire a Program Specialist (Retention Specialist) funded in part by Equity & additional funding from TRIO.

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1</td>
<td>02/01/2016 to 02/01/2017</td>
<td>$25,000</td>
<td>$45,485 TRIO Grant</td>
</tr>
</tbody>
</table>

- **Link to Goal**

Make the MESA and TRIO Programs a more robust avenue for students to receive tutoring, academic support, college and transfer orientations so students find themselves more likely to access services, work in teams, express their doubts, connect with peers and seek and pursue transfers goals increasing the percentage of them that indeed file for a certificate and or degree and apply for 4 year universities.
Measurable Outcomes

A. Increase the TRIO Program degree and certificate completion by 3% in an academic year.
B. Increase the MESA program transfer rates by 2% each academic year to meet grant requirement of 55%.
C. Serve an additional 60 students more than the grant requirement of serving 140 students per academic year to serve a total of 200 students for the federal reporting year. Expand MESA service numbers by 20 students that meet the ASEM category.

Evaluation

- Participants will be tracked (quantitative) during their academic year evaluating their progress.
- Graduation data will be disaggregated by program participants (MESA/TRIO) establishing the number of graduates that have received MESA/TRIO services.
- NSC Data will be requested to see number of students transfers.
- Data will be collected via Blumen database software and SARS for the whole academic year.
- Director of Research will receive ID's of MESA/TRIO participants to track in their progress and degree acquisition.

D.2: Mental Health support services

- Activity Type(s)

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td>X Direct Student Support</td>
</tr>
</tbody>
</table>

- Target Student Group(s) & # of Each Affected*:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.2.</td>
<td>Latino*</td>
<td>474</td>
<td>15%</td>
<td>71</td>
</tr>
<tr>
<td>Males*</td>
<td>422</td>
<td>15%</td>
<td>63</td>
<td></td>
</tr>
</tbody>
</table>

*Number of first time student who enrolled in the based year with the purpose to obtain certificate/degree.

- Activity Implementation Plan

Gavilan College will contract with local community service agency to provide mental health support to Gavilan College's Students. Mental health assistance must be delivered by a certified mental health professional. Given the course completion inequity among low income students, services will be restricted to verified low income Gavilan students. Income verification will be based upon financial aid status or review of tax information. Services will be advertised to low income students and a referral system will be developed so that faculty and staff can refer students to the service.

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.2.</td>
<td>02/01/2016-02/01/2017</td>
<td>$20,000</td>
<td></td>
</tr>
</tbody>
</table>
Link to Goal

- While nearly 90% of California Community Colleges have some sort of Mental Health Services (ACHA-NCHA II SP2010), Gavilan College currently operates without direct mental health service. The Activity ensures that as a Latino Serving Institution that students are provided the same intervention and prevention services as other colleges. Appropriate services are intended to impact greater course completion.
- Gavilan College’s Office of Institutional Research surveyed students and found that 38.9% of respondents reported being so depressed that it was difficult to function. 63.3% reported overwhelming anxiety and 90.7% reported that they were overwhelmed. Providing mental health services will act as an appropriate intervention in helping students complete their courses.

- Measurable Outcomes
  A. Increased coordination of services to support students experiencing mental health related challenges yielding to a baseline number of students served.
  B. Documented incidences of students needing interventions using Maxient and creating a Behavior Intervention Team.

- Evaluation
  - Follow up surveys with students receiving services.
  - Review with mental health professionals to assess trends, effectiveness of services, additional resource needs, etc.

D.3: Student Life- Inreach Student Development

- Activity Type(s)

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td>Direct Student Support</td>
</tr>
</tbody>
</table>

- Target Student Group(s) & # of Each Affected*:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.3</td>
<td>Latino*</td>
<td>474</td>
<td>15%</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Males*</td>
<td>422</td>
<td>15%</td>
<td>63</td>
</tr>
</tbody>
</table>

*Number of first time student who enrolled in the based year with the purpose to obtain certificate/degree

- Activity Implementation Plan

The student development position will coordinate Clubs with ASGC; oversee the Peer Mentors in the Welcome Center and Student Ambassadors and link student leaders on campus to the Leadership certificate process; research best practices in Student Development and review other colleges’ models; work with Title V grant on bridging the Service Learning and Civic Engagement components with our students. Overall, to create a more robust, centralized, and focused Student Life program on campus. This will include exploration of culturally-specific programs, such as a Dreamers Club.

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.3</td>
<td>02/01/2016-02/01/2017</td>
<td>$28,000amarin</td>
<td></td>
</tr>
</tbody>
</table>
• **Link to Goal**
According to Astins (1999) model of student development, the quantity and quality of the psychological and physical energy a student invests in his/her college experience impacts student learning and personal development. This position will facilitate activities and programing to further engage students in extracurricular activities to develop leadership, community and college awareness and engagement, and additional life skills. Furthermore, the student development position will help to create an environment that fosters a sense of belonging on campus that their academic achievement is evident in the form of GPA’s (Nora and Cabrera, 1996; Nora et al. 1996). GPAs are reflective of positive course completion. The activity will help to foster the sense of belonging resulting in an increase course completion.

• **Measurable Outcomes**
A. Increased numbers of students involved in on-campus activities.
B. Increased linkage/coordination between different student-centered activities and programs on campus.
C. Creation of a campus Student Life advisory committee.
D. Increased numbers of students enrolling in the Leadership certificate program.

• **Evaluation**
- Conduct Focus Groups to explore needs of student life to support students to complete requirements for graduation.
- Conduct Student surveys to determine the main aspects that need support for degree and certificates acquisition.
- Track students who are served on degrees and certificates attained.

**Activities to Improve Degree and Certificate Completions for Target Student Groups**
D1: TRIO/MESA Follow up specialist.
D2: Mental Health Support services.
D3: Student Life: In-reach Development.

**Expected Outcomes for Target Student Groups**

**D1**
A. Increase the TRIO Program degree and certificate completion by 3% in an academic year.
B. Increase the MESA program Transfer rates by 2% each academic year to meet grant requirement of 55%.
C. Serve an additional 60 students more than the grant requirement of serving 140 students per academic year to serve a total of 200 Students for the federal reporting year. Expand MESA service numbers by 20 students that meet the ASEM category.

**D2**
A. Increased coordination of services to support students experiencing mental health related challenges.
B. Documented incidences of students needing interventions using Maxient and creating a Behavior Intervention Team.

**D3**
A. Increased numbers of students involved in on-campus activities.
B. Increased linkage/coordination between different student-centered activities and programs on campus.
C. Creation of a campus Student Life advisory committee
D. Increased numbers of students enrolling in the Leadership certificate program
TRANSFER
TRANSFER

The 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. Calculate transfer rates by dividing:

<table>
<thead>
<tr>
<th>Rate</th>
<th>Denominator</th>
<th>Numerator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English</td>
<td>The number of students out of the denominator who actually transfer after one or more years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English</th>
<th>The number of students out of the denominator who actually transfer after one or more (up to six) years</th>
<th>The transfer rate</th>
<th>Total (all student average) transfer rate</th>
<th>Comparison to the all student average (Percentage point difference with +/- added)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaska Native</td>
<td>9</td>
<td>2</td>
<td>22%</td>
<td>32%</td>
<td>-10</td>
</tr>
<tr>
<td>Asian</td>
<td>37</td>
<td>22</td>
<td>59%</td>
<td>32%</td>
<td>+27</td>
</tr>
<tr>
<td>Black or African American</td>
<td>23</td>
<td>8</td>
<td>35%</td>
<td>32%</td>
<td>+3</td>
</tr>
<tr>
<td>Latino or Latino</td>
<td>474</td>
<td>113</td>
<td>24%</td>
<td>32%</td>
<td>-8</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>8</td>
<td>4</td>
<td>50%</td>
<td>32%</td>
<td>+18</td>
</tr>
<tr>
<td>White</td>
<td>351</td>
<td>133</td>
<td>38%</td>
<td>32%</td>
<td>+6</td>
</tr>
<tr>
<td>Filipino</td>
<td>14</td>
<td>6</td>
<td>43%</td>
<td>32%</td>
<td>+11</td>
</tr>
<tr>
<td>Unknown</td>
<td>87</td>
<td>32</td>
<td>37%</td>
<td>32%</td>
<td>+5</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td><strong>1003</strong></td>
<td><strong>320</strong></td>
<td><strong>32%</strong></td>
<td><strong>32%</strong></td>
<td><strong>-1</strong></td>
</tr>
<tr>
<td>Males</td>
<td>422</td>
<td>176</td>
<td>31%</td>
<td>32%</td>
<td>-1</td>
</tr>
<tr>
<td>Females</td>
<td>562</td>
<td>176</td>
<td>34%</td>
<td>32%</td>
<td>+3</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>1</td>
<td>5%</td>
<td>32%</td>
<td>NA</td>
</tr>
<tr>
<td>Current or former foster youth^</td>
<td>46^</td>
<td>5^</td>
<td>11%^</td>
<td>17%^</td>
<td>-6%^</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>84</td>
<td>16</td>
<td>19%</td>
<td>32%</td>
<td>-13</td>
</tr>
<tr>
<td>Low-income students</td>
<td>623</td>
<td>158</td>
<td>25%</td>
<td>32%</td>
<td>-7</td>
</tr>
<tr>
<td>Veterans^</td>
<td>25^</td>
<td>2^</td>
<td>8%^</td>
<td>17%^</td>
<td>-9%^</td>
</tr>
<tr>
<td>Athletes^</td>
<td>74^</td>
<td>28^</td>
<td>38%^</td>
<td>17%^</td>
<td>+21%^</td>
</tr>
</tbody>
</table>
Note: All data from CCCCO Scorecard Report 2015 using the 2008-09 Cohort except Foster Youth, Veterans, and Athletes from local report mimicking the CCCCO report methodology using 2008-09 Cohort Year. This local tracking report produces a somewhat different total cohort than the CCCCO report due to access to students without valid SSN’s and more complete data than that sent to the CCCCO in MIS files but not access to system wide data. Thus its transfer rate for all students differs and is used in this table where local report data is used for comparison consistency.

Counts and rates for students from local report mimicking the CCCCO report methodology (see note above).

Overview
Laden (1999) emphasized the role of transfer centers in helping culturally diverse students become self-empowered. At the centers four-year college representatives regularly met with students about their motivational, application, and financial aid workshops. In an effort to meet the transfer needs of Gavilan College students this plan has included the development of a new Transfer Center Coordinator. The Transfer Center will become a hub for student information concerning transfer. Transfer centers are key in providing transfer support. The Transfer Center coordinator works closely with Counseling in Career/Transfer subcommittees, the CTE department, and Student Success counselors. The Transfer Coordinator will also work with the Student Life position to facilitate coordination of events that include a focus on transfer and graduation.

The Transfer Coordinator, a part time Veterans and DRC (Disability Resource Center) Counselor, and the coordination of free bus trips to four year universities will help to contribute to a strong transfer culture and ideology at Gavilan College, which is largely absent as reflected by the College’s inequities. Shaw and London (2001) explored the cultures and ideology associated with keeping the transfer commitment within community colleges. In their research, they found that colleges with a strong transfer culture were characterized by a commitment to transferring students, multiculturalism and student centeredness. This transfer culture was in contrast to other campuses in the study were defined by a culture and ideology that saw students as responsible for their own success. The College was rooted in an ideology of individualism. Faculty and administration believed that education only happened in the classroom. The ability for students to transfer was based on the students’ ability to track down information on their own (Shaw & London, 2001).

Conclusions: Disproportionately Impacted Student Groups
Setting aside the small groups of American Indian / Alaska Native as unreliable or not targetable, leaves the groups of Latino with a gap of -8 percentage points and Low-income with a gap of -7 percentage points as possible target groups for this success indicator. Other populations of interest will be Veterans students with reported disabilities.
<table>
<thead>
<tr>
<th>Equity Gap</th>
<th>Student Group</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example Group</td>
<td>7%</td>
<td>.04 x</td>
<td>1947 = 77</td>
<td></td>
</tr>
<tr>
<td>Largest</td>
<td>Latino</td>
<td>8%</td>
<td>0.08 x</td>
<td>474 = 38</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>Low-income</td>
<td>7%</td>
<td>0.07 x</td>
<td>623 = 44</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>Veterans</td>
<td>9%</td>
<td>0.09 x</td>
<td>25 = 2</td>
<td></td>
</tr>
</tbody>
</table>

The table shows the calculation for the number of first-time students who enrolled in 2011 and named transfer as their matriculation goal, labeled as "Lost."
Graph 9 below depicts the percentage of students that transfer (red bars) vs. the total transfer rate (blue line)
Graph 10 below shows the gap and makes evident the groups that show disadvantages.
GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.
The goal is to improve transfer for the following target populations identified in the College research as experiencing a disproportionate impact:

<table>
<thead>
<tr>
<th>Target Population(s)</th>
<th>Current gap, year</th>
<th>Goal*</th>
<th>Goal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans</td>
<td>-9</td>
<td>-7</td>
<td>2017</td>
</tr>
<tr>
<td>Disable Students</td>
<td>-13</td>
<td>-11</td>
<td>2017</td>
</tr>
<tr>
<td>Latino</td>
<td>-8</td>
<td>-6</td>
<td>2017</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>-6</td>
<td>-3</td>
<td>2017</td>
</tr>
<tr>
<td>Low Income</td>
<td>-7</td>
<td>-5</td>
<td>2017</td>
</tr>
</tbody>
</table>

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER
E.1: Part time Veterans and DRC (Disability Resource Center) Counselor

- **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

- **Target Student Group(s) & # of Each Affected***:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1</td>
<td>Student Veterans receiving DRC services &amp; those with disability ratings</td>
<td>25</td>
<td>100%</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>474</td>
<td>2%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Foster Youth</td>
<td>46</td>
<td>3%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Low Income/First Generation</td>
<td>623</td>
<td>2%</td>
<td>12</td>
</tr>
</tbody>
</table>

- **Activity Implementation Plan**
Fund 50% of Veterans Disabilities outreach specialist(s counselor) who would offer disability screenings, identify veterans and support them to their college journey.

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds***</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1</td>
<td>02/15/2016 to 02/15/2017</td>
<td>$18,666.67</td>
<td>SSSP $24,000</td>
</tr>
</tbody>
</table>

- **Link to Goal**
The Veterans Resource Center will be more equipped to offer services to Veterans to support them for them to complete classes and achieve transferring goals. The center will increase the number of veterans served as well as create a safe space for Veterans to be referred to additional resources.
• **Measurable Outcomes**
  A. Student transfer rate will increase in a 2% for Veterans and 1% for DRC in a semester basis.

• **Evaluation**
  - Data will be gathered on a semester basis by ensuring all new veterans are tracked and current are flagged.
  - Metrics such completion and transfer readiness will be measured at the end of each semester.
  - NSC Data request will include Veterans transfer ready students to see transfer rates.
  - Student satisfaction surveys with the center will be done on a semester basis.

**E.2: Career/ Transfer Coordinator**

• **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

• **Target Student Group(s) & # of Each Affected**: |

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.2.</td>
<td>Latino</td>
<td>474</td>
<td>15%</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Foster Youth</td>
<td>46</td>
<td>25%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Low Income</td>
<td>623</td>
<td>30%</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>Veterans</td>
<td>25</td>
<td>100%</td>
<td>25</td>
</tr>
</tbody>
</table>

• **Activity Implementation Plan**
  1. Restore Transfer/Career Center
  2. Provide Supplemental Instruction
  3. Offer a Transfer/career day on campus.
  4. Create calendar of university visits to Gavilan.
  5. Create Gavilan student visits to 4-year institutions.
  6. Create job placement, intern database and identify software for this purpose.
  7. Collaborate with categorical programs and general counseling to create support efforts leading to increased transfer and graduation rates of target populations.

<table>
<thead>
<tr>
<th>ID</th>
<th>Timeline(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.2</td>
<td>1/16/2016 to 1/16/2017</td>
<td>$80,868</td>
<td></td>
</tr>
</tbody>
</table>

• **Link to Goal**
  Provide strong and clear guidance to students transferring to 4 year universities by restoring the Transfer & Career Center. Offer Transfer/Career day on campus that allow students to be aware of requirements. Increase number of university rep visits, including Historically Black and other culturally specific institutions. Support students academically with supplemental instruction. Categorical programs support will increase the number of transfer ready students and those who express interest and apply to 4 year schools.
• **Measurable Outcomes (1 year)**
  A. Increase the number of students attending Transfer Day from 350 to 420
  B. Increase the number of students visiting the universities from 160 to 260
  C. Increase the number of Latino transfers by 2% from (-8%) to (-6%)
  D. Increase the number of Low Income transfers by 2% from (-7%) to (-5%)

• **Evaluation**
  ▪ All activities tracked by counts using BANNER and SARS.
  ▪ Students who attend to workshops and visits will be tracked to see how many of them enroll into 4 yr. school (data extraction)
  ▪ Additionally, campus surveys will be conducted to find out motives, interest and support needed for transferring.
  ▪ Each activity will be measured after it concludes.
  ▪ Students will be tracked on a semester basis.
  ▪ Campus surveys will be conducted on a semester basis as well.

E.3: Rent Buses for University visits

• **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td>Direct Student Support</td>
</tr>
</tbody>
</table>

• **Target Student Group(s) & # of Each Affected***:

<table>
<thead>
<tr>
<th>ID</th>
<th>Target Group(s)</th>
<th># Target Group</th>
<th>% to reach out</th>
<th># of Students affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.3</td>
<td>Latino</td>
<td>474</td>
<td>5%</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Foster Youth</td>
<td>46</td>
<td>10%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Low Income</td>
<td>623</td>
<td>20%</td>
<td>125</td>
</tr>
</tbody>
</table>

• **Activity Implementation Plan**

<table>
<thead>
<tr>
<th>ID</th>
<th>Timeline(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.3</td>
<td>5/15/2016 to 8/15/2016</td>
<td>$5,000</td>
<td></td>
</tr>
</tbody>
</table>

• **Link to Goal**
  ▪ Expose more students of color, low income, and first generation to 4-year institutions.

• **Measurable Outcomes**
  A. Increase the number of students participating in these visits from 160 to 220
  B. Increase the number of institutions visited.
  C. Host University visits with at least 30 prospective students per visit

• **Evaluation**
  ▪ Post visit surveys
  ▪ Collect data to see how many students who participated in the visits transferred and to which institutions.
Activities to Improve Access for Target Student Groups
E1: Veterans/DRC Counselor
E2: Career/Transfer Coordinator
E3: University visits (buses)

Expected Outcomes for Target Student Groups
E.1 A. Student transfer rate will increase in a 2% for Veterans and 1% for DRC in a semester basis.
E.2 A. Increase the number of students attending Transfer Day from 350 to 420
E.2 B. Increase the number of students visiting the universities from 160 to 260
E.2 C. Increase the number of Latino transfers by 2% from (-8%) to (-6%)
E.2 D. Increase the number of Low Income transfers by 2% from (-7%) to (-5%)
E.3 A. Increase the number of students participating in these visits from 160 to 220
E.3 B. Increase the number of institutions visited.
E.3 C. Host University visits with at least 30 prospective students per visit
OTHER COLLEGE- OR DISTRICT-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS

Gavilan College will make substantial efforts to provide professional development to staff and faculty concerning issues that impact student equity. McGrath and Tobia (2008) suggested that professional development of faculty, staff, and managers is essential in developing culturally effective institutions. Developing the faculty in culturally responsive teaching and learning strategies helps prioritize students’ cultures and put them at the center of the learning experience, while allowing diverse students to have a voice in the classroom. Furthermore, developing venues for reflective inquiry where faculty can critically examine pedagogical practice was important to professional development. For administrators, professional development can include the development of appreciative inquiry models. Furthermore, Cervantes (2015, 2013) highlights that in developing an equity-oriented campus culture, campus leaders, including faculty leaders, must be trained to be aware of contemporary multicultural issues, building awareness of racial inequities, and challenging assumptions that hinder student equity.

The acquisition of Maxient software will serve to help centralize the coordination of basic needs of students so that they can be successful in the various gateways such as course completion, transfer and graduation. These issues can include mental health as it relates to safety and esteem. It also includes getting students connected to resources to mitigate basic needs such as hunger and transportation. This effort is supported by Maslow’s (1954) hierarchy of needs which include the following: Physiological: hunger, thirst, bodily comforts, etc.; 2. Safety: out of danger; 3. Belongingness and Love: affiliate with others, be accepted; 4. Esteem: to achieve, be competent, gain approval and recognition.
GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1: Institutional Research (Equity Data)

- Indicators/Goals to be affected by the activity

<table>
<thead>
<tr>
<th>X Access</th>
<th>X Degrees and Certificate Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Course Completion</td>
<td>X Transfer</td>
</tr>
<tr>
<td>X ESL and Basic Skills Course Completion</td>
<td></td>
</tr>
</tbody>
</table>

- Activity Type(s)

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
<td>Direct Student Support</td>
</tr>
<tr>
<td>X Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

- Activity Implementation Plan

Conduct data analysis and provide support to all proposers to measure their outcomes and establish effectiveness of interventions

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1</td>
<td>1/15/2016 to 1/15/2017</td>
<td>$22,000</td>
<td>$70000 (General Fund)</td>
</tr>
</tbody>
</table>

- Measurable Outcomes

A. Provide support to each funded unit to track, measure and report on measurable outcomes.
B. Prepare yearly updates on Equity data (disproportionate impact, gap, 80% rule, students lost).
C. Support with the preparation of the Equity report by providing data and summary of analysis of interventions (units funded)

F.1: Professional Development

- Indicators/Goals to be affected by the activity

<table>
<thead>
<tr>
<th>X Access</th>
<th>X Degrees and Certificate Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Course Completion</td>
<td>X Transfer</td>
</tr>
<tr>
<td>X ESL and Basic Skills Course Completion</td>
<td></td>
</tr>
</tbody>
</table>

- Activity Type(s)

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
<td>Direct Student Support</td>
</tr>
<tr>
<td>X Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>
**Activity Implementation Plan**

Research on student success consistently shows that professional learning among faculty and staff significantly increases academic achievement and improves instructional capacity in the classroom. Professional learning initiatives are most effective when they are ongoing, contextualized, linked with campus reform efforts, and based on a collaborative inquiry process (Senge, 1990; Knapp, 2003). From: "Professional Learning Communities: A Research-Based Approach to Professional Development," Annenberg Institute for School Reform. Providence, RI (not dated).

The goal of professional development is to provide professional learning at Gavilan with the goal of addressing equity issues as they pertain to campus data and supporting faculty and staff quality, social and culturally relevant instruction and services to students. The professional development will involve several phases.

**Phase 1**

In Spring 2015 a core group of faculty, staff, and administrators plan for professional learning summer retreat and fall Focused Inquiry Groups (FIGs) to address equity issues.

a) Identify key equity issues

b) Develop a general model for sustainable FIGs: one that is open and flexible, but that creates expectations around use of an inquiry process that drives action research.

c) Identify ways to make the process sustainable. How do we support faculty and staff in their work? How do we encourage reflection on the process? How do we give feedback on the action research plan? How do we help faculty and staff to follow through with their plans? How do we provide support and professional learning about collection of relevant data?

d) Identify key professional learning needs and resources. What other learning do we need to do about how to create, support, and sustain FIGs?

**Phase 2**

In summer 2016 faculty, staff, and administrators will participate in professional learning retreat to look at data and best practices, identify equity issues needing action, and form action-based research groups to be continued as FIGs in fall 2016.

**Phase 3**

In summer 2016 faculty, staff, and administrators participate in professional learning FIGs to address equity issues. Each FIG will have a facilitator and be responsible for deliverables, including a concrete action plan to address their equity issue and assess results.

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1</td>
<td>1/15/2016 to 1/15/2017</td>
<td>$8,000</td>
<td></td>
</tr>
</tbody>
</table>

**Link to Goal**

- Providing professional development of staff will help faculty and staff provide a greater level of socially and culturally relevant programing and pedagogical strategies
- Professional development will help faculty and staff develop a better understanding of equity issues and how to provide interventions for those issues.

**Evaluation**

- Faculty participating in professional development will be surveyed for new strategies they have incorporated in their classes.
- Course statistics related to persistence and completion will be reviewed for classes where faculty have participated in professional development activities and those that have not.
F.3: Conferences/Speakers

- **Indicators/Goals to be affected by the activity**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Access</th>
<th>X</th>
<th>Degrees and Certificate Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Completion</td>
<td>X</td>
<td>Transfer</td>
</tr>
<tr>
<td></td>
<td>ESL and Basic Skills Course Completion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Activity Type(s)**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>Curriculum/Course Development or Adaptation</td>
<td>Direct Student Support</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>X</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

- **Activity Implementation Plan**

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.3</td>
<td>1/15/2016 to 1/15/2017</td>
<td>$5,000</td>
<td>Various amounts (SSSP, General fund)</td>
</tr>
</tbody>
</table>

- **Link to Goal**

  - Continue to raise Equity awareness of staff and faculty by providing access to conference/speakers.

- **Measurable Outcomes**

  A. Increased awareness of obstacles to success for targeted population
  B. Increased access to best practices related to Equity topics

- **Evaluation**

  - PRE and POST conference Surveys

F.4 Maxiant

- **Indicators/Goals to be affected by the activity**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Access</th>
<th>X</th>
<th>Degrees and Certificate Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Completion</td>
<td>X</td>
<td>Transfer</td>
</tr>
<tr>
<td></td>
<td>ESL and Basic Skills Course Completion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Activity Type(s)**

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Student Equity Coordination/Planning</th>
<th>Instructional Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services or other Categorical Program</td>
<td>Curriculum/Course Development or Adaptation</td>
<td>Direct Student Support</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

Student Equity Plan 76
Activity Implementation Plan

Gavilan College will develop an Early Alert/Behavior Intervention team and plan using the Maxient software to more quickly identify students in need. This would include academic, psycho-social, and basic needs such as transportation, hunger, etc. Potentially any student could benefit from this intervention as it does not specifically target one group, but could be used to benefit any student with a need. However, given our low-income and basic skills populations, these would be the most likely students to benefit.

<table>
<thead>
<tr>
<th>ID</th>
<th>Planned Start and End Date(s)</th>
<th>Student Equity Funds</th>
<th>Other Funds**</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.4</td>
<td>1/15/2016 to 1/15/2017</td>
<td>$10,000</td>
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</tr>
</tbody>
</table>

- Link to Goal
Maslow’s (1954) higher of needs include the following: Physiological: hunger, thirst, bodily comforts, etc.; 2. Safety: out of danger; 3. Belongingness and Love: affiliate with others, be accepted; 4. Esteem: to achieve, be competent, gain approval and recognition... The Maxient software will help to develop activity to help meet these basic needs of students so that they be successful college students in the various gateways such as course completion, transfer and graduation.

- Measurable Outcomes
A. Increased persistence of low income students seeking services/resources

- Evaluation
  - Track students who have been identified in the BIT process to compare with general population
  - Conduct post-surveys for students who have received referrals and other interventions using the process

Activities to Improve Transfer for Target Student Groups
F1: Institutional Research
F2: Professional Development
F3: Conferences/Speakers
F4: Maxient (Early Alert)

Expected Outcomes for Target Student Groups
### SUMMARY BUDGET

#### Summary Budget

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Equity</th>
<th>Other Funds</th>
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<tbody>
<tr>
<td>A1</td>
<td>NA</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
</tr>
<tr>
<td>B1</td>
<td>EOPS Counselor</td>
<td>$ 18,667</td>
<td>$ 22,333</td>
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<tr>
<td>B2</td>
<td>Tutoring</td>
<td>$ 12,000</td>
<td>$ 12,000</td>
</tr>
<tr>
<td>B3</td>
<td>Basic Skills/Sl/Peers</td>
<td>$ 62,500</td>
<td>$ 62,500</td>
</tr>
<tr>
<td>B4</td>
<td>Vouchers</td>
<td>$ 70,910</td>
<td>$ 70,910</td>
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<tr>
<td>C1</td>
<td>Fresh support</td>
<td>$ 30,000</td>
<td>$ 240,000 $270,000</td>
</tr>
<tr>
<td>C2</td>
<td>Retention Specialist</td>
<td>$ 70,000</td>
<td>$ 70,000</td>
</tr>
<tr>
<td>C3</td>
<td>BS Counselor</td>
<td>$ 18,667</td>
<td>$ 23,000</td>
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<tr>
<td>C4</td>
<td>Math Lab Coord</td>
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<tr>
<td>C5</td>
<td>NetTutor</td>
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<td>$ 7,500</td>
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<td>D1</td>
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<td>D2</td>
<td>Mental Health</td>
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<tr>
<td>D3</td>
<td>Student Life-Inreach</td>
<td>$ 28,000</td>
<td>$ 28,000</td>
</tr>
<tr>
<td>E1</td>
<td>Veterans counselor</td>
<td>$ 18,667</td>
<td>$ 24,000</td>
</tr>
<tr>
<td>E2</td>
<td>Career Transfer Coordinator</td>
<td>$ 80,868</td>
<td>$ 80,868</td>
</tr>
<tr>
<td>F1</td>
<td>Institutional Research</td>
<td>$ 22,000</td>
<td>$ 70,000</td>
</tr>
<tr>
<td>F2</td>
<td>Professional Development</td>
<td>$ 8,000</td>
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</tr>
<tr>
<td>F3</td>
<td>Conferences/ Speakers</td>
<td>$ 5,000</td>
<td></td>
</tr>
<tr>
<td>F4</td>
<td>Maxient</td>
<td>$ 6,000</td>
<td></td>
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<tr>
<td>Other</td>
<td>Printing Materials</td>
<td>$ 2,500</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>$ 536,278</td>
<td>$ 434,818 $857,596</td>
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</tbody>
</table>
## Academic Salaries:

### Position Title(s)

<table>
<thead>
<tr>
<th># of Hours</th>
<th>Activity ID</th>
<th>Outreach</th>
<th>Student Services &amp; Categoricals</th>
<th>Research and Evaluation</th>
<th>SE Coordination &amp; Planning</th>
<th>Curriculum/Course Dev. &amp; Adaptation</th>
<th>Professional Development</th>
<th>Instructional Support</th>
<th>Direct Student Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>$</td>
<td>$ 28,000</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$ 56,000</td>
</tr>
</tbody>
</table>

**Subtotal** $56,000

### Classified and Other Nonacademic Salaries:

<table>
<thead>
<tr>
<th># of Hours</th>
<th>Activity ID</th>
<th>Outreach</th>
<th>Student Services &amp; Categoricals</th>
<th>Research and Evaluation</th>
<th>SE Coordination &amp; Planning</th>
<th>Curriculum/Course Dev. &amp; Adaptation</th>
<th>Professional Development</th>
<th>Instructional Support</th>
<th>Direct Student Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>$</td>
<td>$ 50,868</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$ 50,868</td>
</tr>
</tbody>
</table>

| 0.33       | $           | $ 30,000 | $                               | $                       | $                        | $                               | $                       | $                   | $                   | $ 30,000 |

| 0.50       | $           | $ 25,000 | $                               | $                       | $                        | $                               | $                       | $                   | $                   | $ 25,000 |

| 0.20       | $           | $ 16,000 | $                               | $                       | $                        | $                               | $                       | $                   | $                   | $ 16,000 |

| 0.50       | $           | $ 25,000 | $                               | $                       | $                        | $                               | $                       | $                   | $                   | $ 25,000 |

| 0.50       | $           | $ 12,000 | $                               | $                       | $                        | $                               | $                       | $                   | $                   | $ 12,000 |

| $ 4,250    | $           | $ 16,000 | $                               | $                       | $                        | $                               | $                       | $                   | $                   | $ 8,500  |

**Subtotal** $284,368
<p>| District: Gavilan Joint Community College District | College: Gavilan College |
|-------------------------------------------------|
| <strong>3000 Employee Benefits</strong>                      |</p>
<table>
<thead>
<tr>
<th><strong>Activity ID</strong></th>
<th><strong>Outreach</strong></th>
<th><strong>Student Services &amp; Categoricals</strong></th>
<th><strong>Research and Evaluation</strong></th>
<th><strong>SE Coordination &amp; Planning</strong></th>
<th><strong>Curriculum/Course Dev. &amp; Adaptation</strong></th>
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<th><strong>Direct Student Support</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Specialist</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$ 25,000</td>
</tr>
<tr>
<td>Career/Transfer Coordinator</td>
<td>$</td>
<td>$ 30,000</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$ 30,000</td>
</tr>
<tr>
<td>Inreach/Student Development</td>
<td>$ 5,000</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>$ 10,000</td>
</tr>
<tr>
<td>Institutional Researcher</td>
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*Student Equity Plan* 80
## Capital Outlay

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<th>SE Coordination &amp; Planning</th>
<th>Curriculum/Course Dev. &amp; Adaptation</th>
<th>Professional Development</th>
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## Other Outgo

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**Grand Total**

| | $5,000 | $189,118 | $22,000 | $ | $15,500 | $ | $50,000 | $254,460 | $536,278 |
EVALUATION PLAN
The office of Institutional Research along with the Student Equity committee will work jointly to track the activities planned throughout the year of funding. The Equity Plan will have the following components in the evaluation.

a. **Activities based evaluation**: All of the 20 planned activities will have their pertinent review. In some instances, the indicators will be measured prior to the activity, and then a posteriorly so that there is possibility to compare the impact of the activity (See table below)

<table>
<thead>
<tr>
<th>Activities Based Evaluation</th>
<th>Measurable Outcomes Focus</th>
<th>Self-Evaluation</th>
<th>Student Survey</th>
<th>Focus Groups</th>
<th>Data Extract</th>
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<tr>
<td>B2: Hours at Tutoring Center</td>
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<td>B3: Program Specialist-Basic skills ; SI</td>
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<td>B4: Book, food &amp; transp. vouchers</td>
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<td>C3: Basic Skills Coordinator</td>
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<td>C5: Nettutor</td>
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<td>D1: TRIO/MESA Follow up specialist</td>
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<td>F4: Maxient (Early Alert)</td>
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**Longitudinal**

At the end of all Activities by Gateway

**Summative**

At the end of all Activities

Total number of Activities to evaluate: 20.
b. **Goals/Measurable Outcomes focus**: Each activity yield to establish measurable outcomes in terms of increasing/decreasing gaps. Once the activity is finished, the indicator will be calculated and the percentage of gap or change will be exposed. The increase/decrease percentages were carefully reviewed, aiming at a realistic rather than an ideal degree of achievement.

c. **Self-evaluation component**: Each campus dependency will have a continuous self-evaluation stage: what is working, what are best practices, and what needs to be reworked. This will allow a constant and enriched dialogue when the committee meets, generating cohesiveness and a constructive degree of self-improvement.

d. **Longitudinal approach**: The main gateways: Access, Completion, ESL & Basic Skills, Degrees/Certificates and Transfer will be monitored on an annual basis. The measurements will be compared on a year by year basis using Scorecard and internal data.

e. **Summative Evaluation**: Once all activities targeted to focus on a gateway are completed, there will be measurement efforts to determine how much the activities contributed to the improvement of the indicator. The gateway metrics will be calculated and compared to the baseline (before activities). A final report will include the data compared and the degrees of improvement.
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**ACCESS**

A1. Summer Bridge Acceleration

Assessment Scores - PRE - POST

Student PRE-POST Survey

Longitudinal

Summative
## COURSE COMPLETION

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**B1: EOPS & Foster Youth Counselor**
- Activities based evaluation
- Measurable outcomes (A thru D)
- Self Evaluation EOPS Office
- Student Satisfaction Survey

**B2: Hours at Tutoring Center**
- Activities based evaluation
- Measurable outcomes (A & B)
- Self Evaluation Tutoring Office
- Number of students served

**B3: Program Specialist-Basic skills ; SI**
- Activities based evaluation
- Measurable outcomes (A thru D)
- Self Evaluation Basic Skills
- Campus services Survey

**B4: Book, food & transp. vouchers**
- Activities based evaluation
- Measurable outcomes
- Self Evaluation
- Campus services Survey

**Longitudinal**

**Summative**
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</table>

*Student Equity Plan 90*
Attachment 1: Equity Proposal Form

Gavilan College
1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

Choose a population(s) your proposal will impact

- Low income Student Course Completion
- Foster Youth course completion
- Latino (Hispanic) student Transfer rates
- Transfer Rates of students with a verified disability
- Students that 20-24, 25-49, 50 or Older

How many students will be impacted?

2. Please provide a summary of your request and how the professional development activity can impact the populations indicated above. Include a timeline for the professional development activity that you are proposing.

3. Explain how the activity will help professionally develop faculty and/or staff to become more competent in providing more culturally and/or socially relativistic services to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.

4. How might the professional developmental activity help faculty and/or staff better understand the root causes of the problem of the inequities listed in question 1.

5. Please address the following in regards to outcomes.

   A. What is your proposed outcome for the professional development activity? Please include how there may be an impact on the attitudes, beliefs, and/or behaviors of staff or faculty toward the indicated populations? Provide a metric(s) that should be used to measure the success of the professional development activity specifically especially in regards to the populations indicated in question 1.

   B. What are the objectives for your professional development activity?
C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives of the activity.

Click here to enter text.

6. Please provide a budget and detailed breakdown of requested costs

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<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
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<tr>
<td>Click here to enter text.</td>
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<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
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</table>

| TOTAL | Click here to enter text. |
Attachment 2: **Equity Grid - Example** — The original grid has one row per activity

<table>
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<tr>
<th>RANK (1-11)</th>
<th>Gateway</th>
<th>Unit</th>
<th>Intervention</th>
<th>Activities</th>
<th>Amount</th>
<th>Target pop.</th>
<th>Pop Size</th>
<th>Measurable outcomes</th>
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<tbody>
<tr>
<td>The Lower</td>
<td></td>
<td></td>
<td></td>
<td>1. Hire a full time EOPS/FY Counselor that will contact all registered foster youth by letter and phone fall and spring semesters to invite them to participate in EOPS services if full-time or receive counseling services if part-time. The counselor will provide registration assistance, comprehensive education plans and follow-up.</td>
<td></td>
<td></td>
<td></td>
<td>A. The number of enrolled foster youth students that participate in EOPS will increase from 42 in 2014-15 to 60 in 2015-2016. B. 10-20 part-time foster youth will receive SSSP counseling services resulting in closing the course completion gap by -3% from -10% to -7% by 2017. C. Foster youth will have a direct connection to EOPS to assist them in the transition from high school to college, thereby increasing FY course completion rate by 3% by 2017. D. EOPS will increase by 75 students to serve 500 students in 2015-2016.</td>
</tr>
<tr>
<td>3.33</td>
<td>COURSE COMPLETION</td>
<td>EOPS</td>
<td>Foster Youth and EOPS students</td>
<td>2. EOPS staff will collaborate on Foster Youth Committees in San Benito and Santa Clara Counties to ensure that incoming foster youth obtain information about enrolling at Gavilan College. Staff will collaborate with RISE coach from Silicon Valley Children’s Fund and Independent Living Program to ensure foster youth receive additional support. Assist students in applying for YES and Burton Scholarships.</td>
<td></td>
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**Attachment E: Percentage Point Gap Methodology - 1**
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<th>Gateway</th>
<th>Unit</th>
<th>Point of contact</th>
<th>% of budget</th>
<th>New personal</th>
<th>Academic Year</th>
<th>Activity Type</th>
<th>Current Gap Year (2014)</th>
<th>Goal</th>
<th>Goal Year</th>
<th>Number of students affected</th>
<th>Planned Start and End dates</th>
<th>Other Funds (3SP, Basic Skills, etc)</th>
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<tr>
<td>COURSE COMPLETION</td>
<td>EOPS</td>
<td>Anne Ratto</td>
<td>11%</td>
<td>1</td>
<td>2015-16</td>
<td>- Outreach - Student Services &amp; other Categorical Programs</td>
<td>Foster Youth (-7%)</td>
<td>Foster: 166 Low Income: (3000*0.05) =166 Latino:</td>
<td>2017</td>
<td>12/1/2015-12/1/2017</td>
<td>3SP</td>
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<td>Gateway</td>
<td>Unit</td>
<td>Link to Goal</td>
<td>Evaluation (Data will be Quantitative/Qualitative)</td>
<td>Timeline of Data collection</td>
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<tr>
<td>COURSE COMPLETION</td>
<td>EOPS</td>
<td>The counselor will act as a liaison for foster youth to access college services, academic support and college life skills. Students will increase awareness of and access to EOPS services. Students will gain confidence, explore their strengths and navigate college more successfully. Students will access support services that will help them to complete their courses successfully.</td>
<td>New EOPS students and Foster Youth students will be tracked on their academic progress by using quantitative measures (success &amp; completion). Students will complete a &quot;Student Satisfaction Survey&quot; to evaluate the program services. EOPS students who graduate or transfer will be invited as motivational speakers to the end of year Awards Banquet. These milestones will be tracked.</td>
<td>Once the counselor is hired data will be collected. Counseling interventions will be tracked using SARS. All students receiving services will be tracked each semester for success and course completion.</td>
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</table>
SUBJECT: Change in Retiree Health Benefits Vesting and Entitlement for Classified and Academic Administrators

Proposal:
That the Board of Trustees approve a change in benefits for classified and academic administrators who join Gavilan Joint Community College District as a permanent full-time employee after December 31, 2015. The changes proposed are as follows:

1. Change the vesting period from ten (10) years to fifteen (15) years of continuous service immediately prior to retirement AND
2. Change the age of entitlement for retiree benefits from 55 years of age to 60 years of age

Background:
The college pays for up to ten years of health benefits for retired employees. The cost of these benefits has risen dramatically over the years. Last year, the average age of employees who retired from service was 65. The average age of existing employees is 50.

Budgetary Implications:
Long-term cost control will allow the college the flexibility to adjust how it provides compensation for current employees and assist to the extent appropriate for long-term employees who retire from Gavilan College.

Follow Up/Outcome:
No current employees are directly affected by the proposed change. As new employees are hired they will enter service with the adjusted retirement benefit. Appropriate changes will be made to the form contract used to employ administrative employees.

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

Prepared By: Eric Ramiones, Director of Human Resources

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

December 8, 2015

Consent Agenda Item No. Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2 (d)

SUBJECT: Second Amendment to the Donation Agreement and Joint Escrow Instructions for Coyote Valley Campus Acquisition

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal: That the Board of Trustees approves a Second Amendment to the Donation Agreement and Joint Escrow Instructions for Coyote Valley Campus Acquisition in order to receive reimbursement from the Sobrato Organization for $137,116.06 in Coyote Valley Educational Center Phase 1 Habitat Conservation Plan fee expense.

Background: The District and Sobrato Interests 2, a California limited partnership formerly known as Campus Park Associates, a California limited partnership, entered into an agreement on October 17, 2006 for the purchase and donation of real property for the Gavilan College Coyote Valley Educational Center located within the City of San Jose on Bailey Avenue. The Board of Trustees subsequently approved a First Amendment to that agreement on October 14, 2008.

The original agreement contained a provision where the Sobrato Organization is to donate up to $850,000 to reimburse the District for its California Tiger Salamander Habitat Mitigation fee expense. Subsequent to that agreement, the District was approved to enter as a Participating Special Entity into the Santa Clara Valley Habitat Agency’s Habitat Conservation Plan. As part of that Plan, the District paid $137,116.06 in fees to the Habitat Agency for the Phase 1 project on the Coyote Valley site. This Second Amendment allows the Sobrato Organization to instead reimburse the District for those Phase 1 HCP fees from the previously designated Mitigation Fee donation.

Budgetary Implications: Reimbursement for previous Measure E Bond Program Fund expenditure.

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
SECOND AMENDMENT TO
DONATION AGREEMENT AND JOINT ESCRROW INSTRUCTIONS
(COYOTE VALLEY PROPERTY)

PREAMBLE

This Second Amendment to Donation Agreement and Joint Escrow Instructions ("Second Amendment") is between Sobrato Interests 2, a California limited partnership (formerly known as and who entered into the Existing Donation Agreement (defined below) as Campus Park Associates, a California limited partnership) ("Owner"), and the Gavilan Joint Community College District, a California Public Agency ("District"), on the terms and conditions which follow.

RECITALS

A. District and Owner entered into that certain Donation Agreement and Joint Escrow Instructions with an effective date of October 17, 2006 (the "Original Donation Agreement"), for the donation of certain real property located in the Coyote Valley area of the City of San Jose, Santa Clara County, California (the "Donation Property"). The Original Donation Agreement was amended by a First Amendment To Donation Agreement and Joint Escrow Instructions between Owner and District with an effective date of October 14, 2008 (the "First Amendment"). The Original Donation Agreement, as amended by the First Amendment, is referred to in this Second Amendment as the "Existing Donation Agreement".

B. At the time of entering into the Original Donation Agreement, the parties contemplated that the Mitigation Requirements described therein would be satisfied either by Owner securing California tiger salamander mitigation habitat by way of one or more conservation easements, and donation of such rights to the District, or by the donation of a sum of money, all subject to and as more particularly described in the Original Donation Agreement. Since entering into the Original Donation Agreement, however, District has applied for and has been approved to mitigate the first phase of District’s Project through the Santa Clara Habitat Conservation Plan ("HCP") (which was established after Owner and District entered into the Original Donation Agreement), by the payment of the sum of One Hundred Thirty-Seven Thousand One Hundred Sixteen Dollars and Six Cents ($137,116.06) to the Santa Clara Valley Habitat Agency ("Habitat Agency") that administers the HCP (the "Phase 1 Mitigation Fee"). District has advised Owner that it has paid the Phase 1 Mitigation Fee to the Habitat Agency and has requested that Owner make a cash donation to District in the amount of the Phase 1 Mitigation Fee in partial satisfaction of Owner’s obligations under the Existing Donation Agreement relating to Mitigation Requirements, and Owner is willing do so, on the terms and conditions set forth in this Second Amendment.

NOW, THEREFORE, FOR A VALUABLE CONSIDERATION, the Parties agree to the following amendments to the Existing Donation Agreement:
AMENDMENTS TO EXISTING DONATION AGREEMENT

1. Not later than five (5) business days after the Second Amendment Effective Date (defined in Section 4 below) Owner shall make a cash donation to District in the amount of the Phase 1 Mitigation Fee (the "Phase 1 Mitigation Fee Donation"). The Phase 1 Mitigation Fee Donation shall be fully credited against Owner's obligations under the Existing Donation Agreement relating to Mitigation Requirements. Without limiting the foregoing, upon making the Phase 1 Mitigation Fee Donation to District, the Eight Hundred Fifty Thousand Dollar ($850,000) cap on the amount which Owner may be required to pay to District pursuant to Section 3.2 of the Original Donation Agreement shall be reduced to Seven Hundred Twelve Thousand Eight Hundred Eighty Three Dollars and Ninety Four Cents ($712,883.94). The Phase 1 Mitigation Fee Donation shall constitute a cash donation pursuant to Section 3.2 of the Original Donation Agreement, requiring the execution and delivery by District of a written acknowledgment of donation and IRS form in accordance such Section 3.2.

2. Each capitalized term not otherwise defined in this Second Amendment shall have the meaning assigned to it in the Existing Donation Agreement.

3. The parties acknowledge and agree that the mutual promises contained in this Second Amendment are adequate consideration for this Second Amendment.

4. This Second Amendment shall become effective when it has been fully executed by the Owner and the District, and approved or ratified by the District's Governing Board. When the date that this Second Amendment becomes effective (the "Second Amendment Effective Date") has been determined, such date shall be inserted in the date blanks provided above the Parties' signature blocks appearing below. Except to the extent modified by this Second Amendment, the Existing Donation Agreement remain unchanged and in full force and effect. In the event of a conflict between this Second Amendment and the Existing Donation Agreement, this Second Amendment shall control. Except for any reference to "Effective Date of this Agreement" in the Original Donation Agreement or as used in Section 21, 8.1 and the first sentence of Section 8 of the Original Donation Agreement, and except for the last reference to "Agreement" in the first sentence of Section 5.1 A. of the Original Donation Agreement and in the IN WITNESS WHEREOF line above the Parties' signatures in the Original Donation Agreement, from and after the Second Amendment Effective Date, (i) the term "Agreement", as used in the Existing Donation Agreement and this Second Amendment shall mean the Existing Donation Agreement as modified by this Second Amendment, and (ii) the term "Donation Agreement", as used in the Existing Donation Agreement and this Second Amendment shall mean the Existing Donation Agreement as modified by this Second Amendment. This Second Amendment may be executed in counterparts, each of which shall be considered an original, and together shall constitute one and the same document.
Owner and the District, by their signatures below, enter into this Second Amendment to the Existing Donation Agreement effective as of ________________, 2015.

THE OWNER:

SOBRATO INTERESTS 2,  
a California limited partnership  
By: Sobrato Development Companies, LLC,  
a California limited liability company  
Its: General Partner  

By:  

________________________  
John Michael Sobrato  
Its: Manager

THE DISTRICT:

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT, a California Public Agency

By:  

________________________  
Dr. Steven M. Kinsella,  
Superintendent/President
SUBJECT: Approve an Agreement with Live Oak Associates, Inc. for the preparation of a Participating Special Entity application for the Gavilan College Aviation Maintenance Technology Project at San Martin South County Airport

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees approves an agreement with Live Oak Associates, Inc. for the preparation of a Participating Special Entity application to the Santa Clara Valley Habitat Agency for inclusion in their Habitat Conservation Plan for the District's Aviation Maintenance Technology Project at the South County Airport in San Martin.

Background:
Agreement to prepare a Participating Special Entity application for the Gavilan College Aviation Maintenance Technology Project at San Martin South County Airport:

- Services to include the collection and review of all required documentation and monitor the application until final approval.
- Service fees for time and materials not to exceed $7,477.

Budgetary Implications:
Efficient use of Measure E Bond Program Funds.

Follow Up/Outcome:
Process the agreement.

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
Gavilan Joint Community College District
Governing Board Agenda

December 8, 2015

Consent Agenda Item No.  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  III.2 (f)

SUBJECT: Approval of an agreement with Storm Water Inspection and Maintenance Services, Inc. to provide QSP (Qualified SWPPP Practitioner) for the Coyote Valley Educational Center, Phase 1

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal: That the Board of Trustees approve an agreement with Storm Water Inspection and Maintenance Services, Inc. for an amount not to exceed $18,385 for Stormwater Pollution Prevention Plan (SWPPP) inspections, surveys, monitoring, training and reports.

Background: The District must conduct SWPPP inspections, surveys, monitoring, training and reports on all construction projects pursuant to federal and state requirements. This work will include the preparation of annual reports per SWPPP requirements and prepare the Notice of Termination (NOT) filing for the State’s Stormwater Multi-Application and Report Tracking (SMART).

Budgetary Implications: Effective use of Measure E Bond Program Funds.

Follow Up/Outcome: Process agreement after Board approval.

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
SUBJECT: Approve an agreement with K&D Landscaping, Inc. for construction work for the Gavilan College Water Storage Tank, Distribution, & Well Improvements Project

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:
That the Board of Trustees approve an agreement with K&D Landscaping, Inc. for the installation of a concrete swale at the water tank site and the installation of a housekeeping pad at the PG&E meter at the well site per PG&E requirements for Gavilan College Water Storage Tank, Distribution, & Well Improvements Project.

Background
Construction of a concrete swale at the water tank site is necessary due to possible sediment erosion caused by water runoff. Construction is also necessary at the well site of a concrete housekeeping pad adjacent to the PG&E meter due to PG&E requirements.

Agreement for Gavilan College Water Storage Tank, Distribution, & Well Improvements Project:
- Services to include the furnishing of all materials, equipment and labor necessary to complete the removal of existing base rock, and dirt. Installation and compaction of salvaged base rock. Form area for concrete installation and install rebar and concrete. Install Jute Netting and straw wattles for erosion control. Demolish concrete above overflow drain. Cap and abandon one overflow drain.
- Service fees for time and materials not to exceed $14,250.

Budgetary Implications:
The efficient use of State Capital Outlay and local Measure E Funds

Follow Up/Outcome:
Process the agreement.

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

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

Agenda Approval: [Signature]
Dr. Steven M. Kinsella, Superintendent/ President
SUBJECT: Approve an agreement with Arch Pac, Inc. to provide preliminary design, programming and cost estimates for retrofit of the existing pool at the Gilroy campus of Gavilan College

Resolution: BE IT RESOLVED, that Resolution No. be approved.

Information Only

Action Item

Proposal:
That the Board of Trustees approves an agreement with Arch Pac, Inc. to provide preliminary design, programming and cost estimates for retrofit of the existing pools at the Gilroy campus of Gavilan College in an amount not to exceed $10,000.

Background:
Verified testing over the last two months has confirmed that the pools are leaking approximately 20,000 gallons per day of treated water (combined). The leaks are not only wasting our precious water resource, they are also undermining the underlying hillside and consuming large amounts of expensive chemicals contained in the lost pool water.

The complex system that carries water to and from the two pools has essentially reached the end of its useful life. Furthermore, at various times in the past, shortcuts were taken rather than fixing the route cause of leaks and other problems associated with the piping, which severely compromises current repair efforts.

Budgetary Implications:
The efficient use of one time general funds.

Follow Up/Outcome:
Enter into agreement with Arch Pac, Inc.

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
Consent Agenda Item No. I
Information/Staff Reports No. II
Discussion Item No. III
Old Business Agenda Item No. III.2 (i)
New Business Agenda Item No. III.2 (i)

SUBJECT: Measure E Bond Program Budget Alignment

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

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

Background:
Attached is a matrix titled "Measure E Bond Budget Alignment, December 2015" summarizing recommended changes within the Measure E program. The budget adjustments reflect transfers from completed and/or inactive projects. Projects that have remaining budget balances are to complete the acquisition and related costs for the Fairview Corners site in San Benito County, the construction of Phase 1 Coyote Valley Educational Center, the construction of the Aviation Maintenance Technology Project at the South County Airport in San Martin, Athletic Fields and related PE projects, Demolition of CJ500 & the Old Police Academy buildings, CDC Reconfiguration, and Upgrade and Technology Phase 2 Upgrades.

Budgetary Implications:
Changes to the Measure E budget are needed to complete expenditure on remaining 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. Kinzella, Superintendent/President
## Gavilan Joint Community College District

### Measure E Bond Budget Alignment

**December 8, 2015**

### PROJECT

<table>
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<tr>
<th>Program</th>
<th>Approved Budget as of September-14</th>
<th>Proposed Budget Adjustment</th>
<th>Proposed Budget November 2015</th>
<th>Funds Expended November-15</th>
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<td><strong>Coyote Valley Educational Center</strong></td>
<td>$12,532,487</td>
<td>$607,206</td>
<td>$13,139,693</td>
<td>$2,232,075</td>
<td>$10,907,818</td>
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<td><strong>Current Projects</strong></td>
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<tr>
<td>South County Airport Development</td>
<td>$3,000,000</td>
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<td>$686,133</td>
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<td>GECA Relocation Parking Lot C</td>
<td>$1,500,000</td>
<td>$292,844</td>
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<td>Physical Education Bldg.</td>
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<td>Water Replacement Project</td>
<td>$600,000</td>
<td>$38,634</td>
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<td>Demo CJ600, Old Acad. PB, Rebuild</td>
<td>$-</td>
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<td><strong>Furniture &amp; Building Modifications</strong></td>
<td></td>
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<tr>
<td>Furniture and Equipment Upgrade</td>
<td>$175,000</td>
<td>$-</td>
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<td>Multi-Purpose Bldg. Upgrades</td>
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<td>CDC Reconfigure &amp; Upgrade</td>
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<td>General Building Upgrades</td>
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<td>Scheduled Maint (match FY 13/14)</td>
<td>$109,000</td>
<td>$-</td>
<td>$109,000</td>
<td>$109,000</td>
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<td>Instructional Equip (match FY13/14)</td>
<td>$786,591</td>
<td>$17,720</td>
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<tr>
<td>Scheduled Maint (match FY14/15)</td>
<td>$-</td>
<td>$8,409</td>
<td>$8,409</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Instructional Equip (match FY14/15)</td>
<td>$-</td>
<td>$8,409</td>
<td>$8,409</td>
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<td>$-</td>
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<td>Technology, Phase 2</td>
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<td><strong>Inactive Projects</strong></td>
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<tr>
<td>Student Center/Administration</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Library/Media</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td><strong>Completed Projects</strong></td>
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<td>Infrastructure</td>
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<td>Tennis Courts</td>
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<td>Interim Housing Swing Space</td>
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<td>HVAC Control Replacement</td>
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<td>Electrical Service Loop</td>
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<td>Math, Physical, Life Science</td>
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<td>Occupational Education</td>
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<td>Humanities, Art &amp; Music</td>
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<td>$-</td>
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<tr>
<td>Cosmos/Business</td>
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<td>Security / Maintenance</td>
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<tr>
<td>Cafeteria Renovation &amp; HVAC</td>
<td>$217,419</td>
<td>$-</td>
<td>$217,419</td>
<td>$217,419</td>
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<td>Student Center Beam Replacement</td>
<td>$185,481</td>
<td>$-</td>
<td>$185,481</td>
<td>$185,481</td>
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<tr>
<td>Parking Lot Campus Lighting</td>
<td>$4,437,518</td>
<td>$-</td>
<td>$4,437,518</td>
<td>$4,437,518</td>
<td>$-</td>
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<tr>
<td>Technology/ERP</td>
<td>$3,511,130</td>
<td>$-</td>
<td>$3,511,130</td>
<td>$3,511,130</td>
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<td>Computer/Phone System</td>
<td>$1,111,376</td>
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<td>Existing Well Replacement</td>
<td>$70,947</td>
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<td>Debt Payment</td>
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<tr>
<td><strong>Totals</strong></td>
<td>$113,346,017</td>
<td>$293,033</td>
<td>$113,639,049</td>
<td>$93,233,068</td>
<td>$20,405,981</td>
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</tbody>
</table>

**INCOME:**

- Bond Revenue: $108,000,000
- Interest Income (as of 09/30/16): $3,384,632
- Reimbursement of Bond Expenses; cost of issuance: $292,342
- Agricultural lease (as of 09/30/16): $9,229
- Parking Fund Contribution FY 07-08: $250,000
- Scheduled Maintenance Contribution FY 08-09: $217,133
- GUSB Purchase of Modular Bldgs for GECA: $40,392
- **Subtotal**: $113,586,049
- Forecasted Interest (FY 16-16): $50,000
- **Total**: $113,636,049
- **Balance**: $(0)
Gavilan Joint Community College District
Governing Board Agenda
December 8, 2015

Consent Agenda Item No. Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2 (j)

SUBJECT: Change Order for 2014-15 Energy Efficiency Proposition 39 Projects

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

Proposal:
That the Board of Trustees authorize a change order totaling $44,444.67 to the 2014-15 Energy Efficiency Proposition 39 Projects existing contract with Corralitos Electric for $79,250 approved by on April 14, 2015. This change order is comprised of Alternate Bid Item No. 6 (included in the contract) plus other miscellaneous costs.

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 exceeds 10% of the original contract price, but is allowable as a change order since Alternate Bid Item No. 6 was included in the original contract:

Gavilan Lights Replacement 2015 Project: Corralitos Electric, Change Order for $44,444.67
- Alternate Bid Item No. 6 Replace twenty-nine walkway lights with LEDs............$42,000.00
- Replacement parts and restocking fee....................................................... $2,444.67

The California Clean Energy Jobs Act (Prop. 39) allocates projected revenue to California's General Fund and the Clean Energy Job Creation Fund for five fiscal years, beginning with fiscal year 2013-14. The District received $151,093 for the 2014-15 Fiscal Year for energy efficiency projects designed to reduce electrical usage and realize savings through reduced energy usage and incentives from PG&E.

The bid for the Lights Replacement Year 2 project closed on February 24, 2015, after a Mandatory Bid Walkthrough held on February 17, 2015. Four contractors participated in the bidding process. Corralitos Electric presented a qualified bid in the amount of $52,450.

During the bid process the contractor was asked to provide pricing for seven alternate bid items. Of the seven alternate bid items the following three Bid Alternates were additionaly accepted as part of the contract approved by the Board on April 14, 2015:
<table>
<thead>
<tr>
<th>Item Number</th>
<th>Description</th>
<th>Bid Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide LED lighting at Theater building</td>
<td>$52,450</td>
</tr>
<tr>
<td>5</td>
<td>Complete the replacement of LED lights at walkways</td>
<td>$14,100</td>
</tr>
<tr>
<td>7</td>
<td>Convert Parking Lot G lights to LED</td>
<td>$8,400</td>
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<tr>
<td>6</td>
<td>Miscellaneous costs</td>
<td>$4,300</td>
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</table>

Total project cost including base bid and the three alternates $79,250

Since there are remaining Prop 39 funds in 2014-15, Alternate Bid Item No. 6 and other miscellaneous costs are proposed as a change order expenditure.

**Budgetary Implications:**
The efficient use of Proposition 39 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:** Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: Memorandum of Understanding with the South Bay Regional Public Safety Training Consortium

Resolution: BE IT RESOLVED, that Resolution No. be approved.

Information Only

Action Item

Proposal:
That the Board of Trustees approve a Memorandum of Understanding (MOU) with the South Bay Regional Public Safety Training Consortium for receipt of payment of their share of the costs of occupancy at the new Coyote Valley Educational Center site.

Background:
South Bay Regional Public Safety Training Consortium (Academy) was created in 1994 by Gavilan College and Evergreen Valley College through a California Community College Chancellor's Office Grant. Since 1994, nine additional colleges have joined this innovative partnership to support public safety training within their local communities. Today, the Consortium is comprised of Gavilan College, Monterey Peninsula College, College of San Mateo, Lake Tahoe Community College, Cabrillo College, Mission College, Hartnell College, Foothill College, Ohlone College and San Jose Evergreen Community College District.

When the new Coyote Valley Educational Center Phase 1 facility is completed in the late Fall of 2016, the Academy will move from their current location at Evergreen Valley College, and operate at the new Phase 1 facility during the day. The cost to complete the Phase 1 facilities is estimated to be $21,651,000. Since approximately $11 million of Measure E funds currently remain in the Coyote Valley budget for Phase 1, the District will need to arrange for interim financing to complete the construction. As long as the interim financing is outstanding, it is anticipated that the Academy will share in the costs of the debt service. After the interim financing is paid off, the Academy will continue to pay the District for its use of the site. The purpose of the MOU is to detail those cost sharing terms.

Budgetary Implications:
Efficient use of Measure E Bond Program Funds.

Follow Up/Outcome:
Enter into agreement with the Academy.

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
SUBJECT: Selection of Professional Personnel Leasing, Inc. to conduct executive search services for a new Superintendent/President

Proposal:
That the Board of Trustees approves an agreement with Professional Personnel Leasing, Inc. (PPL) to provide executive search services for a new Gavilan Joint CCD Superintendent/President at a fixed fee of $26,000 for specified services.

Background:
At its November 10, 2015 the Board appointed an Ad Hoc Search Committee comprised of board member Kent Child as Chair with members Walt Glines and Laura Perry. The Board also gave the Committee authority to select the firm upon which this ratification is based. A Solicitation for Services for the Executive Search was sent on November 3, 2015 to 10 firms who specialize in this area, and have experience in the California Community College System. Three firms submitted proposals to the Solicitation by the November 16, 2015 deadline.

The Committee met on November 23, 2015, and reviewed the three proposals. After careful consideration, PPL was selected as the executive search firm to help the Board find the best candidate to become the next Superintendent/President of the District.

Budgetary Implications:
Fixed fee of $26,000 from the General Fund.

Follow Up/Outcome:
Enter into agreement with PPL.

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
Consent Agenda Item No.  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  III.2 (m) 

SUBJECT: Gilroy Unified School District Purchase of Portable Buildings 4 & 5

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal:
That the Board of Trustees ratify an agreement with Gilroy Unified School District (GUSD) to purchase Portable Buildings 4 & 5 at Gavilan College.

Background:
Sometime after January 1, 2016, Portable Buildings 1, 2, 3 & 6 will be moved to the South County Airport at San Martin to provide new facilities there for the District’s Aviation Maintenance Technology Program. That leaves Portable Buildings 4 & 5 as surplus space. Our local partner Gilroy Unified School District desires to purchase these two remaining units and will move them for use at Glen View Elementary School.

Budgetary Implications:
Payment to be received of $27,466 for each portable building based on their depreciated book value.

Follow Up/Outcome:
Upon approval, process agreement with the GUSD.

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
SUBJECT: Agreement with Ellucian Company L.P. to train staff and implement the Chart of Accounts, E-Requisitions, and Imaging/Document Management modules as part of the Gavilan College Banner Application Project

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees ratify an agreement with Ellucian Company L.P. for $41,400 plus travel and related expenses from Measure E funds to train staff and install the Chart of Accounts, E-Requisitions, and Imaging/Document Management modules as part of the Gavilan College Banner Application Project.

Background:
Ellucian Company L.P. will provide resources responsible for executing the Gavilan College Banner Application Project based on the following scope:
1. Review Chart of Accounts for California Regulatory Requirements and deliver a revised Chart of Account and follow-up consulting.
2. Review/Consulting on the design and configuration of the electronic procurement module including: Creation of Requisitions and establish document approval queues and limits.
3. Review/Consulting on the paper processing areas with Finance. Develop a plan and end user functional training.

Budgetary Implications:
$41,400 from Measure E Technology, Phase 2 funds.

Follow Up/Outcome:
Ratify the agreement.

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